



Superintendent, Dr. Arthur Ebert
Assistant Superintendent, Mrs. Nicole Gittinger

Eastwood School Annual Report (AER) Cover Letter

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-2023 educational progress for Eastwood 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 the principal of Eastwood Elementary, Mr. Mike Miller, for assistance.

The AER is available for you to review electronically by visiting the following [web site](https://sturgisps.org), or at sturgisps.org, under the Eastwood School tab, or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

We continue to face challenges in both reading and math achievement. M-STEP data from the 2022-23 school year showed that 22.3 % of our 3rd grade students, 25.2 % of our 4th grade students, and 33.3 % of our 5th grade students achieved proficiency on M-STEP ELA. M-STEP Math data showed that 33.0 % of our 3rd grade students, 21.7 % of our 4th grade students, and 27.4 % of our 5th grade students were proficient. Data collected from our district level NWEA Assessment showed similar results. On the Spring of 2022-23 NWEA Assessment, 45.0% of our 3rd grade students, 36.4% of our 4th grade students, and 39.1% of our 5th grade students met or exceeded the mean RIT score for their grade level in ELA. For NWEA Math, 44.4% of our 3rd grade students, 26.3% of our 4th grade students, and 39.2% of our 5th grade students met or exceeded the mean RIT score for their grade level.

We continue to work toward improving these numbers. This is our sixth year using the CKLA Amplify resource for English and Language Arts instruction in grades K-5, and our fifth year implementing the recently revised Ready Common Core in math. We are seeing improvements

in understanding of common vocabulary and in writing, which we attribute to instructional consistency and common instructional practices such as having students use complete sentences when responding orally and in print. We continue to provide daily intervention for all students using a combined approach with MTSS and RTI. Additionally, as a district we are currently reworking and updating our curriculum framework to tighten up alignment across grade levels and better match instructional practices and rigor within the classroom and on local assessments, with that which is expected within grade level content expectations.

State law requires that we also report additional information, listed below:

Process for Assigning Pupils to the School:

When students enter the district, the location of the home or daycare provider is considered for placement. Whenever possible, students are placed in their neighborhood schools. Other factors that impact placement decisions include services offered at the school, such as special education, the need for language support, and average class sizes at the time. School status and requests are also taken into consideration. Upon exiting 2nd grade, all students in the district then attend Eastwood Elementary (Grades 3 - 5), Sturgis Middle School (Grades 6 - 8), and Sturgis High School (Grades 9 - 12).

School Improvement Plan Status:

Each spring, data is collected and reviewed. The data is analyzed over time and decisions regarding goals and strategies are selected, based on best practice research. Annually, we update our school improvement plan to clarify how we are progressing toward our goal and adjustments are made to reflect needed changes. A copy of the current School Improvement Plan will be available for review from the building office by September 1st of each school year.

Description of each specialized school:

Eastwood Elementary School serves all general education students and students with Individualized Development Plans in 3rd - 5th grades. It is not considered a specialized school.

How to Access the Common Curriculum:

The state of Michigan, along with a majority of states, have adopted the Common Core standards. The Common Core standards establish clean and consistent goals for learning that will prepare our students for success in college and work. They are closely aligned to the Grade Level Content Expectations that we had prior to the adoption of the Common Core. The district is currently in the process of updating Sturgis Public Schools curriculum maps to align with the Common Core standards. The essential skills parent friendly documents will be distributed at open house. The Common Core standards and their alignment documents can be accessed at: <http://www.corestandards.org/>

RESULTS FOR LOCAL COMPETENCIES, NATIONALLY NORMED STUDENT ACHIEVEMENT TESTS:

During the period of 2020 - 2023, Eastwood Elementary School's 3rd through 5th grade students were assessed three times annually in the areas of Reading and Mathematics using the NWEA benchmark assessment. A comparison of scores for the previous two years is shown below.

NWEA		Eastwood	Norm	Eastwood	Norm	Eastwood	Norm	NWEA		Eastwood	Norm	Eastwood	Norm	Eastwood	Norm
Reading		3	3	4	4	5	5	Math		3	3	4	4	5	5
2022-23	Spring	193.8	191.12	197.8	204.83	204.6	210.98	2022-23	Spring	196.8	201.08	200.9	210.51	210.7	218.75
2022-23	Winter	190.4	193.9	195.5	202.5	203.7	209.12	2022-23	Winter	191.3	196.23	197.5	206.05	206.8	214.7
2022-23	Fall	181.8	186.62	191.5	196.67	199.9	204.48	2022-23	Fall	182.7	188.48	192.4	199.55	202.3	209.13
2021-22	Spring	192.2	191.12	200.3	204.83	206.1	210.98	2021-22	Spring	194.6	201.08	203.1	210.51	212.8	218.75
2021-22	Winter	187.9	193.9	197.4	202.5	205.7	209.12	2021-22	Winter	187.6	196.23	198.5	206.05	209.3	214.7
2021-22	Fall	179.4	186.62	193.5	196.67	200.8	204.48	2021-22	Fall	178.7	188.48	192.4	199.55	205	209.13

Parent/Teacher Conference Participation:

The expectation of this district is for all staff to participate collaboratively with parents to ensure that students are learning. Each year, we require and achieve 100% participation. During the parent/teacher conference window, teachers communicate with families, either during a face-to-face conference, phone conference, or home visit. If, after repeated attempts, the teacher is unable to make a personal contact with the family, written communication is utilized.

In closing, we would like to recognize the efforts of our students, staff, families, and community. Through our combined efforts, we will continue to work towards success for all students.

Sincerely,

Mr. Mike Miller, Principal

Eastwood Elementary School