



POTTERVILLE PUBLIC SCHOOLS

Dear Families and Community Members,

I am pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for the Pottersville Elementary School. 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 Mrs. Williams 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 2021-2022 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.

Our school has not been given one of these labels.

In addition, our district is currently in the process of a district-wide initiative to implement Positive Behavior Interventions and Supports (PBIS) and the foundations of Capturing Kids' Hearts, in order to help foster a greater understanding, and support systems for student behavioral needs. This directly coincides with our MultiTiered Systems of Support (MTSS) model. Furthermore, the district is aligning professional development, and building initiatives, to address differentiated instruction by using data-driven decisions with NWEA, and other local assessment data.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pottersville Elementary School is the only school serving the Transitional Kindergarten through 4th grade students attending Pottersville Public Schools; therefore, all students in those grades are assigned to Pottersville Elementary.

THE STATUS OF THE 3-5 SCHOOL IMPROVEMENT PLAN

The school improvement plan has a focus on increasing proficiency and growth in social-emotional well-being. This is being done through a MTSS model that is focused around academic, social and behavioral needs of students. We have implemented SAEBRS to identify the needs of students. Data from the testing is used to group students. Interventions have been designed and implemented to support students' needs, through large group, small group, and individualized instruction. In addition to social and emotional interventions we are also implementing the Capturing Kids Hearts Framework.

SPECIALIZED SCHOOL

Pottersville Elementary School is not a specialized school.

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

The Michigan State Board of Education has developed a model core curriculum for school districts to use. Core curriculum is defined as a set of learning objectives (whether GLCEs/College, Career and Civic life framework, Next Generation Science Standards and/or Common Core Standards) that all students are expected to achieve. Pottersville Elementary teachers work actively to ensure that our curriculum is aligned with the expectations provided by the state.

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

As previously mentioned, we have implemented NWEA to monitor student growth. We use this data to guide instruction and place students in appropriate intervention groups based on student needs to help close the gaps in their learning. Some of those services include small group Title I sessions that are based on similar needs. We triangulate this data with other local assessments to get a better sense of what students are ready to learn. In addition, the State has set annual measurable outcomes for each core area and these are in line with our school improvement goals and objectives.

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

Parent Teacher Conferences are scheduled as appointments with each individual family. The parent teacher conferences for the 2019-2020 school year reflected a 98% attendance rate with

our families. Likewise, the 2020-2021 school year mirrored attendance with 96% of our families attending. Additionally, the 2021-2022 school year attendance rate was 94%.

I would like to thank the students, families, and community in the continued efforts to promote student growth and success at Potterville Elementary. Additionally, I would like to offer a special thanks to our staff for all of the time and effort in fostering the growth of our students at Potterville Elementary School. The current direction of Potterville Elementary is very positive, and can be felt when speaking to students, staff, families and community members.

Sincerely,

Molly Williams
Potterville Elementary Principal

Molly Williams, Elementary Principal

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