

# Zilwaukee K–8 School

2018–2019 Annual Education Report for 2017–2018 Progress

Mrs. Tina L. Munoz Principal

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## Annual Education Report

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 Tina L. Munoz, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HgF4SK>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

Our school was identified as a Targeted Support and Improvement (TSI) school. The subgroup Black or African American was identified as the underperforming group, performing at or below the bottom 25% threshold in each applicable Michigan School Index System component.

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For 2017-2018 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, specifically our Black or African American subgroup.

Our combined report indicates that grades 5 and 7 had a positive proficiency growth in the content area of ELA. Grade 5 showed an increase of 32% from 2016-17 and grade 7 showed an increase of 4.2% proficiency from 2016-17. However, grades 3, 4, and 8 had decreases in proficiency growth. Grade 3 showed a decrease of 5.8% from 2016-17, grade 4 showed a significant decrease of 21.7% from 2016-2017, and grade 8 showed a proficiency decrease of 10% from 2016-17. Grade 6 stayed the same.

Math and Social Studies content areas continue to be key challenges. In regards to math content, our combined report indicates that grades 3 and 5 were the only grades that had a positive proficiency growth. Grade 3 showed an increase of 25.2% from 2016-17. Grade 5 showed an increase of 4% from 2016-17. Grades 4 and 8 showed decreases in proficiency from 2016-2017. Grade 4 showed a significant decrease of 25.8% proficiency from 2016-17. Grade 8 had decreased by 10% in proficiency growth. Grades 6 and 8 showed no growth or decrease; Grade 6 remained at 20% proficient in both 2016-17 and 2017-18. Grade 8 remained at 10% proficient in both 2016-17 and 2017-18.

Key challenges presented themselves in the following areas: retaining and/or securing effective to highly effective instructors before the start of the school year, minimally effective instructor on staff who have been on improvement plans, an ever-changing student population, an increase in the number of students with ten or more absences and/or excessive tardiness that affects attendance, lack of a strong MTSS for grades 4, 6, 7, and 8. All areas have 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, not of Hispanic origin student population performed at a lower proficiency level than all other subgroups in all content areas.

Zilwaukee School's focus for the 2018-19 school year will continue to 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

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on student achievement is completely data-driven with data from the following: NWEA (Math and ELA), district common assessments, MSTEP, and MI-Access summative 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 restorative practices, 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. School-wide focus areas include increasing math fluency, as well as building reading stamina. 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

Students are assigned by boundary area in the City of Saginaw. We also accept students, as part of the Schools of Choice process. Students attend Saginaw from the other boundary areas in the district, as well as other school districts in the county ISD area. 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)

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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: <ol style="list-style-type: none"> <li>1. Professional Learning</li> <li>2. Best Practices for all Students</li> <li>3. Multi-Tiered System of Supports for Subgroups</li> <li>4. Parent Engagement</li> </ol>			X X X X
Goal 2: All Students at Zilwaukee School will be proficient in reading.			
Strategies: <ol style="list-style-type: none"> <li>1. Professional Learning</li> <li>2. Best Practices for all Students</li> <li>3. Multi-Tiered System of Supports for Subgroups</li> <li>4. Parent Engagement</li> </ol>			X X X X
Goal 3: All students at Zilwaukee School will be proficient in writing.			
Strategies: <ol style="list-style-type: none"> <li>1. Professional Learning</li> <li>2. Best Practices for all Students</li> <li>3. Multi-Tiered System of Supports for Subgroups</li> <li>4. Parent Engagement</li> </ol>			X X X X

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Goal 4: All students at Zilwaukee School will be proficient in Science			
Strategies:			
1. Professional Learning			X
2. Best Practices for all Students			X
3. Multi-Tiered System of Supports for Subgroups			X
4. Parent Engagement			X

Goal 5: Zilwaukee School will become a stable and high performing organization to promote the success of all students.			
Strategies:			
1. Continuous Growth Model			X
2. College and Career Ready Culture			X
3. Safe and Effective Learning Environment			X
4. Parent and Community Involvement			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

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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 17 professional teaching staff members and 24 support personnel, including ancillary staff, academic interventionists, classroom aides, kitchen and cafeteria staff, custodians, attendance improvement professional, and a secretary. Our school also receives supplemental support from a Title I Parent Liaison. 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 within the Zilwaukee and Kochville communities. We have strong community support from the mayor of Zilwaukee, as well as from the city manager, police chief, businesses, and many residents of the community.

Other business partnerships include Junior Achievement, Saginaw Valley State University, Saginaw Public Libraries, 4H, Healthy Bodies Healthy Minds Program, Boy Scouts, 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, emphasizes doing the right thing when no one is looking and 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, restorative practices, PBIS, and MTSS programs, Zilwaukee School offers many other programs and learning opportunities for students. These include Before the Bell program, community education sports, and middle school sports programs.

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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 an 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 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.

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The Core Curriculum can be located on the Saginaw Public 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 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

Please click on the link to access student achievement results:

<http://bit.ly/2HgF4SK>

## PARENT–TEACHER CONFERENCES

Attendance at our Fall student-led conferences for grades pre-kindergarten-8th grade was 84% based on sign-in sheets.

Attendance at our Spring student-led conferences for grades pre-kindergarten-8th grade was 80% based on sign-in sheets.

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## COLLEGE ENROLLMENT

Not applicable at Zilwaukee K-8 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 2018-2019 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