



Kalkaska Public Schools

*Rapid City Elementary School
Laura Gehman, Principal*

March 8, 2019

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 Rapid City 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 Laura Gehman for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.kpschools.com/> or you may review a copy in the main office at your child's school.

For the 2017-18 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 subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school is one that has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school. 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 at Rapid City Elementary School include the subject areas of Math and ELA. To address the challenges in math, we began using a new curriculum, Math Expressions, in 2017. This resource is aligned with the Common Core State Standards that are tested on the MSTEP. All teachers participated in a 2-day training in 2017 and continue to receive ongoing support and training in the use of this resource. We also use Delta Math, an online screening and remediation program as part of our MTSS process. This program reveals skill gaps that students may have. Remediation lessons, in small group format, are offered to students based on this data. To address the area of ELA we have initiated the following strategies. A new curriculum, CKLA, was purchased in 2017. This resource is also aligned with the CCSS that are tested on the MSTEP. All teachers have received initial and ongoing training in using this resource. Students' independent reading levels are measured by the NWEA benchmark testing that is given in the fall, winter and

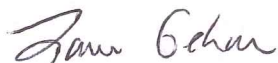
spring. Students are grouped, by reading level, to receive focused, explicit instruction to remediate any skill gaps they may have.

State law requires that we also report additional information.

1. Rapid City Elementary School (RCE) is a small, K-5th grade building with approximately 90 students. We also house a GSRP class. RCE is part of the Kalkaska Public School district.
2. RCE is in year 2 of a 5 year School Improvement Plan
3. RCE is a K-5th grade building. We do not have a specialized elementary building.
4. KPS curriculum documents can be found on the Kalkaska Public Schools website <https://www.kpschools.com/> . RCE follows the Common Core State Standards for ELA and Math, the Michigan K-12 Standards for science and we are transitioning to the Michigan K-12 Standards for social studies.
5. MSTEP results are included in the Annual Report. A summary of results can be located on the district website or at <https://www.mischooldata.org/> .
6. 100% of our students were represented by parents at parent-teacher conferences in the fall of 2018. Any parents/guardians who did not physically attend conferences participated in a phone conference.

The staff at Rapid City Elementary is proud of the educational opportunities we provide for our students. We will continue our school improvement efforts to increase student achievement in Kalkaska Public Schools. We appreciate the continued support of parents, staff and our community in this effort.

Sincerely,



Laura Gehman