



School Annual Education Report (AER) Cover Letter

February 15, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Cavanaugh STEAM 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 Dr. Jeffrey Hager, Principal of Cavanaugh STEAM Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site combined report [Cavanaugh Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2020-21 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 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. Cavanaugh STEAM Elementary has not been assigned any of the above labels.

Due to the onset of the nationwide COVID-19 Pandemic in March 2020, the Michigan Department of Education received federal waivers for all mandated state assessments for students in grades 3-12 for the last two academic years. According to the most recent (2018-19) M-STEP data available, Cavanaugh 3rd grade students outperformed their peers at the state, county, and district levels. Similarly, Cavanaugh was ranked third and second, respectively, compared to other Lansing schools on district required ELA and Math assessments in 2018-19.

Nevertheless, the National Assessment of Educational Progress (NAEP) data made available in this AER indicates how critical it is for an early grades school like ours to establish a primary foundation to support K-12 student success. Over the past several years, our faculty has prioritized data analysis to identify how to best meet individual student needs through Multi-Tiered Systems of Support (MTSS). Staff also uses data to identify trends occurring across various student sub-groups, which

may include but are not limited to the following areas: race, gender, English Language learners, Special Education, and socio-economic status. MTSS support for students is provided not only by classroom teachers, but also a Math and Literacy Intervention teacher, an Instructional Assistant, and a Special Education Resource room teacher.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO OUR SCHOOL

Students and families interested in attending Cavanaugh must submit an application through the district's enrollment process. Any student who lives within LSD boundaries may request to attend in accordance with the district's "schools of choice" policy.

2. THE STATUS OF THE SCHOOL IMPROVEMENT PLAN

Our School Improvement Plan mechanism is transitioning from AdvanceED to the MDE's Michigan Integrated Continuous Improvement Process (MICIP), MICIP uses a "whole-child" approach to develop school improvement plans and coordinate funding to meeting the needs and improving the outcomes of all students. This year, Cavanaugh and the Lansing School District began focusing on improving daily student attendance rates and social-emotional learning (SEL), in addition to academic proficiency in both ELA and Math. As the name indicates, MICIP is a continuous process, which monitors progress and can be adjusted in real time to realize student growth toward desired outcomes.

3. A BRIEF DESCRIPTION OF OUR SCHOOL

As a K-3 elementary, Cavanaugh is among ten similar Lansing schools committed to a "read-to-learn" approach. Additionally, student instruction is designed through Project-Based Learning and Arts Integration to incorporate the five disciplines of "STEAM": science, technology, engineering, art, and mathematics. There are 12 classrooms, three at each grade level (K-3), and low teacher turnover with only two retirements in the last three years. Nearly 300 students from a wide-range of cultures and backgrounds are enrolled at our school.

4. HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Cavanaugh follows the state's Core Curriculum in all subject areas is aligned to the standards established by the Michigan Department of Education: <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html> Curriculum documents are also available on the Lansing School District's Deputy Superintendent web page:

<https://www.lansingschools.net/departments/deputy-superintendent/curriculum/>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
57.4% of Cavanaugh's third grade students were proficient or highly proficient on the 2019 M-Step ELA assessment (7.4 points higher than previous year.) Likewise, 75% of 2019 3rd graders were proficient or highly proficient on M-Step Math (a 20.7 point increase.) Also in 2018-19, the Lansing School District administered AIMSWEB to measure student progress. By May of 2019, the percentages of Cavanaugh students (K-3) meeting growth targets were 79% in Reading and 90% in Math. Additional analysis of 2018-19 data, however, showed there is room for improvement in helping all students reach benchmark targets (50th percentile) on AIMSWEB screeners. Incomplete data (due to COVID) from the 2019-20 school year reflected similar results, especially in Reading.

6. THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
During 2018-19, 213 of 248 (89%) families attended Fall parent-teacher conferences, and 197 (79%) attended Spring conferences. In Fall 2019, the attendance rate for parent-teacher conferences at Cavanaugh was 80%; spring conferences were cancelled by the COVID shutdown. The percentage of P/T conference attendance averaged 75% in 2020-21, as parents and teachers connected remotely via Google Meet.

I am incredibly humbled to have been given this opportunity to be a part of Cavanaugh STEAM Elementary. Despite its diverse community of students and families from all over the city of Lansing, it still looks and feels like a neighborhood school. There is a strong sense of connection between teachers, students, parents, and even grandparents, who have at one time or another considered Cavanaugh to be home. Our staff is fully committed to excellence, not just in teaching, but in our partnerships with families to help to grow students socially and emotionally. Thank you for entrusting us with the privilege to touch the future through your children.

Sincerely,

Jeffrey Hager, Ed.D
Principal, Cavanaugh STEAM Elementary