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 Northwest Early 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 Mr. Mark Short or Mrs. Paula Louagie 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 2018-19 school year, schools were identified using new 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. 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.

According to our ESSA data, key challenges for our school lie in the areas of ELA and Math. Key initiatives in our building consist of a new comprehensive, research-based reading curriculum and an increase in STEM opportunities for our students. Our goal is to accelerate student achievement and close remaining gaps in achievement within our building. We have also implemented a PBIS program, supported by the entire district. This program supports academic and behavioral initiatives and promotes an overall, healthier school environment.
State law requires that we also report additional information:

Process for assigning pupils to the school: School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

School Improvement Status: Northwest Early Elementary School has completed its seventh year of being designated a School-wide Title I building. We are currently in our eighth year of the school improvement plan. You can access Northwest Early Elementary School’s Annual Report, including the school’s profile, mission statement and school improvement status at http://www.nwschools.org.

Core Curriculum: A copy of the core curriculum may be obtained from the curriculum office at the Northwest Education Center. The core curriculum is fully-implemented. The ELA and Math curriculum have been aligned with the Common Core State Standards. Other curriculum areas are aligned with Grade Level Content Expectations. There are no variances from the state’s model.

Aggregate Student Achievement Results for Local Competency Assessments: Students in grade K-2 are assessed annually in English Language Arts and Mathematics. Northwest Early Elementary administers the following assessments: Lexia Rapid, STAR, Aims Web for E.L.A. and Math, common writing assessments and common math assessments throughout the school year, in conjunction with regular formative assessments. Data from these assessments are administered and reviewed during MTSS meetings throughout the school year.

Parent-Teacher Conferences: Welcoming parents to our school in order to develop partnerships is very important. We are pleased to have the support of our parents in working together to help our students be successful. Attendance at Parent-Teacher Conferences: Fall 2017-18: 100% and Fall 2018-19: 98%

We congratulate the Northwest Early Elementary Staff, our parents and our community for providing a student-centered, high achieving environment that is safe, accepting, and encouraging. Through our partnerships with our parents and community, we are able to provide the best learning environment for our students.

Sincerely,

Mr. Mark Short, Principal
Mrs. Paula Louagie, Assistant Principal