



January 25, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Stewart 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 Principal Samantha Berglan for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3o4YiN2> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Stewart Elementary works to place a profound focus on enhancing reading proficiency for all students through Reading Workshop and targeted skill intervention time. Teachers have an opportunity to participate in intense, job-embedded professional learning about Readers Workshop through district training with our Teachers College literacy consultant. Students in grades K-5 participate in intensive skill-based intervention four days a week. These intervention groups are flexible and data-driven. Our skill-based intervention is overseen by our Interventionist, who supports and teaches alongside our trained support staff.

The Stewart Family is engaged in a unique partnership with Indiana University Bloomington's Center on Education and Lifelong Learning to focus on school-wide discipline using the PBIS Framework. Positive Behavior Interventions and Supports (PBIS) is a systems approach for establishing the social culture and individualized supports needed for all students to achieve both social and academic success. PBIS is a profound focus on the behaviors you want to see through by prioritizing interventions, developing effective "consequences" and clarifying, teaching and reinforcing desired behaviors.

The Stewart Family refers to its PBIS team as The Synergy Team. The Synergy Team consists of thirteen members from the school community. The team has representatives from kindergarten through fifth grade, specials teachers, the school counselor and the principal. The Synergy Team meets twice a month to develop the PBIS plan, review data and analyze the culture of The Stewart Family. The entire Stewart



Family staff meets together once a month during School Improvement meetings to focus on our school-wide expectations, family engagement, data and recognizing the behaviors we want to see.

The Synergy Team has worked collaboratively with The Stewart staff and students to develop five school-wide expectations. Our school-wide expectations are the social principles that guide the behavior of everyone in the school. The Synergy Team and the Stewart staff developed the five expectations of P.R.I.D.E.-- Perseverance, Respect, Integrity, Dedication and Empathy. "The Stewart Family has P.R.I.D.E.!"

The Synergy Team then supported the students at Stewart to create definitions for each expectation.

- Perseverance: We ignore our "quit button" when something is hard.
- Respect: We treat people and things with kindness and care.
- Integrity: We do what is right, even when no one is watching.
- Dedication: We try our best to show it matters.
- Empathy: We understand feelings and how our actions and words have power.

Our school improvements teams have specific goals for the three content areas of reading, writing and math. We provide strategies and training for both staff and students in these areas. We utilize paraprofessionals and interventionists to help us reach our goals. We carefully monitor our students who are "at risk" through our Response to Intervention and Child Study programs.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL - Stewart Elementary School houses approximately 400 K – 5th grade students. Each student is assigned to a particular classroom teacher based on his/her age and previous school record, if any. Elementary students are assigned to one of three school buildings according to geographic boundaries established and modified from time to time, to assure full utilization of the district's teaching and facility resources. To provide an equal educational opportunity to all elementary students, it is sometimes necessary to transfer some students from one attendance area to another.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN - A complete copy of the School Improvement Plan is located on the Stewart School website at: www.lakeshoreschools.k12.mi.us
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL - Some Lakeshore Public School students who are identified as having one or more handicaps are able to receive educational services at specialized schools and centers. The programs are operated by Berrien RESA and/or Lakeshore Public Schools. The decision to place a student in a special education program is made by an Individualized Educational Plan Committee (IEPC) which includes at least one of the student's parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student's educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include: Autism, Emotionally Impaired, Cognitively Impaired, Moderate to Severely Mentally Impaired, Hearing Impaired, and Early Childhood Developmental Delay (ECDD).



4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF ANY VARIANCES FROM THE STATE'S MODEL - - As mandated by the State of Michigan, Lakeshore Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, and the Common Core State Standards. Copies of core curriculum are available at all buildings and at the district office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS - Fall, winter and spring reading targets/benchmarks using the Fountas and Pinnell running record assessments quickly identify students making appropriate growth. Most of our students show growth of at least one grade level per year. Our students' performance continues to meet and exceed state and county standards in most areas assessed as we continue to improve.

2018-19 Results

3 rd Grade Math	61%
3 rd Grade ELA	49%
4 th Grade Math	70%
4 th Grade ELA	68%
5 th Grade Math	69%
5 th Grade ELA	63%
4 th Grade Science	NA
5 th Grade Social Studies	28%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES –

2019-20 School Year

Fall Conferences: 95%

Spring Conferences: 96%

2020-21 School Year

Fall Conferences: 96%

The information enclosed in this report is just a snapshot of the student achievement data that indicates the success we are achieving at Stewart Elementary School. We invite you to go to our website for further information where we detail many of our special programs and opportunities for students. As always, please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Samantha Berglan
Principal
Stewart Elementary School