



EARLY LEARNING CENTER

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School Annual Education Report (AER) Cover Letter

January 6, 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 South Early Learning Center. 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 Superintendent Richard Hilderley for assistance.

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

For the 2018-2019 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 Targeted Support (ATS) 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. In these cases, no label is given. Our school has not been given one of these labels.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Tecumseh Public Schools has a School Board adopted policy that helps administration determine school placements. Each year we look at classroom sizes and compare classroom numbers. The Policy helps when administration determines a need to move students. Students are assigned to South Early Learning Center based on their age, home location; building of choice or school of choice application for attendance and/or their need for specific special education services. In addition to the Resource Room, South Early Learning Center is the home for all elementary students in the district with a Cognitive Impairment.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our school improvement plan includes three goals with many activities that support student learning at South Early Learning Center. Students and staff are challenged to improve the percentage of students scoring in the proficient and exemplary range on the state assessments each year. Professional development opportunities for staff are focused on these core areas. Goals are updated each year. This year we focused on the following goals:

- All learners at South Early Learning Center will increase reading proficiency.
- All learners at South Early Learning Center will increase math proficiency.
- Tecumseh South Early Learning Center will increase awareness of social-emotional framework.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The students of South Early Learning Center receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from South Early Learning Center attended LISD classroom programs during the 2018-19 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Students from South Early Learning Center attended Laura Haviland during the 2018-19 school year.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Students from South Early Learning Center attended these programs during the 2018-19 school year.

CORE CURRICULUM

An overview of our core curriculum can be found on our website www.tps.k12.mi.us under Learning and Instruction under the Departments tab.

OTHER ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS

Our school uses several pieces of data to help us monitor student progress. Staff meet every 6-8 weeks throughout the year to review data, analyze student growth, and develop strategies to support all students. The Fountas and Pinnell assessment is used to monitor student progress in reading achievement for kindergarten through third grade students.

The NWEA is used to monitor student progress in reading and mathematics for grades K-4. For the 2017-2018 school year, 57% of kindergarten and 56% of first grade students demonstrated expected growth in the area of Math and 57% of kindergarten and 48% of first grade students demonstrated expected growth in Reading as measured by NWEA.

During the 2018-2019 school year, 56% of students demonstrated expected growth in the area of Math and 50% of students demonstrated expected growth in Reading as measured by the NWEA.

PARENT-TEACHER CONFERENCES PARTICIPATION DATA

Our families do their best in attending parent-teacher conferences. We understand that at times there are difficulties and interferences that can stand in the way of attending conferences. Our staff has made efforts beyond the scheduled conference times to help meet our parents' needs when they are unable to attend. Telephone conversations, e-mailing, and rescheduling meetings have all helped in our attendance for these events. South Early Learning Center had a 98.7% attendance rate in the fall of 2017. We had 98% attendance rate in the fall of 2018.

We are pleased to share and report this progress with you and look forward to seeing continued growth.

Sincerely,
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