



BLISSFIELD ELEMENTARY SCHOOL

640 S. Lane St. · Blissfield, MI 49228
(517) 486-2811 · Fax (517) 486-3348

Linda Mueller, Principal

Scott Riley, Superintendent

December 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for the Blissfield 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 Linda Mueller, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2uxaL2E>, 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 did not receive one of those labels.

The key challenge identified for Blissfield Elementary School referring to data in the Combined Report involves the number of 3rd and 5th grade students proficient in the Math portion of the MSTEP test. In order to increase proficiency, we will continue to monitor student growth closely with NWEA and grade level unit assessments throughout the year. This data collection will be used to differentiate the learning of our students and provide remediation using resources such as small group work and one-to-one instruction and intervention, MobyMax, Sumdog, Rocket Math and other resources. We are currently researching and piloting a variety of new Math Curriculums for an adoption of a new program in the 2023-2024 school year. Piloting and adopting a new math curriculum, paired with highly effective teaching strategies and the use of other resources will have a positive impact on the learning of our students. While this report does show a slight decrease in student proficiency in ELA in grades 3rd-5th, we are still focusing on the importance of literacy and comprehension through the implementation of the Essential Instructional Literacy Practices through coaching, progress monitoring, data meetings and small group instruction and interventions. BES is in its second year of implementation of our new ELA Curriculum and are finding that the curriculum, materials and interventions associated with the new system are beneficial and effective to our students' Language Arts proficiency.



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State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** the following considerations are the guidelines for placement of students in specific classrooms – learning styles of students, recommendation of current teacher, student academic growth and achievement, prevention of personality conflicts, parental requests, equalization of gender in each classroom, and equalization of students in each classroom.
 1. Requests from parents are discussed during spring conferences with current teachers. The parent(s) and the current teacher develop a plan for placement. Final decision of student placement is made by the building principal – however, input is given by each classroom teacher. The decision to have a student retained is made with a great deal of thought, much conversation with the parent(s), and needed documentation to verify and support the need for retention. Criteria for retention includes lack of maturity (behavior, social interaction, and responsibility), not meeting grade level objectives, agreement that repeating the same grade will benefit the student, and parent(s) and building principal support for this course of action. Students shall only be retained once during their K-8 school experience.
 2. Blissfield Elementary School also participates in the schools of choice provisions in Section 105 and 105c of the State School Aid Act which are designed to allow local school districts to enroll non-resident students and count them in membership without having to obtain approval from the district of residence. Section 105 permits local school districts to enroll students who reside in other local school districts within the same intermediate school district. Section 105c allows enrollment of students who reside in school districts located in contiguous intermediate school districts.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** The Blissfield Elementary School Improvement Team and Professional Communities meet regularly to assist the DK-5 staff with implementation of the school district improvement goals designed and adopted by the District School Improvement Committee. With the focus on DK-12 goals that are embraced throughout the entire district, the building school improvement team has taken those goals and determined what they might ‘look like and sound like’ at Blissfield Elementary. Through data analysis and much dialogue between buildings, school improvement teams and staff members, Blissfield Elementary School will continue to monitor progress, re-evaluate goals, and report progress made to parents and community.



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a. Blissfield Community Schools is involved in a district initiative to utilize PBIS (Positive Behavioral Interventions and Supports) within each school building to incorporate promotion of school safety and good behavior. At this time, our three school buildings are at different levels of the process but the elementary school boasts improvement in student ownership and behavior as well as a reduction in student absences due to discipline. PBIS is a tiered program that encompasses the whole student and each tier is described below:

i. Tier 1 systems, data and practices affect everyone across all settings. They establish the foundation for delivering regular proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

ii. Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 support alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

iii. Tier 3 supports 1-5% of students whom Tier 1 and Tier 2 supports have not made the connection. At Tier 3, these students receive more intensive, individualized support to improve behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: The students of Blissfield Community Schools receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services. The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Blissfield Community Schools attended LISD classroom programs



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during the 2021-2022 school year. The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. One student from Blissfield Elementary School attended Laura Haviland during the 2021-2022 school year. In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus. Local districts operate special education classrooms open to students from other districts.

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: Blissfield Elementary School has developed curriculum in the core content areas of mathematics, language arts, science, social studies, physical education, STEM, and the arts. These are reviewed on a regular basis and have been approved by the Blissfield Community School Board of Education. Spanning several years, the school has continually been involved with curriculum development, review, and alignment in all core curriculum areas. This is an ongoing process with all elementary staff members involved. All core content areas have been aligned with the Michigan Curriculum Framework Standards, Benchmarks and Grade Level Content Expectations, with English/Language Arts and Math aligned to the Common Core State Standards. Over the past five years, through the district's DK-12 curriculum review process, the DK-5 social studies, mathematics, physical education, and fine arts programs have thoroughly been reviewed with new curriculum materials purchased for all grade levels. Curriculum summaries are provided for parents of all students at Blissfield Elementary School. They are available during Open House and inform parents of the content their children will be learning during the school year. Copies of the DK-12 curriculum alignment are available for review in the elementary school office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: Student achievement is measured in all areas of the curriculum in the elementary school. In addition to MSTEP, locally developed and standardized assessments are given in grades DK-5 to measure student success in language arts/reading, mathematics, science, and social studies. These assessments are used to measure



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student progress in relation to the expectations in the local core curriculum. Following are the results of the locally developed year-end formative assessments in core curricular areas with a comparison to previous results (% indicates average of actual raw scores).

Where the data shows n/a, no raw data scores were available due to COVID and test forgiveness granted.

1. CORE CURRICULAR AREA: M-STEP 3-5 Grades Scores/Science & Social Studies in 5th Grade Only

		<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
ii.	ELA	n/a	34.8%	42.7%
iii.	Math	n/a	28.1%	36.1 %
iv.	Science	n/a	28.5%	38.2%
v.	Soc. Studies	n/a	15.6%	15.5 %

2. CORE CURRICULAR AREA: NWEA DK-5 Grades RIT Scores

		<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
ii.	ELA	n/a	81%	76%
iii.	Math	n/a	84%	73%

In the state of Michigan, a minimum group size of greater than 10 is used to determine whether separate subgroup scores are given for MSTEP testing results. For Blissfield Elementary School, four subgroups met the criteria for separate reporting. Following are the 2020-2022 results for the subgroups categorized as “ethnicity-white,” “students with disabilities,” “economically disadvantaged,” and “Hispanic”. (Based on the above year-end state assessments):



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Ethnicity White: 75% proficiency in Language Arts/Reading and % proficiency in mathematics.

Students with Disabilities: Not enough students to consider this a subgroup.

Economically Disadvantaged: 75% proficiency in Language Arts/Reading and 72% proficiency in mathematics.

Hispanic: Not enough students to consider this a subgroup.

NWEA Reading and Mathematics assessments were also administered three times throughout the school year to measure student growth with students in grades DK-5. Individual students are given RIT scores that indicate their growth throughout the school year. In reading, 85% of our students met their end of year goal. In Math, 79% of our students met their end of year RIT score goal.

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

1. % OF STUDENTS REPRESENTED:

<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Fall: n/a	Fall: 100%	Fall: 98%
Spg: n/a	Spg: 100%	Spg: 96%

As reflected in this letter and the following report, our 2021-22 school year was a direct reflection of our school mission statement: "Blissfield Elementary School is committed to providing a safe, respectful and supportive teaching and learning environment where students are inspired to become academically successful and socially responsible."



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In closing, we are proud to present the following Points of Pride for the 2021-22 school year:

- All of our elementary classrooms continue to be 1:1 with technology and devices. Our DK, K and 1st Grade students all have personal I-Pad devices. All our 2nd, 3rd, 4th and 5th Grade students have Chromebooks. All technology devices are supported, monitored and repaired by our technology department.
- BES is in its second year of our new Language Arts curriculum. We are using Wit & Wisdom along with Foundations, Haggerty and Geodes. Our administration continues to support our teachers with training and professional development to enhance and build a foundation for success.
- In the year 2021-2022, grade level representatives in the mathematics curriculum group began researching new math materials. Several companies have sent materials and lessons for these teachers to pilot within their classrooms. We will continue to research and utilize resources to make an informed decision for a new math curriculum in the upcoming school year.
- Each elementary student and teacher has access to our K-BELL (Koppelman-Blissfield Environmental Life Lab) for science lessons, curriculum implementation and extension, and hands-on minds-on activities. The K-BELL offers many areas of foundation for all subject areas.
- Grass Roots Company has recently renovated the rainforest biome/pond habitat within the K-BELL. The turtles and koi fish are now in an area specific to their normal habitat. The renovations now allow for a reading nook, more interactive lessons with these animals, and better visibility for the teachers and students.
- BES is in full-implementation of the PBIS (Positive Behavioral Interventions and Supports) program along with our middle and high schools. This program allows our students to take ownership and responsibility of their actions and behaviors in the classroom, the school building and the community. BES has full-adoption of Tier 1 and are moving into piloting Tier 2. This tier implements the Check In-Check out part of the program. Selected students who may need some one-to-one connection and support with an adult in the building meet this person every morning and afternoon for a quick check on how their school day unfolded.
- Our students continue to be part of the following programs and activities: Little Leaders, Special Olympics, Downtown Planting, Veterans Day Programs, Wreaths Across America, Lunch Buddies, Fire Prevention Week, Red Ribbon Week, Career Week, 5th Grade Science Fair, Wax Museum, Victorsville, Grandparent's Day, Camp Storer, Response to Intervention, Reading Buddies, Transition Visits, Ag Day, One School One Book, Stem Club, Art Club, Music Programs, Book Fair, March is Reading Month Activities, and several fundraising events and food drives to help the less fortunate within our district, community and state.



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· BES and our PTO continue to be an active and visible part in supporting our staff and students throughout the school year.

Sincerely,

Linda Mueller

Linda Mueller

Elementary Principal