



Cass City Public Schools

4868 North Seeger Street
Cass City, MI 48726
Phone: 989-872-2200
Fax: 989-872-5015
www.casscityschools.org

*Learning from the past.
Making the most of the present.
Preparing for the future.*

February 9, 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 the Cass City 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 the Principal Aaron Fernald for assistance.

The AER is available for you to review electronically by visiting the following web

file:///C:/Users/Afernal/Downloads/AnnualEducationReport%20(1).pdf
(SEE Q.4 AND Q.5 OF THE 2021-22 AER FAQ DOCUMENT FOR DIRECTIONS), or you may review a copy in the main office at your child's school.

At Cass City Elementary we continue to strive to raise student achievement for each and every student at the elementary. We take great pride in our recent achievements and continually seek ways to improve the education for the students of our school and of this ongoing process and strive to keep the lines of communication open. We always welcome input for continued improvement!

For the 2022-23 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.

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Note TSI and ATS definitions were changed for the 2021-22 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

MISSION STATEMENT

All School personnel will accept the responsibility to provide the opportunity for all students to be productive in a global society.



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ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was not identified and has not be given any type of a label.

The goals that were developed in the school improvement plan address the needs of the whole school population, while paying special recognition to meeting the needs of students who are disadvantaged, by monitoring the progress of students and the effectiveness of the program. Students in Tier I, who are making adequate progress and are on target for meeting benchmark goals at their grade level, are still provided the opportunity to enrich their learning within the classroom through intervention support or reinforcement from the classroom teacher. Students who are Tier II or Tier III, who need intervention support, are given the opportunity for whole classroom support provided by the teacher along with one-on-one pull out or small group intervention support provided by the teacher, Title I teacher or paraprofessionals.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

State law requires that we also report additional information. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL 2022-23

- Cass City Elementary K-6
- Cass City High School 7-12

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

School improvement goals address improving overall student achievement in the areas of reading, writing and math. These goals continue to be our priority and focus in our day-to-day operations at Cass City Elementary I. Staff continues to make informed decisions on student instruction through the process of collaboration. Staff is provided common grade level planning time. Common district formative assessments guide core instruction in the areas of language arts, math, science and social studies. Student results are also used from these assessments to guide staff on planning for appropriate small group instruction during grade level intervention block. Intervention block has become an important component to our building's MTSS model and

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provides an opportunity for more individualized instruction based on student needs. The use of a kindergarten through 6th grade universal screener in the area of literacy has also been an important tool to help staff identify student needs in the five basic components of literacy. Staff is able to identify and support student deficit areas more efficiently as well as monitor progress and response to intervention with this assessment. Our building continues to utilize opportunities in which specialized staff collaborates with general education classroom staff to provide a more inclusive model for our students with disabilities. Gardens School continues to embrace the use of technology to enhance classroom instruction. Staff works as a team to support innovative lessons that engage students through the use of our interactive whiteboards. Technology is also utilized in the form of important communication tools from home to school. Staff continues to work toward creating classroom websites as resources to parents so as parents may support, as well as play intricate roles, in their children's educational process. Staff has worked on providing parents with information on how to support students to achieve in the areas of math and reading. Our building continues to implement a Positive Behavior Intervention Support plan through our building expectations of Being Responsible, Respectful and Positive.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: None
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

The K-12 core academic curriculum describes what a student will know and be able to demonstrate after instruction in a particular subject. Cass City School District develops rigorous and aligned curricula, using the State of Michigan's core curriculum and Common Core State Standards as models when reviewing and developing content areas. Grade level and/or course content expectations are developed in each content area and instructional strategies are created along with pacing guides for instruction and assessments to measure proficiency. A copy of the common core curriculum may be obtained clicking on the following link:
<http://www.corestandards.org/>

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

The academic progress of students in kindergarten through sixth grade is evaluated by the Cass City Elementary staff. General funds allow screening in math, reading and writing takes place three times a year with progress monitoring occurring in reading every two weeks on the tier 2 and tier 3 students. The following percent of students were at or above benchmark on the mid-year Acadience screening for 2022-2023: K-74% 1st- 55% 2nd-57% 3rd 66%% 4th-69% 5th-68% 6th-76%.

Students in grades three through sixth also take the M-Step test annually. Please refer to the attached report for specific scores and achievement trends.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: 92% attendance

Cass City Elementary staff is extremely proud of our students' academic accomplishments. State assessment scores continue to be one the highest in our county as well as above the state averages. Cass City Elementary staff is committed to data-based decision-making instruction and the response to intervention model in order to reach the needs of all students. Cass City Elementary staff strong collaboration skills and teamwork provides us with the ability to implement these important initiatives.

For these reason and many others, I commend the students, staff and parents of Cass City Elementary and look forward to continue success in the upcoming school year.

Sincerely,

Aaron Fernald
Cass City Elementary Principal

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