

# Zilwaukee School

2017–2018 Annual Education Report for 2016–2017 Progress

Tina L. Muñoz; Principal

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## Annual Education Report

May 18, 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 Zilwaukee 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 Mrs. Tina L. Muñoz, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://www.spsd.net/aer> or you may review a copy in the main office at your child's school. 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 has not been given one of these labels.

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For 2016-2017 school year, Zilwaukee School made Adequate Yearly Progress (AYP). While we are pleased to have reached this important goal, we are continuously working to improve the academic progress of students.

Our combined report indicates that grades 3, 4, and 6 had a positive proficiency growth in the content area of ELA. Grade 3 showed an increase of 15.8% from 2015-16, grade 4 showed an increase of 18.6% from 2015-2016, and grade 6 showed an increase of 8.0% proficiency from 2015-16. However, grades 5, 7, and 8 had decreases in proficiency growth. Grade 5 showed a significant decrease of 27.6% from 2015-16, grade 7 showed a decrease of 4.5% from 2015-2016, and grade 8 showed a significant proficiency decrease of 33.3% from 2015-16.

Math, science, and Social Studies content areas continue to be key challenges. In regards to math content our combined report indicates that grade 4 was the only grade that had a positive proficiency growth showing an increase of 30.4% from 2015-16. Grades 3, 5, 6, 7, and 8 all showed decreases in proficiency from 2015-2016. Grade 3 showed a decrease of 6.2% proficiency from 2015-16. Grade 5 had decreased 2.5% in proficiency growth. Grade 6 showed a decrease of 11.5% from 2015-16, grade 7 showed a decrease of 1.1% from 2015-2016, and grade 8 showed a significant proficiency decrease of 18.8% from 2015-16.

In regards to science content our combined report indicates that overall, we had a 1% decrease in proficiency; with that being said grade 4 showed a proficiency increase of .6% while grade 7 had a 1.1% decrease in proficiency from 2015-16.

Lastly, in regards to the area of social studies, our combined report indicates that overall, we had a 6.4% decrease in proficiency; specifically grade 5 showed slight growth of 0.4% proficiency, however grade 8 showed a significant decrease of 18.8% proficiency.

Key challenges presented themselves in the area of retaining and/or securing effective to highly effective instructors this year as three core content areas for grades 5, 6, 7, and 8 were instructed by substitutes for a good portion of the school year. The inconsistency with staffing posed a great challenge when striving to increase proficiency within and between our subgroups, as well as our students who qualify as economically disadvantaged or special education students. In regards to ethnicity, the white student population tends to perform with higher proficiencies in all four content areas. The black student population performed at a higher proficiency than the Hispanic population in the area of math, however the Hispanic student population performed better than the Black student population in the area of ELA. In the areas of science and social studies, the Hispanic and Black student population had 0% proficiency outcomes.

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Zilwaukee School’s focus for the 2017-18 school year will be first and foremost on Math achievement. We will continue to implement evidence-based strategies that fall into a vertical alignment for grades kindergarten-8th grade. Our focus on student achievement is completely data driven with data from the following: AIMSWEB (Math and ELA), district benchmark assessments, pre and post assessments, and individual student performance in the classroom. In an effort to impact student growth student leadership notebooks continue to be used in grades PreK-8 in which students will collect, monitor, and reflect on their individual and classroom data.

In addition to the implementation of the Leader in Me Process at Zilwaukee School, we have also implemented Professional Learning Communities, as well as a stronger MTSS system of support for students identified in the subgroups stated above in an effort to accelerate student achievement and close persistent gaps in achievement. Zilwaukee School offers extended learning opportunities for our students and supports in math and reading explicitly during the MTSS period as well as throughout the school day. A schoolwide focus is to increase math fluency with a minimum of 5 minutes of daily focus. Professional Learning Communities enables the teachers to work together and look individually at students’ progress, from there they are able to plan lessons and interventions to provide support for individual students. Academic intervention offers instructional interventions that are intentional and aimed at academic weakness and monitored through teacher and student progress monitoring.

State law requires that we also report additional information:

## PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

At this time, students are assigned to our school using a variety of options. First, our students who live in our neighborhood area are assigned to our school. Second, we have students who reside outside the district but choose to attend our school through the “School of Choice” process. Third, we have students who attend our school from other neighborhood areas through the “Open Enrollment” process. Finally, we have students who may be referred to our school as an alternative to their home school for a variety of reasons.

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)

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## THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: All Students at Zilwaukee School will be proficient in math.			
Strategies: 1. Professional Learning 2. Best Practices for all Students 3. Multi-Tiered System of Supports for Subgroups 4. Parent Engagement			X X X X
Goal 2: All Students at Zilwaukee School will be proficient in reading.			
Strategies: 1. Professional Learning 2. Best Practices for all Students 3. Multi-Tiered System of Supports for Subgroups 4. Parent Engagement			X X X X
Goal 3: All students at Zilwaukee School will be proficient in writing.			
Strategies: 1. Professional Learning 2. Best Practices for all Students 3. Multi-Tiered System of Supports for Subgroups 4. Parent Engagement			X X X X
Goal 4: Zilwaukee School will become a stable and high performing organization to promote the success of all students.			
Strategies: 1. Continuous Growth Model 2. College and Career Ready Culture 3. Safe and Effective Learning Environment 4. Parent and Community Involvement		X	X X X

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Goal 5: All students at Zilwaukee School will be proficient in Science

Strategies:

1. Professional Learning
2. Best Practices for all Students
3. Multi-Tiered System of Supports for Subgroups
4. Parent Engagement

X  
X  
X  
X

## A BRIEF DESCRIPTION OF OUR SCHOOL

Zilwaukee School serves students in prekindergarten through 8th grade. Zilwaukee is proud to be recognized as a Stephen Covey Leader In Me School; we are proud of the fact that we were the first official Leader in Me School in Saginaw County! As a Leader in Me School, our staff and students are discovering and practicing a set of leadership and life skills from Stephen Covey's book *The 7 Habits of Highly Effective People*.

With the support of parents and the community, we are committed to providing academic rigor and leadership opportunities in a safe and effective learning environment. All members of our school community are working collaboratively to grow future leaders together. Staff and students model leadership through living the seven habits, exceeding expectations, accepting responsibility for attitude, academics, and actions, and doing the right things when no one is looking.

At Zilwaukee School, we take pride in offering a family-oriented setting to our students and their families. There are 19 professional teaching staff members and 24 support personnel, including ancillary staff, academic interventionists, classroom aides, kitchen and cafeteria staff, custodians, truancy abatement clerk, and secretary. Mrs. Tina L. Muñoz, is our Principal. Our Title 1 Parent Liaison is Mrs. Jennifer LePeak. Mrs. Lisa Menchaca is serving as our PTCC President for the 2016-17 school year. Although we have had numerous staffing changes due to various reasons, our staff strives to share a common language with our students.

The staff and students continue to benefit from academic resources and technology, lessons taught in the classroom, as well as the collaboration from our partnerships with businesses in the Zilwaukee community. We have a strong community support from the mayor of Zilwaukee, as well as from the city manager, police chief, businesses, and many residents of the community.

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Other business partnerships include Junior Achievement, Saginaw Valley State University, Saginaw Public Libraries, 4H, Healthy Bodies Healthy Minds Program, MSU Extension, and local churches which continue to support both in academic and enrichment activities. We welcome and value all of our business and community supporters and partners. Through continued partnerships, we will continue to building capacity for student learning, personal accountability, and leadership.

Our staff continues to work diligently with a Multi-Tiered System of Supports (MTSS) for our students, which is a tiered system of instruction that supports success for all students. One of our goals is to provide evidence-based interventions for ALL students to help them succeed and to increase student achievement.

Positive Behavior Intervention and Support (PBIS) systems have become an integral part of our daily practices. A school-wide behavior matrix, with emphasis on doing the right thing when no one is looking, is utilized which includes expectations for leadership by being respectful, responsible, and safe in various locations of the building. Clip charts, which serve as a simple discipline strategy for promoting positive behavior, have been created and implemented in all classrooms.

In addition to our core curriculum, leadership emphasis, PBIS, and MTSS programs, Zilwaukee School offers many other programs and learning opportunities for students. These include Before the Bell and After the Bell Programs, community education sports, and middle school sports programs.

Technology is an important part of Zilwaukee School. Students have access to a computer lab, chromebooks for grades K-8, multimedia projector carts, and SMARTboards. We will continue to enhance the opportunities for our students, parents, and community.

Students and staff participate in various service learning opportunities throughout the school year; we are teaching our students to be life-long learners in a global society with emphasis on leadership and personal accountability.

Parents are a very important partner in the learning process. We embrace them and welcome their help, guidance, and input. School families and staff enjoy a strong partnership that is the foundation of our strong school community.

Our building is inviting and welcoming as the leadership theme is permeated into our culture. We promote a family-oriented environment in which buddy systems are in place with the upper level and lower level grades. We also provide leadership roles and opportunities for each of our students, both in the classroom and throughout the school. All of our students, prekindergarten-8th grade have leadership notebooks, where students track and reflect on their academic, behavioral, and attendance data. We provide community events for interested families to come and see what our school looks

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and feels like. We invite prospective families to come and visit us through the school year. We provide them with a tour of the building and to meet/interact with staff members and students.

## 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. To view a copy of the core curriculum please follow the directions below for viewing on the District's website.

Step 1: Go to [www.spsd.net](http://www.spsd.net)

Step 2: Click on Departments

Step 3: Click on Instructional Division

Step 4: Click on Core Curriculum MAISA units

Step 5: To view and download the MAISA CCRS units, click on either the SEARCH or BROWSE buttons on the top of the page. You can use the SEARCH feature to find where a certain topic or skill is taught. The BROWSE button allows you to browse by grade level or subject area.

Or, click here: <https://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>

## AGGREGATE STUDENT ACHIEVEMENT RESULTS

Results can be found at the following link:

<https://goo.gl/WnBYBc>

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## PARENT–TEACHER CONFERENCES

Attendance at our Fall student-led conferences for grades pre-kindergarten-8th grade was 83% based on sign-in sheets.

Attendance at our Spring student-led conferences for grades pre-kindergarten-8th grade was 63% based on sign-in sheets.

## COLLEGE ENROLLMENT

Not applicable at Zilwaukee School.

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

As we move into the 2017-2018 school year, I believe that through the combined efforts of a stable staff, parents, student population, and community partners, student achievement at Zilwaukee will continue to strive to a higher level of excellence.

Sincerely,

Mrs. Tina L. Muñoz