



February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for **Kinawa 5-6 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 steven.stierley@okemosk12.net for assistance.

The AER is available for you to review electronically by visiting the following website [Annual Education Reports](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school, Kinawa, was not identified by the State as having a support category.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All 5th and 6th grade students in the Okemos Public School System are assigned to attend Kinawa 5/6 School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Kinawa is actively involved in our continuing improvement process led by the building school improvement team. The school improvement team meets at least once a month throughout the school year to review student needs and determine the impact of our school's instructional program on student achievement. The team is composed of classroom teachers, specialists and support staff who serve the varied needs of the students. Department chairs are also a part of the team.

Members serve as contact to other building staff to convey information, seek input, or discuss concerns. The Kinawa principal and assistant principal are an integral member of the team. As is our building's MTSS Coach. The building school improvement team uses a variety of data sources to establish on-going academic improvement goals and evaluate progress made toward those goals, and to develop systems to improve our school. School improvement initiatives include MiBlisi, PBIS, Social Emotional Health (SEL), Formative Assessment for Michigan Educators (FAME), Standards Based Grading Initiative, Language Across Disciplines (LAD), African American Student Initiative (AASI), implementing clear learning targets in every classroom, implementation of an equity plan, establishing common assessments across grade level and content areas, data collection and review, and Equity for every student, to name a few. In addition, teachers work in departments and have established SMART goals based on student achievement. Kinawa School's improvement plan is focused on improving the outcomes for all students, especially those that are not learning at the same rate as their peers. Kinawa staff targets learners in the bottom 30% on state assessments and benchmark assessments. Classroom assessments are also utilized.

Mission Statement:

"Together... educating with excellence, inspiring each learner for life."

Vision Statement:

Kinawa is an exemplary 5/6 school that is a model for others.

Values Statement:

By holding high expectations, we will empower each other to be...

- Cooperative
- Accountable
- Respectful
- Empathetic
- Safe

CORE CURRICULUM

The goal of education is to provide all learners with the solid foundation of skills, knowledge, and understanding necessary for their continuous growth and success as students within the school setting and as adults in society.

The format for curriculum review in Okemos Public Schools involves committees of teachers and administrators and generally operates on a seven--year cycle. Our curriculum is currently aligned with the Michigan Academic Standards which serve to outline learning expectations for all students. They are used as a framework by our schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by our local community. Furthermore, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards. Curriculum summaries are presented to parents at all grade levels. The district has

developed an aligned assessment plan and a written calendar for all standardized assessments for the core academic content areas.

In addition to providing a strong core curriculum that meets the standards established by the State of Michigan, Kinawa provides frequent screening assessments for all students. The NWEA Assessment is administered school--wide three times per year (fall, winter, spring) to identify students who may need additional academic support—including both interventions and extensions. Screeners are administered in the areas of Reading and Mathematics. Following the administration of the school-wide screeners, teacher teams meet to review results and analyze whether their instructional strategies are meeting the needs of their students. They use a problem- solving approach to meet the needs of learners and assign students to flexible "FIT groups" depending upon individual needs. The teacher team meetings, called "data days" actively involve classroom teachers and specialists.

The school schedules a daily FIT hour to meet the needs of students on an individual basis. This approach uses research--based approaches and programs to help students succeed academically (e.g. Read Naturally, Orton Gillingham, Math Lab, Writing Lab, Academic Extension, TASK, FOCUS, Rewards, etc.)

In addition to a strong academic curriculum, the district has a K-12 sequenced curriculum in the areas of music, visual arts, and theater and coordinates a K-12 Fine Arts Festival each spring. Kinawa offers "exploratories" in band, orchestra, vocal music, and the visual and performing arts.

We are very excited to offer a Montessori 5/6 program to our community and district. The program offers the same academic curriculum that is taught to our traditional students utilizing the Montessori philosophy.

Community members are able to access the Common Core Standards at <http://www.michigan.gov/mde>.

STUDENT ACHIEVEMENT DATA

In 2022-2023 we transitioned to utilizing NWEA data to best support our students' reading and math intervention and acceleration needs. The NWEA testing provides nationally normed scores. Please view the table for our most current data:

Percentage of Students Approaching to Exceeding Expectations

Grade	Assessment	Percentages
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5	NWEA Reading	89%
5	NWEA Math	85%
6	NWEA Reading	91%
6	NWEA Math	85%

Prior to the transition to NWEA, we utilized the FastBridge assessments to best support our students' reading and math intervention and acceleration needs

2021-2022 FastBridge Data

Percentage of Students at or Above Benchmark Targets

Grade	Assessment	Percentages
5	Fast Reading	95%
5	Fast Math	78%
6	Fast Reading	94%
6	Fast Math	82%

PARENT/GUARDIAN-TEACHER CONFERENCES PARTICIPATION

We continually seek feedback from stakeholders about the effectiveness of our

instruction. A formal parent participation form is sent home with students each spring and fall highlighting areas in which parents may choose to become involved in our school. Kinawa has an active Parent Teacher Organization (KPG) that provides activities and supports curricular goals through field trips, fundraising, supplies, and equipment. Opportunities for parent involvement have led to increased parental support and volunteerism. Parents help us in problem solving, decision--making, and planning and implementing projects, policies, and procedures. They participate on planning committees and assist staff on field trips and at school events. Our annual Keep Kinawa Moving fundraiser involves a large number of parent volunteers. Parents chaperone grade -level activities and volunteer at school functions such as picture day, health screening, yearbook, Keep Kinawa Moving, the talent show, Entrepreneur Night, a Science Fair, and clerical work.

Percentage of Students Represented by Parents/Guardians Attending Parent--
Teacher Conference at Kinawa

	FALL	SPRING
2022 - 2023	83%	81%
2021 -2022	75%	78%
2020-2021	84%	78%

The Okemos Public Schools are committed to working in partnership with the community to provide broad, comprehensive educational opportunities and a superior quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love of learning. We welcome you to join us in the continued pursuit of our district’s mission – **Together...educating with Excellence, Inspiring Each Learner for Life.**

Sincerely,

Steve Stierley
Principal
Kinawa 5/6