

Chippewa Hills

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Barryton Elementary

Ms. Amanda Kimball, Principal

Mrs. Jennee Lehnert, Secretary

District Web Site: www.chsd.us

School Annual Education Report (AER) Cover Letter

April 17, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Barryton 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 Ms. Amanda Kimball for assistance.

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

For the 2016-17 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) 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as not having one of these labels.

As a building we are working hard to improve all areas of instruction and have put in place an intensive intervention process. Through a continued process of School Improvement and monitoring our student data we expect to see an increase in the number of students meeting or exceeding the state proficiency standards. The Barryton Elementary staff, students and families work very hard and will continue to focus on student achievement. We have modified our intervention process and continue to use and implement best teaching practices that have been proven to have high effect sizes on a daily basis.

All core academic standards are areas of emphasis. The building will continue to remap science and social studies curriculum. In addition, Tier I instruction is an area of focus in ELA and mathematics for the upcoming school year. In conjunction with the MiBLSI grant process we are also working at improving our Positive Behavioral Interventions and Supports and focus on Core Reading Instruction.

State law requires that we also report additional information contained below.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The students of Chippewa Hills School District are assigned to specific buildings based on transportation parameters. Transportation provides busing for more than 1800 students, servicing 53 different routes with 26 buses and traveling just under 500 square miles.

SCHOOL IMPROVEMENT PLAN 3-5 YEARS

School districts through state and federal legislation are required to meet a standard of improvement based on M-STEP (15-16 & 16-7), and MEAP (13-14) and the state accreditation system, Education Yes. In the 16-17 reporting term, Barryton Elementary received an Overall Index Value of 77.53. Barryton Elementary School received a Lime rating from the Michigan Department of Education in the 15-16 school year. The Chippewa Hills School District began its school improvement process at the elementary level during the 1990-91 school year. The Barryton Elementary school improvement team includes administrative staff and teachers. Additional members of the team have included support staff personnel, parents, and community members-at-large. School improvement teams from individual buildings will continue to work closely with the district improvement team to coordinate activities and focus more clearly on common goals, beliefs, and objectives for the students in the district.

The following are a list of school improvement goals for 2016-17 school year;

ALL STUDENTS WILL BE PROFICIENT IN MATH.

ALL STUDENTS WILL BE PROFICIENT IN WRITING.

ALL STUDENTS WILL BE PROFICIENT IN READING.

ALL STUDENTS WILL BE PROFICIENT IN SCIENCE.

ALL STUDENTS WILL BE PROFICIENT IN SOCIAL STUDIES.

ALL STUDENTS WILL DEMONSTRATE SAFE, RESPECTFUL, AND RESPONSIBLE BEHAVIOR.

Since most of these requirements are tied to M-STEP/state identified tests scores, school improvement efforts will focus on improving student performance at all levels. The complete school improvement plan is on file in the principal's office.

SPECIALIZED SCHOOLS

Name of Specialized School: Mecosta-Osceola Education Center

Name of Director/Supervisor: Kimberly Tuffnell

The Mecosta Osceola Education Center/Satellite Classrooms provide special education classroom and ancillary services to handicapped students up to age 26 who reside in the Mecosta Osceola Intermediate School District. The center assists students in development of cognitive, affective, and psychomotor development. Students are placed in classroom programs via the Individualized Educational Planning Committee (IEPC) process. Included in each committee are the parents, a district representative, and teaching and ancillary staff. Specifically, classroom programs are offered in the categories of pre-primary impaired, moderate cognitive impaired, severely cognitive impaired, severely multiply impaired, emotionally impaired, hearing impaired, and physically or otherwise health impaired.

CORE CURRICULUM

Elementary teachers in the Chippewa Hills School District continue to work diligently to complete the mapping of the core curriculum and alignment with the Common Core. This process will be

ongoing. All students at Barryton Elementary are enrolled in all core academic classes. Teachers are involved in a continuing process to review, revise, and adopt new curriculum materials at the district level. District wide curriculum and grade level meetings are held to ensure vertical and horizontal alignment. Professional Development days are also provided for the staff. A copy of the core curriculum can be obtained from the administrative office in each building.

ACHIEVEMENT RESULTS

Students grades K-4 are tested three times a year with the Northwest Evaluation Association (NWEA) assessments. The percentages below indicates the percentage of student who were proficient based on the nationally normed data:

Grade Level:	Math % at or above Proficiency:	Reading % at or above Proficiency:	Language % at or above Proficiency:	Science % at or above Proficiency:
Kdg	53%	66%		
1 st	67%	60%		
2 nd	42%	40%		
3 rd	42%	56%	60%	78%
4 th	54%	56%	44%	70%

PARENT-TEACHER CONFERENCES

Formal parent-teacher conferences are held twice every year. In the fall and spring individual parent teacher conferences are held district-wide for our elementary students. We are continuing to set our goal of 100% parent participation.

Fall	2013-98%	2014-97%	2016-96%	2017- 96%
Spring	2014-96%	2015-94%	2016-94%	2017- 95%

Barryton Elementary provides a very caring and dedicated staff that is committed to providing each child with the best educational experience possible. During the 2016-2017 school year Barryton Elementary School served over 230 student’s Kindergarten through fourth grade. A total of 15 highly qualified professional staff provided instruction on a daily basis. A total of 8 support staff provided daily support, instruction, and encouragement to students. Additional members include dedicated individuals that work in the areas of secretary, cafeteria, Special Education one-on-one aide, playground, and custodial. The building principal holds a Bachelor of Science in Education, a Master’s degree in Educational Technology and a K-12 School Administrator certification. The staff of Barryton Elementary would like to thank the parents and the community in assisting all of our students with the development of the skills needed to participate in an ever-changing competitive world.

Sincerely,
Amanda Kimball