Riley Elementary School  
Annual Education Report (AER)

January 31, 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 Riley 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 Mr. Joseph Corr, principal for assistance.

The AER is available for you to review electronically by visiting the following web site  
http://bit.ly/37stj54, or you may review a copy in the main office at your child’s school. You can also view the school index report in snapshot by following this url  

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 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 was NOT identified with one of the underperforming school labels.

Key challenges for Riley student achievement lie in the areas of mathematics, reading and science. These challenges were the driving force for our School Improvement Plan. We have also implemented additional math concepts instruction with a Math coach. As a district we have also created common planning time for all instructional staff to work towards these goals. In the area of reading we have partnered with the University of Arkansas at Little Rock to implement the Comprehensive Literacy Model. We have also joined with the other elementary buildings in our district to train a cohort of teachers in NGSX training for the 2019-2020 cohort. With these plans in place, we feel confident that we are ready to address our areas of need.

State law requires that we also report additional information.

1. Process for assigning pupils is determined by the boundaries set forth by the school district for each building for the 18-19, and 19-20 school years. Families residing outside of these geographic boundaries may apply through the district Schools of Choice Program. Riley also draws students outside of the school district’s boundaries.

2. Our focus for the 2018-19 and 19-20 School Improvement Plan involves four goals: English Language Arts, Math, Positive Behavior Interventions and Supports, and NGSX Science training. We are working
towards full implementation of the updated Michigan State Standards in Science and Social Studies. Writing will be integrated across the curriculum. We have a literacy coach to help implement the district’s adoption of the Comprehensive Literacy Model. We have also added a building behavior interventionist for conflict resolution and we have been implementing the Second Step character education curriculum.

3. We are going into our sixth year as a preK-5 building, offering a GSRP Headstart preschool. As a staff we pride ourselves on meeting the individual needs of students and maintaining our vision that every child can learn. Riley’s staff is dedicated to working together to meet the needs of all students and to support their individual learning styles. This is true for academic, social, and behavioral learning. Riley also has a self-contained K-5 emotional impaired classroom.

4. As stated, we are working toward full implementation of the updated Michigan State Standards. Teachers have spent numerous hours over the past three summers in professional learning to develop their personal depth of knowledge of all of these curriculum standards. Each teacher has a copy of the Michigan State Standards for parents to view in their classrooms.

5. We do not have any local competency tests or nationally normed achievement tests results to report.

6. We are consistently over 90% of parents attending parent teacher conferences and we offer conferences 3 times per year. We meet all parents in the fall and then at least half of the parents in the winter and the other half in the spring. For students that require more intensive and strategic planning for their learning and success we invite parents to all 3 conferences. In addition, any parents are always welcome to attend any and all sessions, as well as any other times they feel are necessary for their child’s academic success. We are proud of the work we have accomplished implementing the Comprehensive Literacy Model (CLM) as well as our PLC model of teacher collaboration. In addition, we are working to implement a core Phonics, Spelling and Word Study program and a new math program, Investigations.

We are also proud of our overall school rating as we continue to lead in academics. We have created what we believe to be the necessary framework for improvement as we move forward. Our staff is dedicated to finding the best way to teach your child and prepare him/her for a successful life beyond elementary school.

Sincerely,

Mr. Joseph Corr, Principal