



# MT. PLEASANT PULLEN ELEMENTARY

2018-2019 SCHOOL ANNUAL REPORT COVER LETTER

Diane Falsetta, Principal

## Principal's Greeting/Message

January 14, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Pullen 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 Diane Falsetta, principal, for assistance.

The AER is available for you to review electronically by visiting <http://bit.ly/2tJCCfC>, or you may review a copy in the main office at your child's school.

For the 2018-19 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 three or more underperforming student subgroups. 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 any of these labels.

Pullen School will continue to analyze data contained in our AER combined report, NWEA, and DIBELS to determine best teaching strategies, and programs to address our student learning needs. Pullen educators continue to be committed to our instructional peer coaching model in order to improve our overall tier one instruction in reading, writing, and math. At Pullen School we are also dedicated to providing daily reading and math interventions that are prescribe for individual students based on their specific data. Our school has established grade level Professional Learning Communities, which are dedicated to,clarifying essential learning targets, agree on common pacing, creating formative assessments, and systematically responding when students are not learning.

Sincerely,  
Diane Falsetta,  
Pullen Elementary Principal

## Description of the School

Pullen Elementary School serves students in Developmental Kindergarten through second grades. Approximately 69 percent of our student population qualifies for free and reduced lunches. Programs provided to students at our school include, Title 1 School-Wide service, Universal Breakfast Program, special education services, Kids Hope mentoring program, school-wide Positive Behavior Intervention Supports (PBIS), Reading Corps tutors and Multi-tiered System of Support (MTSS) process. Pullen partners with Central Michigan University to provide additional classroom support in the area of reading (America Reads) and math (America Counts).

## Process for Assigning Pupils to the School

District Students are assigned to Pullen Elementary according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program that meets their IEP or eligibility. Mt. Pleasant Public School also has a choice process that parents can follow in order to come to our school.

## Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available on school district's website (<https://mtpleasantschools.net/wp-content/uploads/2019/06/Pullen-2016-SIP.pdf>). A paper copy of our School Improvement Plan can be accessed at our school offices upon request. The School Improvement Team, composed teachers at all grade levels and the principal, meet monthly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan/Process. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement gaps/goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students will improve their proficiency abilities in the area of Social Studies			
<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent Involvement Opportunities.</li> </ul>		X	
All students will improve their proficiency abilities in the area of math			
<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent Involvement Opportunities.</li> </ul>		X	
All student will improve their proficiency abilities in the area of English Language Arts			
<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent Involvement Opportunities.</li> </ul>		X	
All students will improve their proficiency abilities in the area of Science			
<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent Involvement Opportunities.</li> </ul>		X	

**Pullen Elementary School's Vision is to foster a love of learning in an innovative, respectful, and caring school climate which empowers students to be productive citizens in an ever-changing world.**

## Core Curriculum Status

### English Language Arts

The English Language Arts curriculum follows the Common Core State Standards (CCSS) approved by the Michigan's State Board of Education and Mt. Pleasant Public Schools Board of Education. Building educators utilize best practice including; Lucy Calkins, MAISA Writing Units, and Houghton Mifflin Reading Series (Journeys) which was verified by research conducted by our district's Professional Study Committee (PSC) and the ELA Task Force. Our district's PSC arranges for professional development for all K-6 staff related to these areas and building principals oversee implementation in their individual buildings.

### Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards approved by Michigan's State Board of Education and Mt. Pleasant Public Schools Board of Education. Building educators utilize MATH IN FOCUS (Singapore Math) verified by research conducted by our PSC math task force. The mathematics curriculum was last approved by or local Board of Education in May 2012. PSC arranges for any and all professional development for K-6 teachers. Individual school buildings also arrange for PD as needed by looking at student data and needs. Building principals oversee implementation in their individual buildings.

### Science

The Science curriculum follows the Next Generation Science Standards approved by Michigan's State Board of Education. In addition to the Next Generation Science Standards our building educators utilize the National Geographic Science series, verified by research conducted by our PSC Science Committee Task Force. Our science curriculum was last approved by or local Board of Education in May of 2017. Our PSC Science Task Force continues to provide professional development and upgraded materials to our teachers.

### Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators are currently utilizing MAISA Social Studies lessons as well as Social Studies Weeklies. This curriculum was researched and recommended by our district PSC Social Studies task force and then approved by our local Board of Education in May 2017.

## Aggregate Local Assessment Data

Mount Pleasant Public Schools have aligned their curriculum to meet the Common Core State Standards. The following assessments are local assessments given at each of our grade levels.

**DIBELS** (Dynamic Indicator of Early Literacy Skills): A quick one minute assessments given to assess reading fluency. Assessments include: Letter/Sound Fluency, Phoneme Fluency, Nonsense Word Fluency, Oral Reading Fluency and DAZE. DIBELS assessments are benchmarked three times per year (fall, winter, spring)

**NWEA** (Northwest Evaluation Association) is a computer adaptive assessment we give for all students in the areas of Reading and Math. It is given as a benchmark assessment three times per year (fall, winter, spring) in order to measure student growth over the course of the school year. The students receive a RIT score based on their level of performance.

## NWEA Spring Performance Scores for Reading and Math

May 2018/May 2019

Reading Spring 2018	Number of students tested	Building Mean RIT Score	Grade Level Norm Mean RIT Score	Percentage of Pullen students at or above Grade level Norm	Math Spring 2018	Number of students tested	Building Mean RIT Score	Grade Level Norm Mean RIT Score	Percentage of Pullen Students at or above Grade Level Norm
Kindergarten	76	165	158	66%		76	166	159	74%
First Grade	70	182	178	66%		70	185	181	64%
Second Grade	90	194	198	60%		90	202	192	68%

Reading Spring 2019	Number of Students tested	Building Mean RIT Score	Grade Level Norm Mean RIT Score	Percent of Pullen Students at or above Grade Level Norm	Math Spring 2019	Number of student tested	Building Mean RIT Score	Grade Level Norm Mean RIT Score	Percent of Pullen Students at or above Grade Level Norm
Kindergarten	72	164.9	158.1	67%		74	164.8	159.1	65%
First Grade	75	184.3	177.5	69%		73	184.8	180.8	66%
Second Grade	75	192	188.7	64%		75	206.1	192.1	79%

### Parent Teacher Conference Attendance Data

	2017-2018/Fall		2018-19/Fall	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
<b>All</b>	340/362	94%	334/354	94%

The Michigan Department of Education's MI School Data website, a service of the Center for Educational Performance and Information (CEPI), gave Pullen Elementary an overall index score of 82.26 points out of 100. Our school quality score was 94.90/100, Proficiency Overview score was 74.95/100 and our Assessment Participation was 100/100 points. More detailed information can be found by going to the MI School Data website at [mischooldata.org](http://mischooldata.org).

Pullen Elementary will continue to use its School Improvement Process and Data Dialog Protocol to help us better identify our academic strengths, gaps and weakness. Doing the above will also guide our instructional practices to insure ALL students have the opportunity to learn to their full potential and be productive citizens in an ever changing world.

Schools are the greatest hope for building a strong economic future for our communities and our children. Teaching our children the skills they need to lead a successful and meaningful life requires the support of every parent and community member. With a partnership among the parents, community members, and the entire school staff, high expectations can be set for every student as they are given the knowledge and skills to achieve their dreams.

Respectfully,  
 Diane Falsetta  
 Pullen School Principal