



## WAYLAND UNION SCHOOLS

H O M E O F T H E W I L D C A T S

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for Baker 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 Robyn Robinson, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [2024-2025 Pine Street AER](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. Pine Street was not given one of these labels.

Our building continues to use the strategies and programming learned through Professional Learning Communities (PLCs) and Response to Intervention training. Our staff meets in Professional Learning Communities weekly to discuss different strategies to meet the needs of all of our students. We focus our attention to development in the area of reading and math providing MTSS (Multi-Tiered Systems of Support), and with the use of technology, our staff emphasizes their commitment to literacy across all core curriculums. The staff provides extensions and programming for both high achieving students and students that are in need of additional support in reading and math to ensure academic growth and student success. State law requires that we also report additional information:

### **Process For Assigning Pupils to the School**

In the 2023-24 school year, all 4th and 5th grade students in the Wayland Union School District attend Pine Street Elementary. It is at this building where all students are united in our district for the first time in their formal education.

## **School Improvement**

Over the past four years, our school has diligently worked to implement and refine the district's Michigan Integrated Continuous Improvement Plan (MICIP), with a specific focus on enhancing students' proficiency in claim, evidence, and reasoning (CER) skills. Through strategic planning, collaborative efforts among educators, Professional Learning Community (PLC) teams, and targeted classroom instruction in all content areas, we have witnessed excellent progress in the development of these critical academic competencies among our students. The implementation of evidence-based teaching strategies, ongoing professional development for teachers, and a commitment to data driven decision-making contribute to the positive outcomes observed, as students demonstrate an increased ability to construct well-supported arguments, critically analyze information, and effectively communicate their ideas.

## **Special Programs**

Wayland Union Schools provides all students with an exceptional academic education, geared towards individual student needs. Individualized supports, interventions and opportunities are provided to empower students to reach their full potential. For students who are eligible for special education we provide a continuum of services to meet their needs. The Individualized Educational Plan Team (IEPT) makes decisions regarding the appropriate programs and services providing a Free Appropriate Public Education (FAPE) in the least restrictive environment. Along with instructional support, the district employs ancillary support services that include speech and language pathologists, school social workers, teacher consultants, occupational therapists, and school psychologists. In cooperation with Allegan Area Educational Service Agency (AAESA) teacher consultant services for visual impairments, hearing impairments, autism spectrum disorder, and orientation and mobility, behavioral consultants and physical therapists.

Special education programs are provided in compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE) and the Allegan Area Educational Service Agency's ISD Plan. Special education programs are located in each building in the district and are based on each individual student's level of need as an alternative to the disability specific programs outlined in MARSE. Programs and services for our youngest students, age birth to three, and for our students whose level of need requires extensive ongoing support throughout the day are provided through AAESA.

## **Core Curriculum**

The core curriculum provides a framework for our educational programs. Our Core Curricular Teams have identified a guaranteed essential standards that all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Pine Street teachers use district approved curriculum resources to implement our core instruction. These include Language Arts, Math, Science, Social Studies, Technology, Fine and Performing Arts, and Physical Education. All areas of the curriculum are reviewed annually within a five-year cycle.

The five year process includes reviewing the current curriculum along with the revisions received from the Michigan Department of Education, revising the curriculum, implementing the revision, monitoring the implementation, and finally, evaluating the data and the curriculum revisions to determine when certain concepts should be introduced at a particular grade level. Curriculum revisions and/or textbook and software purchases are reviewed and recommended to the Board of Education by the District School Improvement Committee.

Teachers receive professional development and training in areas of the curriculum that have been revised or when students have not been able to demonstrate adequate performance. It is important for teachers to be aware of each individual student that is not performing to district and state standards, and plan their instruction accordingly.

Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Reinforcement is given in the areas of math and reading through interventions. Strong academic programming is supported by quality technology and facilities. Please contact the Assistant Superintendent of Instruction for access to district curriculum guides.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Community partnerships including Junior Achievement and local business partnerships
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Active and involved parent participation in the following areas: WIPTO; facilitation and support of the after school running club and art club.

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on post-secondary preparation skills.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a

variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

**Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests**

2022-2023 M-Step

2023-2024 M-Step

Grade	Subject	At or Above Proficiency	Below Proficiency
4th Grade	ELA	55.9%	44.1%
5th Grade	ELA	54.3%	45.7%
4th Grade	Math	55.7%	44.3%
5th Grade	Math	49.5%	50.5%
5th Grade	Science	47.6%	52.4%
5th Grade	Social Studies	21.4%	78.6%

Grade	Subject	At or Above Proficiency	Below Proficiency
4th Grade	ELA	53.5%	46.5%
5th Grade	ELA	59.0%	41.0%
4th Grade	Math	60.6%	39.4%
5th Grade	Math	46.6%	53.4%
5th Grade	Science	44.9%	55.1%
5th Grade	Social Studies	18.0%	82.0%

**Parent Teacher Conference Rates**

	Fall	Spring
2023-2024	75%	70%
2022-2023	77%	57%

**Points of Pride**

- Staff analyzed results from a variety of assessments (Running Records, M-STEP – Reading, Math, Science, Social Studies, Writing and NWEA – Reading and Math, and Essential Standard Assessments) to drive planning and instruction and increase student achievement in all areas.
- All instruction is aligned to Common Core State Standards.
- Collaborating not only within the grade level but across the two grades so that students are familiar with all staff in the building and also with all students.
- All students at Pine Street are instructed by certified teachers in music, art and physical education.
- Through the Multi-tiered intervention model, the core support team and para-pros offered students reinforcement through small group work in reading and math throughout the

year. Student growth is seen on the MTSS screener, on Running Records, and on the NWEA spring benchmark.

- The Student Assistance Team (SAT) collaborated to identify areas of concern, determine strategies for intervention and assess the needs of individual students.
- Social Work services were provided to some students. Students at all grades received Second Step lessons monthly throughout the school year designed to build social skills and promote a positive school climate.
- Our building provides two computer labs and student iPads to reach and enhance student learning through the use of technology.
- The school wide Positive Behavior and Intervention Support (PBIS) system is used to create a positive and safe environment for all students and staff.
- Pine Street Elementary School continued to participate in the Allegan County Spelling Bee promoting student competition.
- Pine Street's Student council club continues to interact with events within our community. Students and staff donated food to replenish the local food pantries and the Hand to Hand program. They collect toys for the Wayland Area Christmas Project.
- All students continue to be offered a variety of free after-school intramural programs as well as other events run by the WIPTO, parent volunteers, and our staff such as Art Club, Game Club, and Lego Robotics.

We are proud of Pine Street Elementary and what we provide in cooperation with the families and the community to promote academic achievement for our students. Programming that offers opportunities to extend, reinforce, and enrich learning for all students. Through the school improvement process we focus our efforts and dedicate ourselves to challenge our students in their education, to inspire our students to be lifelong learners, and to encourage our students to be citizens that contribute to those around them.

Sincerely,

Robyn Robinson

Principal, Pine Street Elementary School