



WOODLAND ELEMENTARY SCHOOL
Katalin Rosinski, Principal

The purpose of Woodland Elementary is to create a nurturing environment in which children become life-long learners who reach their greatest potential.

February 6, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Woodland 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 Katalin Rosinski, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [MI School Data](#), 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.

However, our school was identified as a Reward School by the State of Michigan because of our achievement on English Language Arts and Math MSTEP scores.

The 2022-2023 school year brought the return to normalcy after the Covid-19 pandemic. Our students continued to learn how to be a student in a classroom. Due to the focus on social emotional learning in addition to academics, our results demonstrate only a partial picture of our student body's knowledge. Minimal achievement gaps still exist among our English Language Learners and our Special Education students as compared to their counterparts.

In order to address these challenges, we have implemented the following initiatives:

- Targeted ELL servicing to assist with academic vocabulary and writing
- Leveled Literacy Instruction for at-risk readers grades K-5
- Instructional Coach to support teachers in grades TK-5
- MTSS Interventionist for at-risk students in grades K-5
- Continued work in PLCs at each grade level and early-release days to provide collaboration opportunities across the district
- Brainspring Phonics coaching for K-3 staff, special education staff and ESL staff
- NWEA Map Assessments three times per year to monitor student progress
- Utilization of FOSS Kits for physical and earth science at all grade levels
- Provided professional development to staff in the areas of Equity, Differentiated Instruction, Explicit Instruction and Social-Emotional Learning
- Scheduled regular data meetings for grade-levels to review data.
- Implementation of Imagine Language and Literacy, NewsELA, and Prodigy for on-line skill building.

State law requires that we also report additional information.

Process for assigning students to the school: The Avondale School district designates enrollment areas for each of its four elementary buildings. Residents in the Woodland attendance area attend our school. When space permits, parents may apply to have their child attend another district elementary school. Woodland also has many Schools of Choice students as part of Avondale's limited Schools of Choice offerings.

1. Status of the 3-5 Year School Improvement Plan: The Avondale School District has adopted a strategic plan "Avondale 2025". The district's plan provides the general framework for Woodland Elementary's individual school improvement efforts. A focus on equity, access, anti-biased practices and restorative practices are at the core of the goals. The three main goals of the school improvement plan are: 1) Increase student growth and achievement, 2) Increase student, family and staff sense of inclusion, and 3) Maintain a healthy fund balance while serving students and staff. A copy of Avondale's strategic plan can be found at www.avondaleschools.org.
2. Core Curriculum: Core Curriculum is defined as those educational outcomes that are important for all students to attain as they progress through school. The Michigan Department of Education provides an academic core curriculum that specifies the standards, benchmarks, and content expectations at each grade level and content area K-12. We follow the Common Core State Standards in English Language Arts and Math, and the Next Generation Science standards. The Avondale School District strives to provide all

students with a comprehensive curriculum consistent with the State of Michigan’s core curriculum that meets their diverse needs and prepares them for a productive future. Information on the core curriculum is available at www.mi.gov/mde or in our school office.

3. Achievement Testing: All Avondale TK-5th grade students have taken the nationally normed NWEA Map Assessment for Math and Reading. This standardized assessment is given three times a year and data is used to drive instructional practices.

	Reading	Math
Grade	% Met/Exceeded Growth RIT	% Met/Exceeded Growth RIT
TK/K	75%	92%
1	92%	98%
2	78%	88%
3	70%	91%
4	76%	63%
5	67%	89%

4. Parent-Teacher Conference Data: For the past three years, Woodland had approximately 96% attendance at Parent Teacher Conferences. We offer conferences in the Fall and Spring through face-to-face meetings, zoom, and/or via phone conversation.

The strength of Woodland Elementary School is found in the dedication of our students, parents, and educators working together in a cooperative spirit. As a community of diverse learners, we are focused on the successes of our students as they prepare for the world of tomorrow.

Sincerely,

Katalin Rosinski
Principal
Woodland Elementary