

Parchment School District

520 N. Orient Phone 269 488-1050 Parchment, MI 49004 Fax 269
488-1060



Website: www.parchmentschools.org

February 14th, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Central 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 Julia Kaemming, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,10095,1463,89, or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

We continue to identify gaps in student achievement between socio economic groups and are concentrating our efforts to meet the needs of all students. During the 22-23 school year one of the key challenges facing Parchment Central Elementary is the performance gap between our top students and our lowest performing students. This gap is evident in both additional groups to offer students support academically as well as socially and emotionally. Another issue that we have been struggling with since covid is attendance. We have been working with an attendance officer to increase attendance for some of our students.

These programs include:

- Small group interventions using acadience data occurs daily
- PLC (Professional Learning Communities) to focus on student data and instruction
- Data review meetings that occur every 6 to 8 weeks to make instructional adjustments
- Daily school wide morning meetings and social emotional learning class for all students

State law requires that we also report additional information. The District School Improvement Plan includes goals in Reading, Writing, Math, Science and Social Studies, and guides our curriculum review, implementation and evaluation processes. Professional

Development activities were held to enhance instruction in each of these areas, with particular emphasis on training staff on the MTSS process and social and emotional learning. Through professional learning communities (PLCs), staff have identified targeted elements for focused support, and have designed supporting resources for the implementation of these elements. Staff members met often by grade level and with coaches to review and update these resources, analyze the effectiveness of their implementation, and make instructional adjustments as necessary.

Our partnership between parents and school is strong. We average 89% parent participation for parent- teacher conferences and we have parents attend additional events such as: title one meetings. class parties, field trips, dances, book fairs, and field day.

Sincerely,



Julia Kaemning, Principal

Parchment Central Elementary