



TRI COUNTY AREA SCHOOLS

Educational Service Center

RYAN BILLER, SUPERINTENDENT OF SCHOOLS

School Annual Education Report (AER) Cover Letter Tri County Elementary

February 17, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Tri County 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 Principal Brooke Haslacker for assistance.

The AER is available for you to review electronically by visiting the following website: <https://www.tricountyschools.com>, or you may review a copy in the main office at your child's school.:

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.

The 2023-2024 school year was the first year for Tri County Elementary as a K-5 building. We continue to build a safe school community focused on learning and fostering academic success for each student. The challenge for the building as it grew in size was to support systems at a larger scale to continue to grow students. We have continued to refine our systems, meeting in professional learning communities to discuss curriculum implementation, behavior supports, and student safety and health. Through these learning communities we continue to refine our process and instruction to close gaps in our students' learning and progress.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Tri County Area Schools (TCAS) has a K-5, 6-8, and 9-12 school building. Students in the district attend the appropriate building for their grade level, according to geographic boundaries, and school of choice requests.

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

Tri County Elementary reviews the school improvement plans through a yearly process that promotes group reflection and setting focus areas. At the district and building level, leadership teams continue to work on activities that focus on raising student achievement. At Tri County Elementary, these efforts remain tied to areas of curriculum and instructional alignment, quality behavior management systems and positive attendance strategies. Copies of our school improvement plan for previous years can be accessed on our website. Yearly, we update our school board about the status of our school improvement plan during our building showcase.

This year we were proud to report growth toward our goals. In the fall of 2023, we began implementation of a new math and ELA curriculum so that K-5 expectations for teaching and learning were tightly aligned. Through PLCs, and coaching we had implemented the new curriculum with fidelity resulting in solid gains in academic areas. With this shift in curriculum, we were able to better align our assessment process to learning. This improvement allows us to be more responsive to student needs as they arise, and we are now working at identifying small group instruction needs from our current data. Overall, these changes have had a positive effect. We are making gains in the number of students who are proficient on local assessments.

In the area of attendance, we continue to build a strong systematic approach that focuses on the importance of daily attendance. We know students attending school regularly leads to increased academic achievement, so this was a priority for us. Collaborating with parents, we have improved our communication around the importance of attending school. We made strides to recognize positive attendance, and we have stronger accountability systems in place when students are not attending. As a result, we have had a significant decrease in students who are chronically absent of a 4% improvement from 22-23 to 23-24.

In the area of behavior, we have worked to develop a positive culture and climate for our building with an emphasis on student engagement. We know that research shows that increased engagement will reduce chronic disruptive behaviors and increase student academics.

3. *A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL*

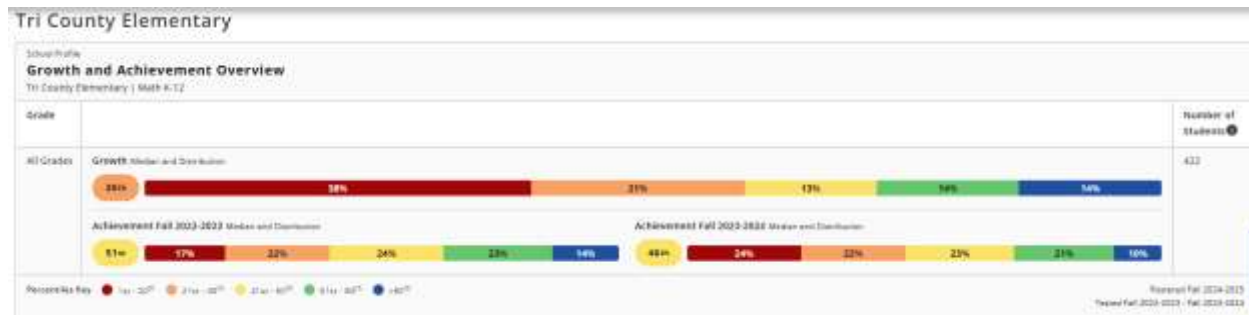
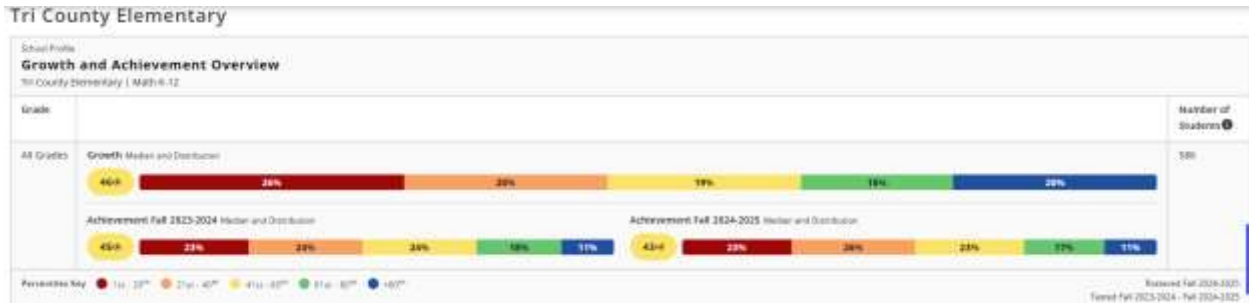
While the district does not offer a specialized school, we continue to maintain special classes of physical education, STEM, music, art, and social emotional learning

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*

A copy of the core curriculum may be obtained by contacting our school office. The core curriculum includes essential standards, resources, assessment targets, and pacing guides. It is built upon the Michigan Department of Education approved Common Core State Standards (CCSS) for Mathematics and English Language Arts. In addition, we follow the Michigan version of the Next Generation Science Standard (NGSS) and Michigan State Standards for Social Studies.

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

All Tri County Elementary students take the nationally normed NWEA/MAP test in reading and math. This data helps us see how our students compare to others around the nation, the rate of students' academic growth, and which students may need more support or challenge. Fall 2023 and Fall 2024 data was compared. Our district considers students who achieve Hi-Average to Hi scores as proficient. The data shows that an increased number of students are making project growth goals and that similar numbers of students are maintaining grade level achievement scores showing that the gaps of non-proficient students are getting smaller and shifting.



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

Parent and community support are key components in the success of our programs. In the fall of 2024, 91% of our parents attended parent teacher conferences.

As we continue to build a strong elementary community we are seeing the progress our students are making academically. We have also increased our partnership with parents and families to improve attendance and allow our students to have more days of quality instruction. We are working together to achieve our mission of educating our students, empowering them and families to make excellent academic progress and continuing to raise the bar for our students to achieve their best.

Sincerely,

Brooke Haslacker, Principal
Tri County Elementary