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Byron Area Schools

Byron Elementary School Annual Education Report (AER) Letter

January 14, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Byron 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 Bob Cassidy for assistance.

The AER is available for you to review electronically by visiting the following web site (<https://bit.ly/38i3VTr>) or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools are 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.

Byron Elementary School has not been assigned a label by the State of Michigan.

Byron Elementary School, like many other schools, faces particular challenges that can impact overall student academic performance. Challenges with maintaining adequate funding from the State of Michigan have impacted our school in several ways, including staffing and the amount and types of programming that we use to support our students. Over the past several years, our school district has experienced a significant drop in enrollment. The community of Byron, along with the rest of the state, has suffered through an economic downfall over the past decade.

In spite of these challenges, the staff at Byron Elementary School is committed to providing an outstanding educational experience for our students. The staff is continuing to implement a standards-based curriculum model that will be supported and communicated through our standards-based report card. Our school goals are increasing student achievement and increasing the overall academic experiences for our students. Our fourth, fifth, and sixth grade teachers are in their seventh year of teaching according to an academic specialty, each teacher specializing in one particular

content area, such as mathematics or English/Language Arts. This enables each teacher to provide his/her students with expertise in each of the content areas.

Our Title I program includes one teacher and one interventionist who work with students who have a particular area of deficiency in the core content area of math or English/Language Arts. In our elementary school, we utilize a Literacy and Mathematics Coach to enhance our curriculum and instructional practices.

Increasing our students' access to technology is a continuing goal for our school. In technology, we currently have a one-to-one student to iPad ratio in our kindergarten and first grades. Also, each Kindergarten classroom utilizes a CleverTouch TV to engage students in the learning process. Our second through sixth grade students are now using Google Chromebooks on a daily basis.

With the implementation of these curricular programs, the staff at Byron Elementary School will continue to work to increase student academic achievement and close gaps in learning.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Byron Elementary School services all students in grades K-6 who live within the boundaries of the Byron Area School District. The school also accepts Schools of Choice students from other districts following 105c rules.

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

The Byron Elementary School Improvement Team has written a school improvement plan focused on raising student achievement in reading, writing, math, science, and social studies. The team continues to analyze student achievement data in each of these content areas and develop a strategic plan for accomplishing these goals. The plan is reviewed by the team throughout the school year to monitor progress of implementation.

3. BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

It is the philosophy of the Byron Area Schools and the Shiawassee Regional Education Service District to serve each person with special needs in the least restrictive environment. A continuum of education placement options is offered from age 0-26, which provides for mild to severe handicapping conditions, supportive services, and vocational training programs designed to meet the needs of special needs persons. The placement options are provided through cooperative planning by the Byron Area Schools, Shiawassee Regional Education Service District, and the Michigan Department of Education, since no district could support a full continuum itself. The Shiawassee Regional Education Service District operates programs and services for the low incidence populations. Likewise, preprimary impaired programs are center programs service clusters of districts. For the high incidence of EMI, EI, and LD, each individual district offers those options that best meet their needs. However, by agreement, each district can have placement access to categorical programs operated

by another district, if appropriate. In this way, a full continuum is available in an efficient and cost effective manner regardless of district size. Byron does have students who attend programs within the Shiawassee Regional Education Service District.

4. CORE CURRICULUM

Curriculum units at Byron Elementary School are aligned with the Common Core State Standards (CCSS) and the Michigan Grade Level Content Expectations (GLCE). Assessment of the core curriculum, as well as all other curricular areas, is an ongoing process.

5. LOCALLY ADMINISTERED ASSESSMENTS

Our school uses the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screening assessment three times per academic year to monitor students' literacy progress. We also conduct regular assessments using NWEA (Northwest Evaluation Association), an on-line assessment, testing students in kindergarten through 6th grade in the areas of math and reading. Students in grades 3rd through 6th also participate in the State M-STEP assessment.

6. PARENT-TEACHER CONFERENCES

During our annual parent-teacher conferences, held in October each year, we had a parent participation rate of 83% for both the 2018-19 and 2018-19 academic years.

We, at Byron Elementary School, are proud of the hard work and accomplishments of our staff and students. Our staff exhibits a strong dedication to our students each and every day, as we continue to offer a positive learning environment and high quality learning opportunities. We will continue to work hard to help all of our students achieve success and prepare them for not only next school year, but for their future.

Sincerely,

Jacob Haynes
Principal
Byron Elementary School