



Theo Eddy Elementary School Annual Education Report (AER) Cover Letter

December 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Theo Eddy 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 Rick Carlson for assistance.

The AER is available for you to review electronically by visiting the following web address <https://goo.gl/m6A6Pw> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was not given a label.

Theo V. Eddy Elementary serves a economically diverse population. We are a targeted assistance Title I school which provides foundational learning to a significantly large group of "at risk" students, as well as a large group of high

performing students. Our staff is experienced and completely dedicated to grow lifelong and reflective learners. We partner with our community and parents to provide the strongest foundation for the students in our care.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

East China School District has centralized enrollment that assigns students to a school based on residency boundaries established by the district. East China School District also participates in country-wide Schools of Choice.

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

Theo Eddy Elementary engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need and designing and implementing strategies to address the needs. As an identified Title I school, Eddy Elementary also ensures that all required component of a targeted assistance building are embedded within the school improvement plan. The school improvement plan may be viewed in its entirety at www.ecsd.us/ede. Highlights include:

Mission Statement: Within a safe caring environment, the purpose of Eddy Elementary School is to develop productive citizens and lifelong learners by enhancing diverse talents and abilities of each student.

2014-15 School Improvement Goals:

- All students will demonstrate proficiency in reading.
- All students will demonstrate proficiency in writing.
- All students will demonstrate proficiency in mathematics.
- All at risk students will be given interventions at the appropriate level.

Progress toward Goals:

- Extended learning opportunities were provided for at-risk learners in both reading and mathematics through before and after-school intervention sessions, as well as a larger group of students attending the district's Summer School program.
- Classroom teachers collaborated with Title I staff, continuously monitored data and provided differentiated instruction to support at-risk learners.
- Summer learning packets are provided to encourage continued learning during the summer months.

✓ **Reading**

- Consistent student evaluation practices were explored and clarified to ensure accurate student growth measures.

- All teachers continued to implement the MAISA Reading Units of Study and students participated in Reader’s Workshop every day.
 - Classroom teachers provided expert instruction using a focus lesson, individual conferences and differentiated small group teaching.
 - At risk students are given extended reading instruction and practice through our Title I services.
- ✓ **Writing:**
- Staff held grade level and school wide meetings to enhance understanding of expectations and common practices. These meetings helped to ensure fidelity of curriculum implementation and clarified base level expectations for student writing performance.
- ✓ **Mathematics:**
- Common math assessments were used in all grade levels. These assessments were then analyzed to create historical understanding of class averages and individual student achievement over time.
 - Fact Fluency strategies were explored through a book study of “Mastering the Basic Math Facts, Strategies, Activities & Interventions to Move Students Beyond Memorization” by all classroom teachers.
 - All classroom teachers continued professional development sessions to fine tune the effectiveness of the district’s math program, Math Expressions, with an emphasis on the use of best practices for mathematics instruction.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Theo Eddy Elementary implements the East China School District learning standards and provides instruction students in grades kindergarten through fifth grade. The standards incorporate the core subject areas of English language arts, mathematics, science, and social studies and are designed to challenge students to achieve their highest potential.

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

The K-12 core academic curriculum describes what a student will know and be able to demonstrate after instruction in a particular subject. East China School District develops rigorous and aligned curricula, using the State of Michigan’s core curriculum and Common Core State Standards as models when reviewing and developing content areas. Grade level and/or course content expectations are developed in each content area and instructional strategies are created along with pacing guides for instruction and assessments to measure proficiency. A copy of the core curriculum may be obtained by contacting the East China School District Department of Instruction at 810.676.1010.

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

The academic progress of students in kindergarten through fifth grade is evaluated by district common assessments and reported four times annually via student report cards. Students in grades three through five also take the M-STEP test annually. Please refer to the linked report for specific scores and achievement trends.

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

An important means of communication is through annual parent-teacher conferences. During the 2015-16 school year, 96% of students were represented at our fall conference session.

In conclusion, we are very proud of our students' achievements this year and are looking forward to continued progress in the years to come.

Sincerely,

A handwritten signature in black ink that reads "Richard Carlson". The signature is written in a cursive style with a long horizontal flourish at the end.

Richard Carlson
Theo V. Eddy Elementary, Principal