

EAU CLAIRE PUBLIC SCHOOLS

Office of Lybrook Elementary Principal

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Lybrook Annual Education Report (AER) Cover Letter

April 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Lybrook. 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 Tim Keathley for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.eauclaireps.com/index.php/reports-documents/>, (SEE Q.7 AND Q.8 OF THE 2018-19 AER FAQ DOCUMENT FOR DIRECTIONS), 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 underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Key Challenges based on our Combined Student Achievement Data.

- ❖ Increasing ELA Proficient Achievement Data
- ❖ Increasing Math Proficient Achievement Data
- ❖ Increasing Science Proficient Achievement Data
- ❖ Increasing Social Studies Proficient Achievement Data

Key initiatives being undertaken in the school to accelerate student achievement and close persistent gaps in achievement include:

- ❖ Multi-Tiered Systems of Supports (MTSS)
- ❖ PBIS (Positive Behavior and Intervention Supports)

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students in grades K-5 who reside in the school district boundaries, or who attend through the school of choice program, have the opportunity to attend Lybrook Elementary School.

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

Lybrook Elementary School has been implementing the MDE School Improvement process for several years. Our plan includes addressing weaknesses and successes in our core curriculum and instructional best practices. We are at different phases of each core curriculum and instructional practices. PLCs are held weekly to address the needs of curriculum, best practices and processes and procedures.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Alternative Education is designed to meet the needs of the nontraditional student whose goal is to earn a high school diploma.
- Special Education services are provided from preschool through the 12th grade as required by the Michigan Mandatory Special Education Act. PA 451 and the Individuals with Disabilities Education Act (IDEA). Programs and services are also developed to meet the needs of students covered by Section 504 of the Rehabilitation Act of 1973. The Individual Educational Planning Committee (IEPC) process determines eligibility and coordinates the special education program for each student.
- Special Education services include speech and hearing evaluations are provided for Eau Claire students. A referral for a hearing evaluation for a child is usually made by school staff; however, it can also be made by a parent or guardian.
- Blossomland Learning Center, Berrien Regional Educational Service Agency (BRESA) operates specialized programs at both locations to educate most birth to 26 year old

students whose disabilities are severely mentally impaired, which qualifies them for an appropriate classroom.

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

High quality curriculum, instruction, and assessment are three areas we strongly believe have the biggest impact on student achievement. Through the dedication and work of our professional learning communities (PLCs), Lybrook Elementary has identified instructional priorities (what all students need to know and be able to do), evidenced based instructional practices, and using data to determine the intervention supports every child needs to achieve both academically and behaviorally.

Currently our Math and ELA core curriculums are aligned to the Common Core State Standards (CCSS). Science and Social Studies are aligned to the Next Generation Standards. The core curriculum can be found at Central Office, Lybrook Elementary Office, or in each classrooms.

The Implementation of the CCSS is found through our School Improvement Plan (SIP).

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

| GRADE | SUBJECT | M-STEP 2016-2017 | M-STEP 2017-2018 |
|--------------|----------------|-----------------------------|-----------------------------|
| 3rd | ELA | 40% Proficient | 16% Proficient |
| | MATH | 44% Proficient | 19% Proficient |
| | | | |
| 4th | ELA | 30% Proficient | 19% Proficient |
| | MATH | 23% Proficient | 39% Proficient |
| | | | |
| 5th | ELA | 34% Proficient | 30% Proficient |
| | MATH | 21% Proficient | 9% Proficient |

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

Lybrook had 85% of parents attend Fall Parent Teacher Conferences.

The Lybrook Elementary school community is dedicated to working together to fulfill our school mission of "Learning today. Lead tomorrow". The achievements of our students result from a strong home support, hard working students and dedicated teachers working together. Together, we strive to make Lybrook Elementary a great place to learn and grow.

Sincerely,

Timothy J. Keathley

Timothy J. Keathley
Lybrook Elementary
Building Principal