

# WEST BRANCH-ROSE CITY AREA SCHOOLS

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the **Surline 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 our Director of Curriculum and Instruction, Gail Hughey, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.wbrc.k12.mi.us](http://www.wbrc.k12.mi.us) selecting **Academics** at the top; then clicking on "Annual Education Reports" or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 has not been given one of these labels.

## **Key Initiatives to Accelerate Achievement and Close Achievement Gaps**

We are working to increase achievement levels in two specific subgroups at Surline Elementary School: the bottom 30 percent and students with disabilities. Several key initiatives are being undertaken in the school to accelerate student achievement and close gaps in achievement. First, we are conducting an alignment review of our pacing guides and curriculum maps to the curriculum standards. We are also updating our reading curriculum to ensure that the Essential Literacy Practices are being implemented in every classroom with research based and highly-rated materials. Teachers are also expected to make the instructional shifts necessary to fully implement the Common Core State Standards in English Language Arts, Mathematics and Science. Teachers are supported through professional development and the use of instructional coaches. Student data is analyzed on a regular basis during weekly Professional Learning Community (PLC) meetings by grade level, so that teachers can adjust their instruction and all staff can work together to meet the needs of all students. During remote learning due to COVID-19, meetings moved to Google Meets to meet CDC guidance. Implementation of curriculum and best practices are monitored by administration during frequent observations over the course of the school year, using the 5 Dimensions of Teaching and Learning rubrics.

Accelerating academic achievement for all students is an expectation across the curriculum and will be accomplished by strengthening Tier 1 instruction and providing Tier 2 and Tier 3 support for students through frequent progress monitoring, instructional interventions, and extended year programs.

State law requires that we also report additional information for the past two years. Below is a brief summary of the required information.

### **1. Process for Assigning Pupils to Schools**

The West Branch-Rose City school district services most of Ogemaw County and parts of Gladwin and Oscoda counties and covers an area of approximately 538 square miles. Students are assigned to the K-6 buildings based on traditional boundaries for established attendance areas and by parent request. Parents can contact the transportation department at 343.2240 with inquiries regarding the attendance areas.

### **2. Status of the 3-5 Year School Improvement Plan**

The district improvement plan identifies the academic goals for all district students, including a measurable objective, strategy and activity details, and required fiscal resources. Each building submits a school improvement plan that is aligned to the district plan but has the flexibility to focus on action plans specific to the needs of the students in that building identified in the School Data Analysis. The building school improvement team evaluates the effectiveness of the plan and reports progress toward achieving the school improvement goals to the district school improvement team each spring. The school improvement team consists of representatives of all stakeholders. School improvement documents are available in each building, at central office, and on the web site [www.wbrc.k12.mi.us](http://www.wbrc.k12.mi.us).

### **3. Description of Each Specialized School**

The district's four-year-old program is designed to give students a start on school skills before entering kindergarten. Our Surline Elementary School qualifies as schoolwide Title 1 building. Students receive instructional services to eliminate reading and math deficits through careful planning and instruction from interventionists and extended day teachers. Additional grants support summer learning through a home visitation program for parents and students. Besides in-district programs for students with specialized learning needs, students who are eligible may access the C.O.O.R. Educational Center at the ISD site. The purpose of the center is to provide services to students with specialized disabilities as defined by state statute.

### **4. Core Curriculum**

Alignment to our state academic standards set forth by the Michigan Department of Education is reviewed following the district schedule of curriculum review and implementation. Adjustments are made within that schedule and as needed to meet the required changes. The Michigan standards outline learning expectations for our students and guide our work at the district level. Local content experts work together to choose the necessary resources, instructional strategies and pacing to meet the rigorous standards which are assessed using local and state assessments. Most recently we have adopted the ReadyGen reading series K-5 and My Perspectives series 6-12. These resources align our ELA program K-12 and continue our work to integrate

the Essential Literacy Practices. Our math instruction K-7 uses Engage NY resources, while our higher math has recently adopted the CPM program focused on problem solving and collaboration. Teachers are immersed in professional learning surrounding our math and reading programs with our consultant from MSU and the CPM trainers. Our Science instruction is focused on inquiry. We currently utilize Mystery Science at the K- 5 level, the Modeling Curriculum 6-12, and Project Lead the Way in our Rose City School. Social studies teachers utilize the Open Book and Giants resources for instruction. Science and Social Studies teacher also receive professional learning from local and statewide sources.

## 5. Student Achievement Results for Nationally Normed Achievement Tests

NWEA (Northwest Evaluation Association) was administered to all students in grades 3-4 during the 2018-19 school year and all students K-4 in the 2019-20 school year. Data collection for the 2019-20 school year is limited due to the remote learning and testing restrictions caused by COVID-19. Results are as follows:

2018-2019	NWEA – READING			NWEA – MATHEMATICS		
	Achievement Status		Growth	Achievement Status		Growth
	Fall 2018	Spring 2019	Spring 2019	Fall 2018	Spring 2019	Spring 2019
Grade	Percentile	Percentile	Percent	Percentile	Percentile	Percent
K						
1						
2						
3	29	36	54	37	35	45
4	55	68	63	54	52	48

2019-2020	NWEA – READING			NWEA – MATHEMATICS		
	Achievement Status		Growth	Achievement Status		Growth
	Fall 2019	Winter 2020	Winter 2020	Fall 2019	Winter 2020	Winter 2020
Grade	Percentile	Percentile	Percent	Percentile	Percentile	Percent
K						
1	86	94	77	70	81	90
2	25	38	65	33	32	68
3	54	62	63	57	55	63
4	49	53	52	59	54	64

\*Grades K-2 took Michigan's Early Literacy and Math Benchmark Assessments in 2018-19

**Status Percentile:** Percentage ranking compared to the same grade and subject in the NWEA norms study.

**Growth Percent:** The percent that met or exceeded the growth projection for the grade from Fall to Spring.

Our students in grades K-2 were assessed 3 times during the 2018-19 year with the online Michigan Early Literacy and Mathematics Benchmark Assessments. Results are as follows:

2018-2019	Early Literacy Benchmark			Early Mathematics Benchmark		
	Average Points Earned		Increase	Average Points Earned		Increase
	Fall 2018	Spring 2019	Spring 2018	Fall 2017	Spring 2018	Spring 2018
Grade	Percentage	Percentage	Percent of Students	Percentage	Percentage	Percent of Students
K	54	74	96	51	78	94
1	54	74	96	49	74	97
2	47	69	93	49	70	96

#### 6. Students Represented by Parents at Parent-Teacher Conferences

Parent-teacher conferences were scheduled for November and March. The percent of students represented by a parent or guardian at conferences are as follows:

**Fall 2019:** 97%    **Spring 2020:** Canceled due to COVID-19

The West Branch-Rose City staff is commended for the hard work and dedication that is evident on a daily basis. The district works to provide a quality education to all students and sets high academic standards. Accelerating academic achievement for all students is an expectation across the curriculum. Parent, community, and business involvement is welcomed at all levels; contact the building principals to learn about opportunities to get involved. I am proud of the fact that the district provides quality instruction and programs for students with support from the community. This will continue to be our organizational focus.

Sincerely,



Philip Mikulski, Superintendent