



**Lillian Fletcher Elementary
Homer Community Schools
“The Destination for Excellence”**



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Homer, Michigan 49245
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Heather Cahill, Principal

Cindy Kirkbride, Secretary

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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 Lillian Fletcher Elementary. 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 Lillian Fletcher Elementary principal, Heather Cahill, or Homer Community Schools Superintendent Scott Salow for assistance.

The AER is available for you to review electronically by visiting the following website, <http://bit.ly/2He4pfV> or you may review a copy in the main office at Lillian Fletcher Elementary.

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.

Lillian Fletcher Elementary has not been given one of the above labels.

Some challenges recognized in the Combined Report are the percentage of students proficient in ELA in third grade, the percentage of students proficient in Mathematics in third grade. We saw an increase in the proficiency of students in ELA and Mathematics in fourth grade from the previous year.

Key initiatives being undertaken in the school to accelerate student achievement and close persistent gaps in achievement are reading coach support from the Calhoun Intermediate School District (CISD). We have one coach working with teachers and students to improve reading instruction and intervention. Additionally, Lillian Fletcher Elementary is continuing their work of curriculum mapping and unpacking of standards.

State law requires that we also report additional information. The information provided below applies to the last two school years.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students assigned to Lillian Fletcher Elementary either live within the boundaries of the school district or attend under school of choice.

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

Lillian Fletcher's school improvement team set annual goals that help lead the staff in a direction that will continually enhance the education and success of all students. The team meets at least twice a month during the school year to ensure these goals are being met. This is an ongoing process that takes place every year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At Lillian Fletcher Elementary School, we provide a curriculum to all students that include all of the core subject areas. We also involve all of our students in music, art, physical education and library. We also provide specialized help to all students with IEPs, and Title I services are available to students at risk.

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

Our core curriculum can be found on the elementary website, in each classroom, and in the office of the building principal.

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

At the local level, all students are assessed in all of the core areas by one of the following: pre and post assessments in math; post assessments in science; Fountas and Pinnell Reading Assessment and teacher observation to monitor a student’s reading progress, and a writing rubric is used to assess the ability of each student in the area of writing. Additionally, Math Recovery Screeners are used to assess all students. All students are assessed using the nationally normed NWEA in reading and math three times a year.

% At or Above National Norms

Grade Assessed	Reading		Math	
	Winter 2017-18	Winter 2018-19	Winter 2017-18	Winter 2018-19
Kindergarten	N/A	34%	N/A	35%
1st Grade	37%	49%	42%	52%
2nd Grade	34%	44%	34%	54%
3rd Grade	44%	39%	52%	20%
4th Grade	28%	36%	20%	26%

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

Lillian Fletcher Elementary provides parent teacher conferences twice a year. We consistently have 90.96% participation at the conferences.

During the 2017-18 school year, the students of Lillian Fletcher Elementary have made steady growth in student achievement. However the staff understand further growth is necessary. Our staff is committed to making academic growth a priority, and to ensure that it continues into the future.

Sincerely,

Lillian Fletcher Elementary Principal
Mrs. Heather M. Cahill