



January 17, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Galesburg Augusta Primary 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 the building principal for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/39Aql1x>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. 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.

Galesburg Augusta Primary School continues to focus on improving our math and reading scores. We are happy to announce that we will continue our work with KRESA. They will help support our teachers in both math and reading, providing experienced coaches in each content area.

We also received a grant called Literacy Educator on Loan. This grant has allowed us to hire an early literacy coach. The Educator on Loan Program is a partnership with KRESA to support implementation of Literacy Essentials and best practices in literacy instruction. The literacy coach will be utilized to assist teachers in developing and implementing instructional strategies for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3. The coach engages in learning and planning around implementing an instructional delivery model based on frequent use of formative, screening, and diagnostic tools; using data from diagnostic tools to determine necessary interventions and supports; and increasing support to K-3 teachers in making instructional moves to provide greater support to students.

It is the policy of the Galesburg-Augusta Community Schools that no discriminatory practices based on sex, race, religion, color, age, national origin, disability, height, weight, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance.

*Shaun Sportel, Principal *315 W. Battle Creek St., Galesburg, MI 49053* (269) 484-2040 * Fax (269)484-2041*



In October, we hired a curriculum and instructional specialist for Galesburg Augusta Community Schools. Her role is to help guide our district on school wide initiatives in relationship to the Essential Practice in Early and Elementary Literacy. We have found this work to be very beneficial for our teachers and students. Our focus continues to work on best practices for explicit instruction and learning objectives for students. In Mathematics, we focus on the gaps in skills and strategies caused by the pandemic. Galesburg Augusta Primary is very fortunate to have a math coach from KRESA here to work with our teachers and to look at our intervention time and how to establish best practices for those teachers and students.

State law requires that we also report additional information. When enrolling a new student, enrollment papers are completed by the parent or guardian. Proof of residency, immunizations, and birth certificate are copied. Assignment of class is determined by current numbers in each class and/or special requests. Transportation and school transfer of records forms are date stamped. The transportation form is scanned over to Transportation. The PM bus color is recorded on the form and two copies are made, one for the teacher and one for the bus driver. The school transfer of records form is faxed and mailed to the previous school district requesting records. The teacher's name is added to the top of the enrollment card and copied for the teacher. The teacher's name is added to the medical and technology forms, lists are updated as needed and emailed to the Primary staff. The student's UIC is found on the state site, the student is added to the MICR roster, and a school ID number is assigned to the student. The enrollment spreadsheet is updated with all information. All information is entered into Powerschool. The McKinney-Vinto spreadsheet and corresponding paperwork is completed in the event that the student is homeless. The military spreadsheet is completed in the event that the student has a family member in the military. The drop/add spreadsheet is updated and emailed to specials teachers, Title I, special education director, Primary school counselor, Transportation, and the Primary school cook. The Special Education director is emailed the name and date of birth of any student that receives special services. The alphabetical list and the student count book are updated. New class lists are printed and put in the book. The parent and or guardian of the student's teacher are contacted to ensure that they have heard from transportation in the event that the student needs busing.

The district is continuing to work through a 3-5 year school improvement plan. This plan includes making sure that our curriculum is aligned K-12 and that we are meeting the needs of the students where they are. As a district, we have also passed a bond that will add an addition to the Primary School. The addition will consist of four additional classrooms for 4th grade as well as a designated STEAM classroom.

Conferences are a thing of pride at our school. We try very hard to meet with all parents to discuss the students' progress. This past year, we had a 90% attendance for parents during conferences.

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Over the past several years, the SI team noticed that our EDD (economically disadvantaged) students have been scoring lower on state standardized assessments. Previously, their scores were at or near our non-EDD students. Math and reading scores were dipping lower and lower and poor attendance with this score was also becoming a major issue. To improve their performance and understanding of grade level material and concepts we continue to have data meetings for math and reading with the teachers, principal and Title I coordinator. These meetings were held three times a year. Student performance scores were reviewed, and plans and interventions were tweaked to accommodate student needs.

We incorporated a Title I informational night as well. Our hope was to get parents more involved in the curriculum and learning process. We also wanted to help them acquire skills so that they could better assist their child at home.

The Primary School, district and all of its stakeholders share in the success of our primary students and for that, I congratulate everyone. Student learning is our primary focus. Our highly qualified, dedicated, and caring teachers and staff are committed to providing engaging and rigorous educational opportunities for all students. We will strive for continuous accomplishments as a springboard to improve student achievement during the 2020-2021 school year.

Sincerely,

Shaun Sportel

Principal

Galesburg Augusta Primary School

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