

Stone Elementary School
2016–2017 Annual Education Report
Sherry Couture; Principal

Stone Elementary Annual Education Report

April 19, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Stone Elementary. 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 Stone Principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.spsd.net/aer, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified and has not been given one of these labels.

The key challenges for Stone Elementary are high mobility, poverty, and truancy rates, as well as low academic achievement, with students performing below the State targets in all subject areas and grade levels. Several key initiatives have been implemented to improve student scores, including Promoting Positive School Climate,

Restorative Practices, Truancy Abatement, new core content area resources and a Behavior Interventionist. These initiatives were added at the beginning of the 2016-2017 school year and address the key challenges to close the demographic gaps and accelerate student achievement.

State law requires that we also report additional information.

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PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the SPSD Board of Education. Enrollment requests are considered in accordance with the following:

Board Policy 8040 School Admissions

Board Policy 8005 Open Enrollment (for students who reside within district boundaries)

Board Policy 7950 Schools of Choice (for students who reside outside of district boundaries).

THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: All students will increase proficiency in math.			
Strategies: 1. Professional Learning Communities 2. Common Core Instruction 3. Multiple Tiered Systems of Support 4. Parent Engagement		X X X	 X
Goal 2: All students will be proficient in writing.			
Strategies: 1. Professional Learning Communities 2. Common Core Instruction 3. Multiple Tiered Systems of Support 4. Parent Engagement		X X X	 X
Goal 3: All students will be proficient in writing.			
Strategies: 1. Professional Learning Communities 2. Common Core Instruction 3. Multiple Tiered Systems of Support 4. Parent Engagement		X X X	 X
Goal 4: Stable and High Performing Organization			
Strategies: 1. Continuous Growth Model		X	

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2. College and Career Ready Culture		X	
3. Safe & Effective Learning Environment		X	
4. Family & Community Involvement		X	

A BRIEF DESCRIPTION OF OUR SCHOOL

Stone Elementary is a Pre-K-6 Grade elementary school in the urban community of Saginaw, Michigan. Stone has a multicultural enrollment of 386 students (PreK-6). Stone is a school wide Title I building with two Cognitively Impaired classrooms as well as a Learning Resource room. The percentage of students that qualify for free and reduced lunch is 87% and as a result Stone participates in the Community Eligibility Provision (C.E.P.). Enrollment has remained steady from the previous school year. Stone accepts all neighborhood students as well as students applying through the Schools of Choice and Open Enrollment options. Parents from within and outside of district school boundaries elect to send their children to Stone. The principal has been at Stone since the 2014-2015 school year. She has been a principal in the district for eight years. Staff has also increased due to increasing enrollment.

CORE CURRICULUM

The Michigan School Code requires every local school district to establish a core curriculum and an aligned instructional program. Teachers, instructional coaches and administrators have collaborated to address core curriculum requirements by creating overarching questions and essential learning expectations for students, along with assessments and resources for four core content areas (English, Social Studies, Science and Math). SPSD obtains the curriculum from the Michigan Association of Intermediate School Administrators (MAISA), which provides college and career readiness units and resources that are aligned with the Michigan standards. The Core Curriculum can be located on the Saginaw Public School District's website:

- Step 1: Go to www.spsd.net.
- Step 2: Click on Departments
- Step 3: Click on Instructional Division
- Step 4: Click on Core Curr. MAISA units
- Step 5: To view and download the MAISA C.C.R.S. units, click on either the SEARCH or BROWSE buttons on the top of the page. You can use the SEARCH

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feature to find where a certain topic or skill is taught. The BROWSE button allows you to browse by grade level or subject area.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

The aggregate student achievement results can be located by accessing the following link: <https://goo.gl/MxSqbz>

PARENT–TEACHER CONFERENCES

83% of Stone parents attended fall conferences.
72% of Stone parents attended spring conferences

COLLEGE ENROLLMENT

FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING: Not Applicable.

Description	Number	Percentage
NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	N/A	N/A
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	N/A	N/A
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	N/A	N/A
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT	N/A	N/A

Stone is taking measures to address low academic achievement, outlined in the School Improvement Goals. During the 2016-2017 school year, Stone implemented Promoting Positive School Culture. Behavioral expectations for every area of the school are taught and students are given Positive Behavioral Interventions and Supports. As a result, the number of office referrals and suspensions were significantly decreased by 67%. Teachers are participating in

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Professional Learning Communities to analyze student data and plan lesson strategies for interventions to teach content with researched-based methods. New academic resources and programs have been purchased and implemented to help increase student engagement. These initiatives are yielding positive results and local assessments are showing a promising increase in student test scores.

Sincerely,

Sherry L. Couture

Sherry L. Couture, Principal