



Thorne Elementary School Annual Education Report (AER) Cover Letter

March 18, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-2015 educational progress for Thorne 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 Steve Chartier, Primary Principal, and/or Lea Balogh, Interim Intermediate Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://tis.westwood.schooldesk.net/>, or you may review a copy in either the Primary or Intermediate Office.

As you are well aware, the State of Michigan replaced the 44-year-old Michigan Educational Assessment Program (MEAP) this past school year with a summative assessment called the Michigan Student Test of Educational Progress (M-STEP). The assessment was designed for students within grades 3-6 (at the elementary level), in order to measure student learning on Michigan's standards in mathematics, English language arts (ELA), science, and social studies. Despite their best efforts, reported data indicates that the majority of our students did not meet the proficiency standards as set by the State of Michigan. We assure you, however, that due to the new assessment, numerous school districts across the state saw a similar decline in test scores.

At Thorne, we are constantly working to improve. We appreciate the unending support of parents, staff and our community in this effort. As we continue to integrate the Common Core State Standards into our units of study within mathematics, literacy and social studies, as well as the Next Generation Science Standards into our science units, we are committed to ensuring that all students are provided with the support and enrichment needed for them to learn and grow. We are pleased to be utilizing Rubicon Atlas as a platform for curriculum development, which will afford us opportunities to further implement the Workshop Model in all content areas. In an effort to increase student academics and close achievement gaps amongst our subgroups, we will continue to monitor student progress through the use of NWEA Measurement of Academic Progress (MAP) assessments. Additionally, we are in our third year of implementing Multi-Tiered Systems of Support (MTSS)-- a tiered approach to the early identification and support of students with learning and behavior needs in grades K-6th. As the 15-16 school year progresses, we will continue the implementation of the Everyday Math program, use of leveled readers in order to promote individualized instruction, teacher/student conferring, student goal setting, inquiry-based learning, uninterrupted

instructional blocks, and use of data in order to drive day-to-day and long-term planning. We are committed to working collaboratively to meet the diverse needs of all of our learners.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Thorne Elementary School is a part of the Westwood Community School District which is a school of choice district. Students from across Wayne County may register to attend Thorne Elementary School.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Thorne Elementary School continues to strive for improvement. Our staff is focused on providing academic excellence through a proactive learning environment that both challenges and inspires all students. Throughout the course of the 2014-15 school year, the School Improvement Team (SIT) met frequently in order to analyze student achievement data from multiple sources, and to establish improvement goals within all content areas. Moving forward, we will continue to nurture a culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement; implement best practices strategies building-wide; deepen our understanding and use of Professional Learning Communities (PLCs); utilize common assessments in order to monitor our continuous progress in our goal areas; additional professional development (PD) will be provided to all staff members in order to deepen their understanding of working with students who are at-risk. A link to the plan is located at <http://tis.westwood.schooldesk.net/>. You may also get a copy within either the Primary or Intermediate Office.

3. A BRIEF DESCRIPTION OF THORNE ELEMENTARY SCHOOL

Thorne Elementary School is a comprehensive elementary school that serves students in Kindergarten through 6th grade. We also serve Pre-Kindergarten students through a Great Start Readiness Program (GSRP). Students receive instruction in all of the core curriculum areas as well as instruction in physical and health education, art, elementary engineering, technology lab, and music. Additionally, students receive core curriculum instruction via on and off-campus field trips, as well as offerings via community partnerships with Starfish Family Services, the Boy Scouts of America, and U of M Dearborn.

4. HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The core curriculum at Thorne Elementary School has been aligned with the Grade Level Content Expectations developed by the State of Michigan for Kindergarten through 6th grade, and is aligned to the Common Core State Standards adopted by the State of Michigan. If you would like to access a copy, please contact Steve Chartier, Primary Principal, and/or Lea Balogh, Interim Intermediate Principal.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Thorne Elementary School continues to utilize data from locally developed unit assessments, as well as nationally normed achievement assessment data from the NWEA MAP Assessments. Our students continue to make improvements within all content areas tested (reading (K-6), math (K-6))

language (2-6), and science (3-6)), as compared to their baseline (fall) and end-of-year (spring) testing results.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2014-15 school year, an average of 85 percent of our parents/caregivers attended a conference (fall and spring combined). This compares to 70 percent for the 2013-14 school year.

This Annual Education Report gives us insight into what our students need to be successful. The staff members at Thorne Elementary School work hard to enhance the educational programs provided to the students. Parents and community members can become involved in making Thorne Elementary School an even better place by signing up to be a part of our School Improvement Teams, joining our Parent/Teacher Organizations (PTOs), attending parenting and student learning events/workshops, and volunteering in the school on a regular basis. Please contact the building principal(s) for more information.

Sincerely,

Steve Chartier

Principal, Thorne Primary

Lea Balogh

Interim Principal, Thorne Intermediate