



Public Schools of Petoskey

A Special Place for Everyone

Sheridan Elementary School's Annual Education Report (AER) Cover Letter

April 11, 2019

Dear Parents and Community Members:

We are pleased to present you with the **Annual Education Report (AER)**. This report provides key information on the 2017-18 educational progress of Sheridan Elementary School. The AER addresses the complex reporting information required by federal and state laws. Our school report contains information about student assessment, accountability, and teacher quality. If you have a question, please contact me, Mark Oberman, for assistance.

The **Annual Education Report** is available for you to review electronically by visiting the following websites. Please note that the combined reports can be accessed from any one of these sites.

Student Assessment- <http://bit.ly/2luf9HF#StudentAssessment>

Accountability- <http://bit.ly/2Gm9oKD>

Teacher Quality- <http://bit.ly/2luf9HF#TeacherQuality>

NAEP- <http://bit.ly/2luf9HF#NAEP>

School Improvement Funds- <http://bit.ly/2luf9HF#SchoolImprovementFunds>

You may also review a hard copy of the school report at Sheridan Elementary School's main office.

Information from the State of Michigan

For the 2017-18 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 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. *Sheridan Elementary School has received none of these labels for 2017-18.*

Key Building Initiatives

We are very proud of the progress that we have made toward our building and district goals. Many areas were reviewed and revised. We have worked diligently throughout this year to make sure that we effectively and efficiently meet the individual needs of our students. With the use of extensive student data (e.g., DRA, DIBELS, NWEA, MLPP, etc.), we have continued to hold monthly CAFE and CTM meetings. During these meetings our intervention teams (including Title I staff, Special Education teachers and aides, Char-Em staff, district Literacy Coaches, principal) meet with the classroom teachers to determine what resources and approaches should be utilized to best support our students. Continued use of instructional blocks in the areas of ELA and Math have also allowed us to develop more flexible grouping and tiered instruction, which has helped us to provide increased supports for our students. Our district implementation of STEAM (**S**cience-**T**echnology-**E**ngineering-**A**rt-**M**ath) has also continued to gain momentum, with students engaging in grade-level-specific activities and projects, such as ROV's, KEVA blocks, and many other inquiry-based concepts.

We also understand that reading touches all areas of learning, so we have expanded our efforts and development plans for both students and staff by utilizing geln's Essential Instructional Practices in Literacy. Therefore, as a staff, our overarching initiative is to close our achievement gaps between subgroups and work collectively as a team to improve literacy for all students.

We are also required by state law to report the additional information below for the two most recent years:

1. Pupils are assigned to schools based upon the age and grade of the student, living proximity to the school (whenever possible), class size, siblings within the Public Schools of Petoskey, parent preference (when possible), and availability of staff to meet the needs of the student. Building principals together decide the best placement based upon this set of criteria.
2. We are moving forward on our multi-year School Improvement Plan (SIP), and we continue to make learning gains. Our focus to increase each student's core proficiencies is supported through a continual review/revision/alignment of curriculum, balanced assessment plans and analysis, evidence-based teaching practices, stakeholder and PLC collaboration, a variety of supports/extensions (e.g., multi-leveled systems of supports), and caring for each member of our school family.
3. There are no "specialized schools" within our district. However, we do offer "specialized programs" that include special education, Title I/31a, enrichment, Title VII, and alternative educational settings through Charlevoix-Emmet Intermediate District.
4. Our district's core curriculum follows Michigan's Content Standards and Practices in ELA, Math, Science, Social Studies, Arts, PE, Health, World Languages (PHS), and Technology, along with Michigan's CTE Standards in career technology courses (6-12). These can be found at

https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html.

Our curriculum is built, aligned, and paced using these standards by grade level and/or department. Other district information is on our website under Curriculum. Click on General Guide and Curriculum Framework with Spiral Annual Progressions at:

<http://moodle.petoskeyschools.org/course/view.php?id=204>.

5. The aggregate student achievement results for our school on state tests can be found in our Annual Education Report or in our Annual Report/Calendar available at all schools in hard copy or electronically on the district website (www.petoskeyschools.org) under the tabs "Info" & "State Reports." All state and national assessments (e.g., NWEA) show our students well above average proficiency levels, with the exception of some small subgroups. We do not post common assessment data, ELPA findings, or national NWEA scores. Our staff utilizes this information to assess, monitor, and report individual student information to parents/guardians and to monitor cohorts' growth information. The results of these personalized tests are sent to parents/guardians at various times during the school year and are discussed at parent-teacher meetings/conferences and during PLC/building team meetings.
6. The number and percent of students represented by parents/guardians are also displayed in our Annual Report Calendar, which is available in hard copy at all schools and on our district website at www.petoskeyschools.org. Sheridan Elementary School's Parent-Teacher Conference attendance was 99% (fall).

Sheridan Elementary is happy to provide our families with this required information about their student's school. We would like to thank our families, colleagues, and community members for providing opportunities so all students may achieve to their fullest potential. If you have any questions about this letter, or any facet of your child's educational program, we encourage you to call or stop by Sheridan.

Thanks for helping us to make Sheridan, "A Quality School, Just for Kids" within the Public Schools of Petoskey that has a, "*Special Place for Everyone.*"

Sincerely,
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