



Parchment School District
520 North Orient Street
Parchment, MI 49004
(269) 488.1050 PHONE
(269) 488.1060 FAX
www.parchmentschools.org

Friday, February 11th, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Parchment 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 for assistance.

The AER is available for you to review electronically by visiting the following website site <https://mail.google.com/mail/u/0/?ik=4d4c0cfc6c&view=pt&search=all&permthid=thread-f%3A1722237418748903839%7Cmsg-f%3A1722237418748903839&simpl=msg-f%3A1722237418748903839&mb=1> , or you may review a copy in the main office at your child's school.

For the 2020-21 school year, schools were identified using 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 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.

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 2020-2021 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 performance gap is evident in both additional programs to offer students support academically as well as socially and emotionally.

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 6-8 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 in the Elements of Effective Instruction as identified and researched by Dr. Robert Marzano. 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 by department (PLC) to review and update these resources, analyze the effectiveness of their implementation, and make instructional adjustments as necessary.

The Parchment School District has utilized the Understanding by Design model to realign our district curriculum with the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS) and the Michigan Science Standards (MSS). Teacher leaders and curriculum leadership teams meet throughout the year to review student achievement data, trends, and concerns. As a part of this process, the teams: determine resources needed; continue to work on common assessments that align to the CCSS for all of the content areas; align units and lessons; review current research and best practices for curriculum and instruction; evaluate the alignment between curriculum and instruction. This process is aligned with our school improvement process.

Partnership between parent and school is strong. We average 90% parent participation for parent-teacher conferences. The 18-19 school year state proficiency on the M-STEP was 26%, while in the 20-21 school year there was an increase of 3% in overall proficiency. The state average in 18-19 school year was 42% and in 20-21 was 37%. While the state declined overall proficiency, Central Increased. There was no state assessment data for the 19-20 school year.

We want to thank the parents, families and community for their continued support. We also want to thank the relentless efforts of our staff and applaud their dedication to the students and families of Parchment Central Elementary. It is through their combined efforts that the students of Central can enjoy an equitable education full of love and support.

Sincerely,

Julia Kaemming, Principal

Parchment Central Elementary