



District Administration Building
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Holland, MI 49423
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January 3, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for **West**. 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 Chad Tolson for assistance.

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

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a **School that has not been given one of these labels.**

At West, our goal is to improve student learning every year. We work hard to assist our students in reaching proficiency in all subject matter. We know that there are challenges for some of our learners, but we are determined to overcome those challenges. The staff at West has high expectations for all students and will go above and beyond in working to improve student achievement. Tier One instruction is a focus across the board, which we know will improve student achievement. This year we have all of our learners in person, so that will help with students being able to work directly with the teacher to gain the best possible support when they might struggle. The focus in grades TK-2 is early literacy with 3-5 the focus is either math or literacy based on greatest need. The students who need the most support at West are our Students with Disabilities, EL learners and our Economically Disadvantaged students. We continue to provide support for those learners academically and social-emotionally. We also offer Tier 2 instruction for students in K-5. Students are given additional reading and math support from our Tier 2 providers based on data and where the greatest needs may be for that grade level.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

1. School Assignment/Transfer

- a. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.
- b. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.
- c. Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.
- d. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.
- e. When families relocate from one neighborhood to another within the District during the school year, the children affected may continue their education at their original school if parents provide transportation to/from school.

2. Class and Grade Assignment/Transfer

- a. Assignments to class and grade shall be made by the principal after consultation with relevant staff.
- b. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.
- c. Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are assigned to classes and/or teachers or are transferred after initial assignment.

3. The following procedures shall be followed in a transfer of a student within a school:

- a. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.
- b. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

At West Elementary we started the new MICIP School Improvement system last year, with the rest of the district. We set a district wide goal that had strategies and activities specific to the elementary schools, along with a few that all buildings would be working on. Much of the work we do on these goals will continue in subsequent years with teacher input during our Continuous School Improvement meetings 3-5 times during the school year. Our building School Improvement Team is also part of designing the goals in our plan that are specific to West. Our team meets once or twice a month. Similar to last year, we will continue to work with the district on the new MICIP program and add goals along with strategies/activities that are specific to our school. We will continue to focus on the General Education Leadership Network Essential Practices in Early and Elementary Literacy to better support our learners. We plan to continue working on those Essential Practices by providing PD to our staff to continue their growth around improving literacy instruction for all of our learners. We will also begin to look for ways to add more math support for our learners since we have been seeing this as a need from so much lost instructional time from the pandemic.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

1. Severe Multiple Impairments Classrooms

Two Special Education Programs designed to serve elementary age students with Severe Multiple Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1748).

2. Early Childhood Special Education Classrooms

Three Special Education Programs designed to serve Preschool age students (3 through 5 years) with Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1755).

3. Classrooms for students with Hearing Impairments

Three Special Education Programs designed to serve preschool through 12th grade students with Hearing Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1742).

4. Autism Spectrum Disorder Classrooms

Three Special Education Programs designed to serve preschool through 12th grade students with ASD. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1758).

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

The framework for developing curriculum is established through the Michigan Department of Education (MDE). Within that framework, local schools adopt the core curriculum as designed, or modify the curriculum to address local needs. Currently, our district has written curriculum maps Pre-K-12 for Math and ELA that are aligned to the Michigan Academic Standards. The Grade Level Content Expectations (GLCE's) in the area of Social Studies will continue to be used through 2020.

Our curriculum is aligned with the State of Michigan content standards, which are contained in the Michigan Academic Standards Page, on the State of Michigan website:

http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html.

Pacing guides and curriculum guides are available on the district website or through the Office of School Improvement. Holland Public Schools has a defined guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3J93yL9>, or you may review a copy in the main office at your child's school.

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

K - 84%
1st - 91%
2nd - 99%
3rd - 94%
4th - 89%
5th - 97%

Staff at West is focused on building relationships with their students and their families to best meet the needs of our diverse learners. We continue to work to improve teaching practices and to ensure that all learners are getting what they need to be successful. We have outstanding students that are excited to attend school and work in a collaborative environment. Our West families are very supportive of the staff and we want to continue to look for ways to strengthen this partnership with the school. I appreciate how the West staff goes above and beyond to support our students and their families. We are a thriving community of collaborative learners at West Elementary.

Sincerely,

Chad Tolson