

January, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Moon Elementary. 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 LaKisha Loudermill for assistance.

The AER is available for you to review electronically by visiting the following web site [MI School Data](#), 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

Moon Elementary School has challenges not unlike many other schools in the state. Our mission at Moon 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 that 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 appropriate. 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. This past year, a new Reading curriculum Success For All (SFA) was adopted, which supports the ELA standards. Science curriculum (Battle Creek/Cereal City) was implemented, which supports the Next Generation Science standards and the MI Science Standards. Also, this year we continued our school and district adopted CHAMPS and PBIS programs to support improved behavior and increased achievement for all students.

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 participates 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 data and students achievement for effectiveness. Moon'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 to build oral language, phonics, phonemic awareness, vocabulary, comprehension, and fluency of fiction and non-fiction texts using the Success for All curriculum. Teachers model reading with whole groups, small groups, and one-on-one conferring. This is implemented through Interactive Read-alouds asking higher level comprehension questions, writing in response to reading, and Thinking Maps with visual representation to build vocabulary and comprehension. To assist students in reading who may be struggling, teachers work with small groups using programs such as I-Ready, and targeted instruction based on independent reading levels. Professional development is provided to teachers to further their skills in the respective programs. In an effort to encourage more reading for pleasure, and therefore more practice in reading, we will continue to build classroom libraries with themed sets of books. Reading for pleasure builds fluency, vocabulary, and comprehension skills. 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 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. To help meet the needs of every student, we are incorporating technology that will support language development and content vocabulary acquisition, for increased student engagement.

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. 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 concepts, 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. Lessons passed are monitored and data is collected.

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]. 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. We have also implemented a plan to improve the safety and cleanliness of our school. When students take pride and ownership in their learning environment, their behaviors tend to improve.

Core Curriculum

The curriculum at Moon Elementary provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, technology, physical education, art, Library, and music. Major portions of the elementary curriculum has been revised over the last few years and is 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](#).

Participation in Parent-Teacher Conferences

Fall	2014	82%	304 parents
Spring	2015	80%	289 parents
Fall	2015	74%	245 parents
Spring	2016	76%	247 parents
Fall	2016	74%	257 parents
Spring	2017	67%	237 parents
Fall	2017	74%	274 parents
Spring	2018	57%	217 parents
Fall	2018	75%	278 parents
Spring	2019	58%	224 parents
Fall	2019	69%	227 parents
* Spring	2020	N/A	Covid -19

The following table represents M-STEP scores in ELA and math, for all students in grades 3rd- 5th, from spring 2018 to spring 2019.

Grade Level	Test focus	2018 Proficiency	2019 Proficiency
3rd	ELA	11%	14%
4 th	ELA	31%	13%
5th	ELA	14%	28%
3rd	Math	5%	12%
4th	Math	28%	<10%
5th	Math	<5%	13%

The following table represents iReady scores in reading and math for all students in grades K-5th, from winter 2020 - *the iReady was not given in the spring due to Covid-19.*

iReady 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	71	29
First	10	73	17
Second	44	44	12
Third	45	22	33
Fourth	42	40	19
Fifth	72	11	17

iReady 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	80	20
First	13	73	15
Second	20	76	5
Third	41	55	4
Fourth	43	40	17
Fifth	63	25	12

As evidenced by the data above, it goes without saying that Moon staff members are dedicated and committed to the Learning for ALL students. It is by no mistake that there was an increase in reading and math in all grades 3-6. Moon Staff Rocks!

Moon 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 Moon School, 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,

LaKisha Williams-Loudermill
Principal