

Arrowwood Elementary School

2020–2021 Annual Education Report for 2019–2020 Progress

Bekah D'Haene, Principal

Annual Education Report

February 9, 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 Arrowwood 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 Bekah D'Haene, Arrowwood Elementary Principal, at (989) 797-1835 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3gvxmnb>, 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Arrowwood Elementary has not been given one of these labels.

Based on assessment data and observations, key challenges for Arrowwood Elementary include number sense, story probleming, and reading comprehension. During the 19-20 school year, the district implemented a new ELA curriculum and invested in classroom libraries to support the English language arts for all students. This year the building is beginning to examine mathematical practices to support those challenges identified.

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PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

District students are assigned to Arrowwood Elementary School according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program offered that better meets their needs or they may enroll through the School of Choice program.

Specialized Schools

Students in the Arrowwood School attendance area may participate in the following specialized programs:

- *Early Childhood Development Delayed*
This program offers a classroom for children aged three to five who are developmentally delayed in two or more areas. The children learn basic readiness skills, skills for independence, social skills, and skills to improve their language.
- *Step by Step Preschool and Childcare*
A fee based Preschool Child Care Program that offers full-day, half-day, and Preschool enrichment only choices, and is available year round or school year. This program serves students ages 3-5.

THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

The Arrowwood Elementary School Improvement Plan is an official document composed of goals identified through a building comprehensive needs assessment, and strategies implemented to achieve those goals. The School Improvement Team is composed of teachers, parents, and administration that meets monthly. The team facilitates the continuous collection and analysis of academic assessment data to guide instruction, and evaluates progress of student achievement goals. The full electronic version of the Arrowwood Elementary School Improvement Plan can be viewed at: <https://www.stcs.org/AES/19535-School-Improvement.html>. A hard copy can be accessed in the school office.

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: All students at Arrowwood Elementary will be proficient in Mathematics.			
Strategy: Arrowwood Elementary will develop a comprehensive plan for professional development to support student achievement which includes providing time for grade level collaboration to ensure fidelity of the pacing as well as content covered by each grade level.		X	

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Strategy: Arrowwood Elementary will implement the Math in Focus curriculum with fidelity, and implement tasks that promote reasoning and problem solving.		X	
Strategy: Arrowwood will continue a Multi-tiers System of Support (MTSS) model by providing differentiation based on student skill needs and supplemental instruction to meet the unique learning needs of all students.		X	
Strategy: Arrowwood Elementary will create multiple opportunities to engage and support families in the area of mathematics through school wide events and strategy sharing in the school newsletter.			X
Goals	Progress		
	Getting Started	Implementation	Monitoring
Strategy: Staff will implement and monitor a multi-tiered system of support (MTSS) using Character Education.		X	
Strategy: Staff will engage in learning and support for families to teach life skills.			X
Goal 2: All students at Arrowwood Elementary will be proficient in English Language Arts.			
Strategy: Arrowwood Elementary staff will participate in targeted professional learning focusing on Balanced Literacy, key components of the Literacy Essentials, and the implementation of Lucy Calkins Units of Study in Reading and Writing.		X	
Strategy: Arrowwood Elementary will identify and regularly use a variety of evidence/research-based, content-specific, relevant, and content mastery support activities, authentic formative and summative classroom assessments/measures, and provide timely student progress feedback in order to yield deeper levels of student engagement, empower students in the learning process, and increase student achievement. Teachers will be taught the Instructional Literacy Essentials and utilize the Balanced Literacy Framework. K-8 will be trained to use the Lucy Calkins Units of Study for Reading, Writing and Phonics within the next 3 years.		X	
Strategy: Arrowwood will continue a Multi-tiered System of Support (MTSS) model by providing differentiation based on student skill needs and supplemental instruction to meet the unique learning needs of all students.		X	
Strategy: Arrowwood Elementary will create multiple opportunities to engage and support families in the area of literacy through school wide events and strategy sharing in the school newsletter.			X
Goal 3: All students at Arrowwood Elementary will be proficient in their social skills.			

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Strategy: All staff will collaborate to revise and teach 3-5 common behavior expectations using PBIS, CHAMPS and Great Expectations to all students.		X	
Strategy: Arrowwood will continue to implement a school-wide PBIS Model and Great Expectations. This initiative provides teachers and administrators with the skills and strategies needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence.		X	
Strategy: Arrowwood will continue a Multi-tiered System of Support (MTSS) model by providing differentiation based on student skill needs and supplemental instruction to meet the unique learning needs of all students.		X	
Strategy: Arrowwood Elementary will create multiple opportunities to engage and support families in the area of social emotional learning.	X		

A BRIEF DESCRIPTION OF OUR SCHOOL

Since the beginning of the 2010-11 school year, Arrowwood Elementary School has served students in grades third, fourth, and fifth. With an enrollment of approximately 430 students, there are fifteen general education classrooms. In addition, Arrowwood provides special education programming in the areas of Autism Spectrum Disorder, Cognitively Impaired, and Multi-Categorical Disabilities. Students participate in physical education, general music, and art. Qualifying students can receive services from one of two Literacy and Numeracy Specialists. An Instructional Coach is also available to work with staff on developing their core instructional practices to support all learners. The building has one full time school social worker supporting all students at Arrowwood and a part-time school social worker supporting students in special education. The school has a growing library that is staffed by a part time instructional aide and supported by the district librarian. State licensed after-school daycare, as well as before and after-school student supervision is provided at the school through the Community Education Department.

Due to the COVID-19 pandemic, a virtual schooling option was offered and made available to all students. An Arrowwood teacher was available as a mentor to work with students remotely using Lincoln Learning, a virtual learning platform for elementary level students. Virtual students were able to take all core content classes and art as an elective class. The school library offered a “Library on the Go” option for students to continue to check out books from the library.

CORE CURRICULUM

A copy of our district’s core curriculum may be obtained from the STCS Office of Learning, Curriculum, Instruction, and Assessment. Our core curriculum is fully implemented, and

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completely aligned to meet the Michigan Department of Education's adopted learning standards and graduation requirements.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

Arrowwood Elementary schools' student achievement data can be viewed by clicking on the following report: [Annual Report Data: Arrowwood Elementary](#).

PARENT TEACHER CONFERENCES

Arrowwood Elementary takes pride in having a high percentage of participation for our annual parent teacher conferences with a rate of 90.3% for attendance.

The staff of Arrowwood Elementary continue to be committed to serving the needs of all students. It is the goal of the building to prepare students to be responsible citizens and lifelong learners. Through a shared vision, Arrowwood staff continues to collaborate with families and the community to ensure the success of our diverse population. Please contact the Arrowwood office at (989) 797-1835 if you would like further information about our school.

Sincerely,

Bekah D'Haene
Arrowwood Elementary School Principal