



Cavanaugh School Annual Education Report (AER) Cover Letter

March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the 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 Angela Jackson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/pkimVu> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a Priority school in 2014-15 school year. Our Top-to-Bottom Percentile Rank for 2016 was in the 15th percentile. Our 2016 Accountability Score Card Status is Lime. We earned 12 out of 16 possible points. We attribute these gains to help from the CHILD Magnet grant, School Improvement Grant funding, support from central administration and support from staff at the Ingham Intermediate School District. The hard work and dedication of our staff allowed us to implement programming and strategic instruction strategies that are helping to turn our school around. Multi-Tiered Systems of Support Implementation through Focus Groups, Project Based Learning and Culturally Responsive Positive Behavior Interventions and Support are the key programs that we used in 2015-16 and are continuing in 2016-17.

State law requires that we also report additional information.

Students were assigned to Cavanaugh STEAM Elementary through the enrollment process. Parents or guardians complete an enrollment form, provide proof of residency, birth certificate and immunization records. We became a STEAM Magnet School in 2014-15 which requires and application process through the District Magnet Office. Cavanaugh STEAM is a priority school and recipients of the School Improvement Grant. We are utilizing the Transformation Model and the Early Learning Model. We are in our second year of implementation.

The Lansing core curriculum is aligned to state standards. The Common Core State Standards (CCSS) have been fully implemented and are used as the basis for the curriculum at all levels. We utilize District created Pacing Guides to ensure CCSS and curriculum alignment. Curriculum documents, including Pacing Guides, are available on the Assistant Superintendent of Instruction's web page at, www.lansingschools.net. Teacher's at Cavanaugh STEAM use the State of Michigan Standards for delivery of instruction. Pacing guides are used to identify when CCSS statements should be taught.

A STEAM; Science, Technology, Engineering, Arts and Mathematics, focus is woven through all academic areas with an emphasis on being Green. Cavanaugh students will learn how humans impact living things. Students will learn through project based, hands on experiences and be able to apply them to the real world. They are involved in projects that expose them to the 21st Century skills they will need to be successful in the future.

At Cavanaugh STEAM we use AIMS Web to measure both math and reading. We administer a benchmark screener three times each year and progress monitor student not at benchmark regularly to adjust instruction based on student need. In the Fall and Spring of 2015-16 the percentage of students at benchmark are as follows:

Kg - Reading - Fall= 33%	Spring=33%	Math - Fall= 49%	Spring = 60%
1 st - Reading - Fall= 11%	Spring= 60.8%	Math - Fall= 54.1%	Spring = 79.6%
2 nd - Reading - Fall= 24.4%	Spring= 25.4%	Math - Fall= 49%	Spring = 61.6%
3 rd - Reading - Fall= 35.2%	Spring= 54%	Math - Fall=29.3%	Spring = 70%

In the Fall of 2015-16 we had, 82%, 197 out of 240, families attend parent teacher conferences. In the Fall of 2016-17 we had 88%, 226 out of 258, families attend parent teacher conferences.

Our third year as a STEAM and Priority school has gone remarkably well. Our staff is working hard to meet the needs of our students. The addition of new staff members in combination with veteran staff has only enhanced what is happening. The students here know and practice our schoolwide behavior expectations every day; Be Safe, Be Respectful, Be Responsible, Be Engaged Learners! I am proud to be the principal at this school.

Sincerely,

Angela Kae-Tarry Jackson