

Roosevelt Elementary School Annual Education Report (AER) Cover Letter

January 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Roosevelt 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 Rachel Kyncl for assistance.

The AER is available for you to review electronically by visiting the school website at www.lakeshoreschools.k12.mi.us or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

A key challenge for Roosevelt School started with 10 weeks of Covid shutdown in the spring of 2020 and that made collecting formative and summative assessment data more difficult. In the 2020-21 school year, approximately $\frac{1}{4}$ of students opted for remote learning and we are still gathering data and using data to make instructional decisions.

As Roosevelt strives to maintain a high level of academic success even through Covid challenges, we will continue to focus on our district-wide literacy initiative of the reader's and writer's workshop model of instruction. Our building also continues to spend a great deal of time on our collective teacher efficacy on the topic of Social Emotional Learning and how that impacts the teaching and learning that is occurring in our building. We will continue to work with Kindergarten through Third Grade targeted reading groups to address the specific reading needs of all students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL - Roosevelt Elementary School houses approximately 400 Y5 – 5th grade students. Each student is assigned to a particular classroom

teacher based on his/her age and previous school record, if any. Elementary students are assigned to one of three school buildings according to geographic boundaries established and modified from time to time, to assure full utilization of the district's teaching and facility resources. To provide an equal educational opportunity to all elementary students, it is sometimes necessary to transfer some students from one attendance area to another.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN - A complete copy of the School Improvement Plan is located on the Roosevelt School website at: www.lakeshoreschools.k12.mi.us
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL - Some Lakeshore Public School students who are identified as having one or more handicaps are able to receive educational services at specialized schools and centers. The programs are operated by Berrien RESA and/or Lakeshore Public Schools. The decision to place a student in a special education program is made by an Individualized Educational Plan Committee (IEPC) which includes at least one of the student's parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student's educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include: Autism, Emotionally Impaired, Cognitively Impaired, Moderate to Severely Mentally Impaired, Hearing Impaired, and Early Childhood Developmental Delay (ECDD).
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF ANY VARIANCES FROM THE STATE'S MODEL - As mandated by the State of Michigan, Lakeshore Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, and the Common Core State Standards. Copies of core curriculum are available at all buildings and at the district office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS - Fall, winter and spring reading targets/benchmarks using the Fountas and Pinnell running record assessments quickly identify students making appropriate growth. Our third, fourth, and fifth grade students also participate in the M-STEP each year as results indicate below.

You can view aggregate student results on Mi School Data at <https://bit.ly/3qjkiMq>

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

2020-21 School Year

2021-22 School Year

Fall Conferences: 99%

Fall Conferences: 97%

The information enclosed in this report is just a snapshot of the student achievement data that indicates the success we are achieving at Roosevelt Elementary School. We invite you to go to our website for further information where we detail many of our special programs and opportunities for students. As always, please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Rachel Kyncl
Principal
Roosevelt Elementary School