



March 1, 2019

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 East Shore Leadership Academy (ESLA). 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 Deanna Keller at 810-294-8040 for assistance.

The AER is available for you to review electronically by visiting the following website link <http://bit.ly/2VKtu6e> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using new 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 Target 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.

ESLA is identified as "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

DESCRIPTION OF THE KEY CHALLENGES FOR THE SCHOOL REFERRING TO DATA IN THE 'COMBINED REPORT' AND DESCRIBING THE KEY INITIATIVES BEING UNDERTAKEN IN THE SCHOOL TO ACCELERATE STUDENT ACHIEVEMENT AND CLOSE PERSISTENT GAPS IN ACHIEVEMENT:

First and foremost, this was East Shore Leadership Academy's fourth year of operation. One of the school's key challenges is students that have enrolled from the surrounding area whereby the transient percentage (low income/high rentals) is extremely high in regard to student/family turnover due to moving. As research shows, this can have a negative impact on assessment scores. However, the ESLA staff developed and implemented immediate early intervention procedures for identifying learning gaps in order to provide instructional strategies and timely direct instruction. We have implement individual student goals and created small group instruction to provide students their instructional needs.

In regard to the M-STEP Combined Report our challenges are in the area of math as indicated in the student scores as follows:

2016-17**ELA**

3rd grade 28.8% proficient
4th grade 59% proficient
5th grade 55.6% proficient
6th grade 30% proficient

Math

3rd grade 16.7% proficient
4th grade 59% proficient
5th grade 11.1% proficient
6th grade <8% proficient

Social Studies

5th grade under 11%

2017-18**ELA**

3rd grade 4.5% proficient
4th grade 21.1% proficient
5th grade less than or equal to 50% proficient
6th grade less than or equal to 50% proficient
7th grade less than 10 students assessed
8th grade less than 10 students assessed

Math

3rd grade 9.1% proficient
4th grade 21.1% proficient
5th grade less than or equal to 50% proficient
6th grade less than or equal to 50% proficient
7th grade less than 10 students assessed
8th grade less than 10 students assessed

Social Studies

5th grade less than or equal to 50%

Key initiatives that were implemented to close any of the above achievement gaps are tutoring after school by math and reading intervention teachers and through Title I intervention during the school day. East Shore Leadership Academy offers specialized online reading and math programs, ThinkCERCA and DreamBox, that offer immediate results and align with NWEA. The school also assesses student learning using Fountas and Pinnell in order to provide individualized reading instruction.

East Shore Leadership Academy has also emphasized additional professional development training for teachers to keep them current with up-to-date strategies related to the delivery of instruction in all core areas with the end in mind of increasing student achievement.

STATE LAW REQUIRES THAT WE ALSO REPORT ADDITIONAL INFORMATION:**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

For the 2016-17 and 2017-18 school years, East Shore Leadership Academy had a two-week enrollment period in March. At the end of that period if there are more students

than space available, a lottery process takes place to fill the vacant openings. After the enrollment period, enrollment is on a first come first served basis.

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

East Shore Leadership Academy has completed their fourth year of operation. The School Improvement Plan, developed in 2015-16 and reviewed each year, focuses primarily on increasing student achievement in all core academic areas by providing extra support services for students identified as at risk for failing. The school has less than 220 students and 20 staff. The members of the School Improvement Team work together to analyze performance data to develop meaningful goals, objectives and strategies. The team also identifies resources to meet the needs of the strategies for the purpose of increasing student achievement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

East Shore Leadership Academy is not a specialized school.

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:

For school years 2016-17 and 2017-18 East Shore Leadership Academy used the Michigan Department of Education Framework which is located on the Michigan Department of Education's website. East Shore Leadership Academy also uses the *Curriculum Crafter Tool* that was developed by Kent County Schools. This curriculum is updated on a continual basis and available to all staff. The *Curriculum Crafter Tool* is aligned with the Michigan Department of Education Framework and Common Core State Standards. A copy of the *Curriculum Crafter* may be obtained in the main office. The Michigan Framework and Common Core State Standards is offered through the following websites; https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510--,00.html, <http://www.corestandards.org/>

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

This is East Shore Leadership Academy's fourth year of operation and students have been administered the M-Step (see above results under "Description of Key Challenges"). In addition, ESLA administers NWEA three times a year whereby all students are showing individual growth in the Reading and Math content areas.

2016-17

Reading/Math

94% of 3rd grade students met their reading goal

39% of 3rd grade students met their math goal

59% of 4th grade students met their reading goal

76% of 4th grade students met their math goal

61% of 5th grade students met their reading goal

89% of 5th grade students met their math goal

2017-18

Reading/Math

87% of 3rd grade students met their reading goal

67% of 3rd grade students met their math goal

77% of 4th grade students met their reading goal

65% of 4th grade students met their math goal

91% of 5th grade students met their reading goal

73% of 5th grade students met their math goal

67% of 6th grade students met their reading goal

73% of 6th grade students met their math goal

91% of 7th/8th grade students met their reading goal

82% of 7th/8th grade students met their math goal

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

In 2016-17 there 143 students represented at parent-teacher conferences. This represented 84% of our student population. In 2017-18, 87% of the students were represented with 151 students represented at parent-teacher conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT THE FOLLOWING:

East Shore Leadership Academy does not have a high school.

We applaud the East Shore Leadership Academy's staff and board of directors and are proud of the accomplishments made during the school's fourth year of operation. The NWEA student growth is very commendable. The board and staff continue to be "mission driven" while focusing on goals and objectives in order to measure progress on an ongoing basis. Teachers have also made it a priority to teach students through the *Leader in Me* process, how to set their own individual goals, and set up a measuring system so each student can assess their progress regularly toward increasing academic achievement. The staff and the board have also gone through strategic planning together all exhibiting their passion for students to succeed.

Deanna Keller, Principal

Nancy Gardner, Superintendent