



PATTON ELEMENTARY SCHOOL
18851 McKinnon • Roseville, MI 48066

Mr. Brandon Komarowski
PRINCIPAL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Patton 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 Principal, Brandon Komarowski for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3oxn4pd> , or you may review a copy in the primary 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 2023-24. 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 2023-24. 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 2023-24. Some schools do not identify with any of these labels. In these cases, no label is given.

Our school was not identified for 'targeted support and improvement,' or 'additional targeted support,' or 'comprehensive support and improvement' school. We have not been given any of these labels.

In our drive for the success of our students, we continue to implement evidence-based Tier 2 and Tier 3 interventions. These interventions include pull out reading support with two interventionists, leveled reading programs, individualized reading intervention plans that include IReady, the reading support program called Reading A-Z, and Everyday Mathematics. These key initiatives are used to accelerate student achievement and close gaps in achievement.

Patton Elementary has also undertaken additional initiatives to support and combat gaps in reading achievement. This includes implementing an in-depth, comprehensive reading program for grades K-5. Students pacing below grade level in reading receive and are monitored through an IRIP (individualized reading plan). All instructional staff implement the district's core curriculum. Roseville Schools has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about Roseville's curriculum can be found by visiting <https://rosevillepride.org/parents/roseville-curriculum>

Based on the 2023-2024 M-Step data, the key challenge for Patton Elementary continues to be the learning loss resulting from the COVID-19 pandemic. Our goal is to increase student proficiency in all core subjects in designated subgroup areas. The current data reflects that the proficiency percentages of Patton's third through fifth graders dropped when compared to the state proficiency averages in English Language Arts and Mathematics. In response, additional emphasis and support are being provided to meet this challenge through targeted small group instruction in class, pull out supports K-5 interventionists, and an increase in Tier two early literacy supports.

The Patton staff is committed to a School Improvement Plan and implementation of PLCs (professional learning communities). One hundred percent of staff participates in professional development activities related to technology, PBIS (Positive Behavior Intervention System), Wonders reading and Everyday Mathematics. The Patton staff identifies and implements tiered and targeted instruction in all content areas to close the achievement gaps and increase proficiency percentages for all students. The staff also uses formative and summative assessments to gauge the success or failure of curriculum changes and as a means of strategizing and focusing instruction to best meet students' needs.

Most of our students are assigned to our school based upon district boundaries set forth by the Roseville Community Schools' Board of Education. Other children attending Patton were either intra-district transfers from other schools within Roseville Community Schools or participants in the "School-of-Choice" option available to those students residing in Macomb County, MI.

We remain committed to bridging the home-to-school gap through parent teacher conferences and afternoon and evening school events. Fall 2023 conference attendance was 84% and was completed virtually. Fall Conference 2024 attendance was 82% and it was completed in person and virtually attended.

The staff and I are committed to the educational and emotional development of our students. The arduous work, dedication, and determination of the combined team effort of family and school will enable us to make positive gains in students' academic achievement. Self-assessment, monitoring student success and adjusting according to their needs will enable us to close gaps in achievement. We are fortunate to have a school community that is involved so greatly with education.

Sincerely,

Mr. Brandon Komarowski

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