

January, 2021

Dear Parents and Community Members:

PLEASE NOTE: *Prior to the start of the 2020-21 school year, Lakeside Elementary School was renamed "Bunker Elementary School". In the interest of clarity, this letter uses the "Bunker" name in most cases; however, data prior to the fall of 2020 was collected under the name "Lakeside Elementary School".*

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Lakeside (now 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 web site <http://bit.ly/2IvQt1N>, 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 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 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. A new science curriculum (Cereal City Science) was adopted, which supports the Next Generation Science standards and the MI Science Standards. This is fully implemented in all grades. Also, this year we 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. Our district implemented a new Reading curriculum called Success For All (SFA) and has fully supported this with training, coaches and all materials.

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' reading instructional 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.

Results are as follows for end of the year, Spring, 2020 assessments: *No Data/No Testing - Due to COVID-19*

i-Ready Reading, Winter, 2020			
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
Kindergarten	N/A	92%	8%

First	0%	91%	9%
Second	27%	61%	12%
Third	38%	53%	9%
Fourth	29%	60%	11%
Fifth	45%	51%	4%

Results are as follows for end of the year, Winter, 2020 assessments: *No Data/No Testing - Due to COVID-19*

i-Ready Math, Winter, 2020			
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
Kindergarten	N/A	89%	11%
First	2%	89%	9%
Second	31%	67%	2%
Third	46%	52%	2%
Fourth	42%	55%	3%
Fifth	44%	50%	6%

i-Ready Reading, Fall, 2019			
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
Kindergarten	N/A	91%	6%
First	11%	85%	4%
Second	38%	48%	14%
Third	51%	29%	20%
Fourth	50%	39%	11%
Fifth	58%	28%	14%

i-Ready Math, Fall, 2019			
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
Kindergarten	N/A	94%	6%
First	29%	69%	2%
Second	38%	60%	2%
Third	62%	36%	2%
Fourth	56%	36%	8%
Fifth	56%	36%	8%

*The RIT score helps determine the student's instructional level and also measures student progress or growth.

Participation in Parent-Teacher Conferences

Spring	2018	74%	371 parents
Fall	2018	83%	345 parents
Spring	2019	72%	271 parents
Fall	2019	74%	242 parents
Spring	2020	N/A	N/A
Fall	2020	76%	363 parents

As Nelson Mandela once said, "A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special." We are very proud of our students, parents, staff, and community of Bunker Elementary School. The Bunker staff has merged together to educate our children where they will all learn the essential knowledge and life skills that will develop them into responsible and productive citizens. The Bunker Team is committed in providing excellent education in a caring, supportive environment where each learner is nurtured and able to grow. The entire Bunker community ***B***elieves ***I***n ***G***reatness promoting ***R***espect, ***E***xcellence, ***D***ependability and ***S***afety. Go BIG REDS!

Sincerely,

Okeelah McBride

Principal Bunker Elementary School