

February 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-2023 educational progress for Bunker 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 Okeelah McBride for assistance.

The AER is available for you to review electronically by visiting the following website for [Bunker Elementary School's AER](#) or you may review a copy in the main office at your child's school.

For the 2022-23 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 2022-23. 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 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. 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 Challenges**

Bunker Elementary School has challenges not unlike many other schools in the states. Our mission at Bunker School is to take responsibility to inspire students to be Respectful, Excellent, Dependable, and Safe. We are committed to a partnership with students, families, and the community. We also strive to create a learning environment that promotes student achievement, fosters respect and a teamwork approach to solving problems, with a high level of parent involvement. Our school did not meet state targets of performance in reading, writing, math, science, or social studies. We have several initiatives underway to help us meet the targets of proficiency for all subject areas and all grade levels. The initiatives that we are implementing include providing a Multi-Tiered System of Supports for students who are experiencing difficulties in meeting our academic objectives in reading, writing, and math. The instructional program includes progress monitoring of students and interventions for students based on needs. The interventions are research-based and the progress of students is monitored and adjusted as needed. In addition to small group interventions, our staff has been trained in using Thinking Maps to increase comprehension in all content areas and using Write From the Beginning and Beyond to improve writing skills. Our staff receives ongoing training in curriculum in core subject areas. We are still in the emerging stages of implementing our reading curriculum, Success For All. SFA has been fully supported with training, coaches, and all materials.

Our science curriculum (Cereal City Science) has been in implementation for seven years. Cereal City Science supports the Next Generation Science standards and the MI Science Standards. This is fully implemented in all grades. Also, this year we have continued our school and district adopted CHAMPS and PBIS programs to support improved behavior and increased achievement for all students. All staff have been trained with trauma-informed strategies using Therapeutic Crisis Intervention to support students in trauma situations. Additionally, MPS is committed to becoming a trauma informed district. All staff are required to complete the assigned coursework, as we move towards our goal of becoming fully trauma informed through STARR Commonwealth.

***Pupil Assignment***

Muskegon follows the Michigan Department of Education's Pupil Accounting Manual to determine the assignment of students to the school. Students are placed at their respective "District of Residence". This is defined as "the district in which a pupil's custodial parent/parents or legal guardian resides." In addition, Muskegon Public Schools participate in the Muskegon County Schools of Choice Program, which follows the MDE's Pupil Accounting Manual "Section 105 and 105c Schools of Choice Pupils."

***Status of School Improvement Plan***

The purpose of the school improvement plan is to improve the quality of teaching and learning in the school so that greater numbers of students achieve proficiency in all content areas. In developing or revising the plan, the school consults with parents, school staff, and outside experts. Our SLT meets regularly to monitor and evaluate students and teachers for effectiveness. Bunker's school-wide plan uses a framework of strategies and activities to meet its goals.

***ELA: All students will become proficient in English Language Arts***

Teachers provide direct instruction daily at students' instructional reading level. Using Success For All (SFA), teachers use research-based, cooperative-learning strategies, to instruct students on reading fundamentals. Students are assessed each quarter and are moved appropriately to accelerate their growth. Professional development and coaching are provided to teachers to further their skills with SFA. SFA is an inclusive program teaching social-emotional learning through their Getting Along with Others curriculum also known as GAT, and has committees focusing on all areas including solutions for hurdles such as attendance, community resources and intervention. The focus of the writing instruction is in the areas of organization, using details and examples to support their writing position. Teachers provide focused writing instruction, conferencing with the student, intervention, unassisted writing and evaluation using the Write From the Beginning and Beyond (WFTBB) rubric. Writing is implemented in the other content areas of science, social studies, reading and math. Our students enjoy the strategies in this writing program and it shows in their writing as improvement is being seen.

***Math: All students will become proficient in Math***

Teachers implement research based instructional strategies with direct instruction during whole group and small group instruction using Everyday Math (EDM). This provides differentiated instruction for the teachers to meet the learning needs of all students. Differentiated instruction includes activities that involve using a variety of strategies and materials [i.e. manipulatives such as base ten blocks, unifix cubes, etc.] to ensure that all students are engaged and student needs are met to accelerate math achievement in all areas with a focus on NUMBER SENSE and OPERATIONS [i.e. number concept, addition, subtraction, multiplication, division, fractions and decimals]. Our teachers also use a progress-monitoring model in order to regularly check student's progress on the program of instruction designed for individual students. To help meet the needs of every student, i-Ready diagnostics are given to the students three times per school year and daily lessons are derived by the assessment results.

***Learning Environment: All students will exhibit positive behaviors in a Learning Environment***

Teachers provide planning and problem solving that includes direct teaching of social behaviors like academics with the implementation of MTSS: PBIS [Multi-Tiered System of supports and Positive Behavior Intervention System]. Bunker Elementary implements the social-emotional curriculum Getting Along with Others (GAT) from SFA for addressing TIER 1 instruction. Bunker Elementary had Key Identified Personnel trained in Therapeutic Crisis Intervention (TCI) to help reduce student's behavior when in a crisis. Staff implements this framework to address behavioral issues of students through a focus on establishing behavioral expectations and explicitly teaching expectations to students, recognizing and encouraging the use of those behaviors in the school setting. Staff implements proactive, research-based strategies to teach clearly defined behavioral expectations to support student behavior resulting in academic and social gains and a positive school environment. When students take pride and ownership in their learning environment, their behaviors tend to improve.

***Core Curriculum***

The curriculum at Bunker Elementary provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, technology, physical education, art, and music. Major portions of the elementary curriculum have been revised over the last few years and are continuously being researched, based on best practices. The Board-approved Core Curriculum of the Muskegon Public Schools is aligned with the Michigan Curriculum Framework, Michigan State Standards, as well as the Common Core State Standards for each core area. A complete copy of the curriculum and instructional program is available for review on the [Muskegon Public Schools website](#).

***Student Achievement***

Each teacher employs a variety of ways to measure and report student progress, including report cards. Students are formally assessed for progress in math, science, social studies, writing and language arts throughout the year using district assessment instruments. The i-Ready

assessment is also given to all students three times a year to measure progress in reading and math. Students are given reading assessments after each unit and quarterly to monitor progress and change instructional groups if needed. Required state assessments are given at appropriate grade levels.

Student Achievement Results for Local Competency tests: Students are assessed in fall, winter, and spring for benchmark assessments. The online assessment system i-Ready is used for reading and mathematics.

<b>iReady Reading</b>									
Grade Level	% of students more than one year below grade level proficiency			% of students one year below grade level proficiency			% of students performing at or above grade level proficiency		
	Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023
Kindergarten	0%	0%	0%	84%	42%	28%	16%	58%	78%
First	23%	8%	0%	73%	65%	58%	4%	26%	42%
Second	64%	29%	20%	25%	51%	42%	11%	20%	38%
Third	87%	58%	55%	22%	14%	16%	11%	28%	30%
Fourth	65%	55%	50%	33%	36%	33%	2%	10%	16%
Fifth	68%	50%	51%	21%	28%	27%	10%	22%	20%

**iReady Math**

Grade Level	% of students more than one year below grade level proficiency			% of students one year below grade level proficiency			% of students performing at or above grade level proficiency		
	Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023	Fall 2022	Winter 2023	Spring 2023
Kindergarten	0%	0%	0%	90%	63%	38%	10%	37%	62%
First	31%	16%	4%	63%	71%	69%	5%	12%	27%
Second	57%	30%	23%	39%	58%	57%	4%	12%	20%
Third	72%	52%	58%	26%	45%	38%	2%	2%	4%
Fourth	95%	73%	75%	3%	23%	19%	3%	4%	7%
Fifth	73%	53%	40%	26%	28%	34%	2%	17%	26%

**iReady Reading**

Grade Level	% of students more than one year below grade level proficiency			% of students one year below grade level proficiency			% of students performing at or above grade level proficiency		
	Fall 2021	Winter 2022	Spring 2022	Fall 2021	Winter 2022	Spring 2022	Fall 2021	Winter 2022	Spring 2022
Kindergarten	0%	1%	0%	87%	59%	43%	13%	40%	57%
First	10%	6%	3%	85%	80%	71%	4%	14%	27%
Second	64%	49%	48%	34%	41%	36%	2%	10%	16%
Third	71%	65%	62%	14%	20%	14%	16%	15%	24%
Fourth	58%	51%	43%	36%	42%	41%	6%	7%	16%
Fifth	70%	62%	61%	19%	23%	17%	11%	5%	22%

iReady Math									
Grade Level	% of students more than one year below grade level proficiency			% of students one year below grade level proficiency			% of students performing at or above grade level proficiency		
	Fall 2021	Winter 2022	Spring 2022	Fall 2021	Winter 2022	Spring 2022	Fall 2021	Winter 2022	Spring 2022
Kindergarten	0%	1%	0%	92%	79%	63%	8%	20%	38%
First	38%	12%	8%	62%	80%	71%	0%	9%	22%
Second	60%	50%	43%	40%	48%	43%	0%	2%	14%
Third	88%	69%	58%	12%	27%	35%	0%	4%	7%
Fourth	77%	73%	71%	21%	20%	21%	2%	6%	8%
Fifth	75%	59%	54%	20%	32%	26%	5%	8%	20%

### **Student Achievement**

The following table represents M-STEP scores in ELA and Math, for all students who are proficient in grades 3rd thru 5th, from Spring 2021 thru Spring 2023.

M-STEP - English Language Arts Spring 2021 to Spring 2023					M-STEP - Math Spring 2021 to Spring 2023				
Grade	Spring 2021	Spring 2022	Spring 2023	Change	Grade	Spring 2021	Spring 2022	Spring 2023	Change
3rd	3%	12%	14%	+2%	3rd	7%	5%	10%	+5%
4th	8%	14%	9%	-5%	4th	0%	6%	9%	+3%
5th	15%	22%	21%	-1%	5th	4%	9%	9%	0%

<i>Participation in Parent-Teacher Conferences</i>			
Fall	2021	78%	335 parents
Spring	2022	81%	360 parents
Fall	2022	75%	297 parents
Spring	2023	69%	296 parents
Fall	2023	50%	338/680 parents

As evidenced by the data above, students' academics have been significantly impacted by Covid-19. The percentage of students testing at grade level, since the Pandemic, has decreased considerably. The staff at Bunker Elementary are dedicated and committed to providing intense, rigorous instruction to students, in order to regain losses in learning due, in large part, to Covid-19.

Bunker Elementary staff members are working diligently to ensure that your child has a successful experience at school. We are very proud of our students and we continue to work hard to ensure the best for every child, every day. Here at Bunker Elementary, we take responsibility to inspire our students to be Respectful, Excellent, Dependable, and Safe. We are committed to a partnership with students, parents, and the community. We Believe in Greatness!

Sincerely,

*Okeelah McBride*

Okeelah McBride, Principal