



Portland
Public
Schools

Oakwood Elementary School

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Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for the Oakwood Elementary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Elizabeth Findlay for assistance.

The AER is available for you to review electronically by visiting the following web site <http://ow.portlandk12.org> or you may review a copy from the Oakwood Elementary School office at your child's school. Achievement data is available at at: <https://goo.gl/VaVN5r>

Our school data reflects the challenges we face with standardized tests for our special needs population. From year to year, these students vary wildly in their disabilities and levels of academic achievement, yet are all held at the same standard of expected achievement. This is a constant focus for us. Another key challenge is the achievement of our low socioeconomic status students. Our staff is expanding the initiatives at Oakwood meant to engage these students and their families, as well as researching teaching strategies that will help all students achieve at a high level, thereby allowing us to close the most significant achievement gaps.

State law requires that we also report additional information.

1. Process for assigning pupils to the school
 - a. Since Oakwood is the only school serving the Developmental Kindergarten through Second grade students attending Portland Public Schools, all students in those grades are assigned to Oakwood Elementary.
2. The status of the 3-5 year School Improvement Plan
 - a. Oakwood Elementary has a comprehensive school improvement plan designed and implemented by staff, teachers, and administrators. It includes academic goals, researched-based strategies for improving academic achievement, professional development, Tier 1, 2, and 3 instructional strategies, student assessment, positive behavior supports, and parent involvement.

- b. Our three academic goals include improving achievement in writing, reading, and mathematics. Our staff has participated in professional development in administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, a set of measures for assessing the acquisition of early literacy skills. Our positive behavior goal includes implementing Positive Behavior Interventions and Supports
 - c. Analysis of our data from our common assessments and progress monitoring data has shown students' progress toward the objectives. We continue to set our targets for student growth and achievement through the formative data collected on a regular basis. These targets are in line with our school improvement goals and objectives.
 3. A brief description of each specialized school
 - a. Oakwood is not a specialized school. We do participate with the Ionia Intermediate School District to access the specialized school they supervise as needed.
 4. Identify how to access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model
 - a. The Michigan State Board of Education has developed a model Core Curriculum for school districts to use. Core curriculum is defined as a set of learning objectives (Common Core State Standards or CCSS, Grade Level Content Expectations or GLCEs, Next Generation Science Standards or NGSS) that all students are expected to achieve. Oakwood teachers work actively to ensure that our curriculum is aligned with the expectations provided by the state. Information regarding the school's curriculum can be requested from the principal's office.
 5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests
 - a. The assessment tools used with our students are summative and formative assessments, such as DIBELS, MLPP, running records, and unit assessments. The students' achievement on these assessments show that they are achieving at grade level in the core content areas.
 6. Identify the number and percent of students represented by parents at Parent-Teacher Conferences
 - a. Parent-Teacher Conference Attendance Rates
 - i. Conferences are held at Oakwood Elementary School twice a year, in October and again in February. In October 2015, we had 91% of our students' parents participate. In February 2016, we had 87% of our students' parents participate.

The students and staff of Oakwood Elementary have every reason to be proud. A tradition of achievement is present at Oakwood and in the Portland community. I congratulate each student, family, and staff member, and encourage you to continue to give great effort in our pursuit of academic achievements.

Sincerely,

Elizabeth Findlay