



MICHAEL R. DEWEY

Superintendent

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Morrice Elementary School Annual Education Report

January 29, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Morrice 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 the building principal, Kelly Roe, for assistance.

The AER is available for you to review electronically by visiting the following web site **www.morrice.k12.mi.us** , or you may review a copy in the main office at your child's school.

For the 2018-19 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.

Morrice Elementary School was NOT given any of these labels.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Morrice Elementary contains students in grades preschool through sixth. We have a current enrollment of 334 students PreK-6. In our K-6 program we have 276 students which includes 173 boys and 161 girls. 82 of the 276 students are schools of choice students.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** The School Improvement Team (SIT) has been helpful in guiding the school improvement efforts in the Elementary Building. Extensive goals are in place for improving ELA (reading and writing), Math, Science, and Social Studies. Our school improvement focus at the elementary building has been to ensure student success by improving student achievement and student growth at all levels, and in all subgroups. We are continuing to implement student engagement strategies, evidence based strategies and resources along with our MTSS model to drive student instruction and achievement. Our staff professional development is aligned with our school improvement goals in addition to supporting teachers to attend professional development in areas they are passionate about and in areas they have set personal goals.
3. **A BRIEF DESCRIPTION OF OUR SCHOOL:** The elementary school provides education for students in the kindergarten through sixth grade. The students study all core subjects and participate in a specials schedule to include physical education, technology, and music. Band is offered for 5th and 6th grade. Our classes also participate in educational learning trips off-site. We are a school-wide Title 1 program and offer these services to students who are eligible. We also contract with the Shiawassee County RESA for special education services to include speech services, occupational therapy, physical therapy, and social work services for student who qualify.
4. **CURRICULUM:** A copy of our curriculum documentation can be found on our website by clicking the curriculum tab. We are committed to monitoring our vertical and horizontal alignment. All curriculum is aligned to state standards. We also currently have technology integration with 1-1 devices for grades 3-6 and a blend of devices for grades K-2 for classroom centers. Our programming includes the addition of Code.org as a technology program and Phenomenal Science as our Next Generation aligned resource. Teachers are also building STEAM activities into their classroom activities.
5. **READING PROFICIENCY:** Our building wide reading proficiency has experienced a generous and steady increase over the past three years. Data is collected using the Acadience Assessments program for grades K-5 and AIMSWeb Plus for 6th grade. Our kindergarten students also participated in the KEA this past fall. We experienced improvement in Core Level with 67% of students at or above benchmark. The implementation of our walk-to-read intervention program, and MTSS strategies along with data review of our assessment scores continue to be a crucial part of our intentional approach in the school improvement process. With the recent adoption of Reading Street for literacy curriculum for grades K-5, we anticipate an additional increase in proficiency.
We are also experiencing proficiency and progress growth on the M-step with an overall school index of 69.96 on a scale of 100. This is an increase from 62.80 in the 2016-17 school year. Our school quality overall score is 86.66 on a scale of 100.

6. **CONFERENCE ATTENDANCE NUMBERS:** Morrice Elementary has good representation at parent-teacher conferences with 94% of the student represented at parent-teacher conferences in the Fall and 83% in the spring.

The collective efforts of staff, students and parents are helping Morrice Elementary to experience growth in all areas of student achievement while also building a positive and friendly school climate. I look forward to our continued success at Morrice Elementary School in providing our students with an individualized and quality education in order to help all students increase proficiency and overall academic growth.

Sincerely,

Kelly Roe
Elementary Principal
Morrice Area Schools

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