



Dudley Elementary
308 W. Roosevelt
Battle Creek, MI 49017
Phone: (269) 965-9720

School Annual Education Report (AER) 2019-2020

January 5, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) for Dudley Elementary, which provides key information on the 2019-20 educational progress at our 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 Dudley's building Principal, Deborah Linden, for assistance.

Dudley's AER is available for you to review electronically by visiting the following website, <https://bit.ly/2Ln7Tkq>. You may also view it at the district main office or your child's school. The BCPS district AER is available here: <https://goo.gl/H6z7zp>.

For the 2019-20 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 began serving students in Pre-K/2nd-grade during the 2016-17 school year. Our school is working hard to increase the number of students who are at or above the 50th percentile on the NWEA MAP. In order to address the academic issues which are barriers to improved student achievement we made several changes to the 2019-2020 school year to support student achievement. Actions included: Targeted push in reading intervention for all of our K-2 students. Individual Achievement Plans for students. A building wide focus on literacy utilizing Michigan Literacy Essentials # 3 small group instruction #4 phonological awareness and #4 letter sound relationship. Training for staff around trauma-sensitive practices to promote a culture for learning. Implementing a robust MTSS system to address the learning needs of our most at-risk students, and providing Tier III supports. Ensuring that high-quality Tier 1 instruction is in place and implemented in all classrooms.

Moving to remote learning March 13, 2020 brought significant challenges to us. Many of our students didn't have access to the internet or a computer. The district worked to provide computers and internet access to families.



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Despite the challenges that our staff and families faced we continued to focus on literacy and specifically in the areas of Literacy Essentials #3 and #4.

State law requires that we also report additional information. This report contains the following information for the two most recent years:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students who attend Dudley Elementary are assigned to our school by where they reside. Boundaries are set and can be reviewed by calling the school secretary at 269-965-9720.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2019-2020 school year, Dudley continued to work on providing a literacy-focused learning environment. We use the Results-Oriented Cycle of Inquiry, and as a result of our efforts, we are seeing improved student achievement. All K-2 teachers completed training in Orton-Gillingham as well as Literacy Essential Modules. We Implemented a 30-minute phonics block outside on the literacy block. As we continue to improve our practices through intentional professional development we are seeing gains in both our reading and math scores. The analysis of data is an ongoing process throughout the school year and involves all key stakeholders including staff, parents, students, and community members. Ongoing assessment, evaluation, mentoring/training, and support is facilitated by the District through the Central Office who work closely with schools Instructional Leadership Teams. Our Instructional Leadership Team leads our school improvement by implementing our Theory of Action to improve student outcomes.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Dudley Elementary is a PreK-2nd-grade building with approximately 210 students enrolled. We are an early literacy STEM school and specialize in early literacy as well as introducing our youngest learners to science, technology, engineering, and math. In addition, all students participate in physical education, art, and music. We have one Special Education resource teacher who supports students in their general education classrooms, two self contained K-2 classrooms, and two Early Childhood Special Education classrooms. We also have an ELL tutor, Speech teacher, full-time Behavior Interventionist, Instructional coach, and a Reading specialist. Three part-time Title 1 interventionist and part-time literacy tutors. Our building also has a full-time school nurse on site.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Dudley's core curriculum and curriculum guides can be accessed by requesting copies from the central office. Battle Creek Public Schools' curriculum is aligned with Michigan's Common Core Curriculum Standards. Curriculum maps and common classroom assessments are being developed to provide teachers with consistent expectations to monitor student achievement. The district continues to focus on the Four A's of curriculum



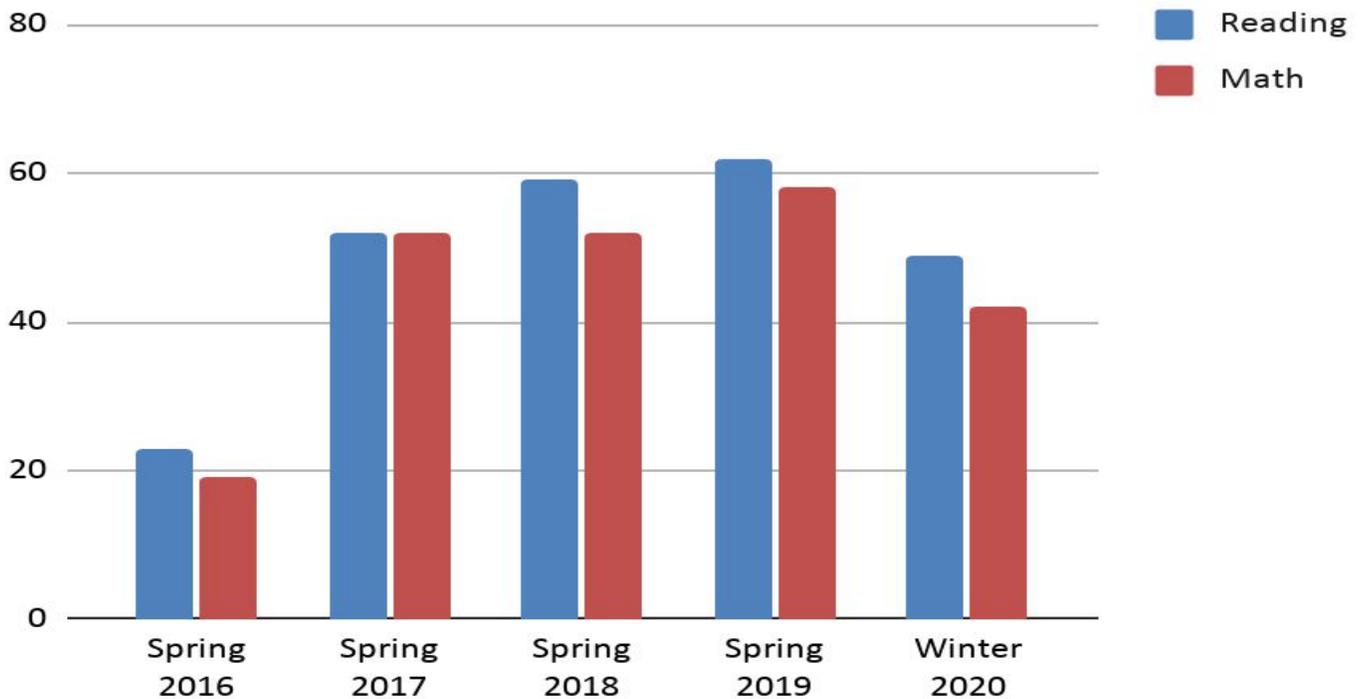
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work: Alignment with the Standards and Benchmarks/Grade Level Content Expectations; Articulation between grade levels and core areas/courses; Assessment measures that consistently gauge student achievement levels; and Accountability in teaching the written curriculum. Teachers are actively involved in the curriculum development process and provide valuable feedback as we continue to focus on high levels of academic achievement for all students.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS.

The percentage of students who are at or above the 50th percentile on the NWEA Map in reading and math has increased since 2016. All of our K-2 teachers are trained in Orton-Gillingham and have a 30-minute phonics block on top of a 120-minute literacy block. We have been seeing gains in both our reading and math achievement. Below is our NWEA MAP achievement through winter of 2020. The spring 2020 MAP was not administered so we do not have data to reflect end of the year achievement.

Students at or above the 50% in NWEA Reading and Math



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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Dudley has great participation at parent-teacher conferences. During our last conference, 93% of parents attended fall and winter conferences.

At Dudley Elementary, we believe that all children can learn and succeed, regardless of race, income or background. This is a place where students can learn safely, explore their creativity, find their passions and prepare for their futures. BCPS is in the midst of a historic transformation to ensure a world-class college, career, and culture ready education for every student, in every grade at every school. We understand that big change does not happen overnight, and as a district, we are committed to long-term growth for the betterment of our students, schools, and our community.

As a parent at Dudley Elementary, you are part of a diverse community where every person provides a unique contribution. We believe in the infinite possibilities of our students and their future. Thank you for being a part of this journey with us. Believe in the Change!

Sincerely,

Deborah Linden

Deborah Linden
Principal
Dudley STEM