

Pickford Public Schools

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Pickford Public Schools. 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 Angela Nettleton, District Superintendent, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3oDWmOk>, by clicking on the link to the PDF document posted on the District Website (<https://pickford.eupschools.org/domain/238>), or you may review a hard copy in the District Office.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. **Pickford Public Schools was not given any of these labels.**

Pickford Public Schools continues to face the challenges of increasing student achievement scores on standardized assessments, including M-STEP, SAT, and NWEA MAP Testing. School improvement efforts through our MICIP process have focused on the implementation of high quality instructional practices using the lens of the Whole Child Model (WSCC) to ensure that social emotional competencies are integrated into instruction, differentiated strategies are provided to allow students to have equitable opportunities to access grade level content standards, and students are engaged and challenged in supportive relationships with school staff. The mental and emotional health of our students also remains a top priority of the district. Students are screened 3 times per year for internalizing and externalizing behaviors (Student Risk Screening Scale) and a data review of these results is conducted following SRSS completion. Mental health support and intervention staff identify student support needs and develop plans for intervention. It is apparent that the level of need consistently surpasses available resources, stretching our staffing to the limit.

We continue to provide our staff the opportunity to collaborate and learn in content area and grade span PLCs, promote completion of math and literacy coaching cycles tied to professional growth goals, and add intervention staff as appropriate to support students with higher levels of need. We carefully

balance teacher time for professional learning with the need for teacher time in the classroom to lead student learning.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** -- Pickford Public Schools is a single building public school district, and as such, does not assign students to our schools. Students are enrolled when they move into our district or are accepted under School of Choice guidelines.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** -- Our school improvement plan is updated annually according to state requirements. We have transitioned to the MICIP School Improvement Process over the last year and have been building our improvement plan goals and strategies based on the results of extensive systems review and evaluation to identify areas of need.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** -- We do not operate any specialized schools in our district, but our students do have access to CTE programming through the Sault Area Career Center and to programming for low incidence, high need students with special education eligibility through the EUPISD Learning Center Program.
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** -- A copy of the core curriculum can be accessed from our shared curriculum unit drive. Teachers in particular content areas have created instructional units based on a UBD model with alignment of state standards, and those units form the basis of their classroom curriculum. Additional curricular pieces can be found on the EUPISD website as regional curriculum models. Our teachers continue to work in Professional Learning Communities to design and refine the vertical alignment of curriculum materials, assessments, and pacing guides. These PLCs are facilitated by regional curriculum consultants/specialists employed by the EUPISD.
5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS** -- Pickford Public Schools administers the NWEA MAP Assessment as our benchmark assessment to monitor student growth and achievement throughout the year. The assessment is administered in the fall, winter, and spring, and allows our teaching staff to identify students who need opportunities for intervention and/or acceleration. All aggregate student assessment results from the NWEA MAP can be found on our district website.
6. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES** -- Approximately 85% of our elementary students were represented at our Fall 2020 Parent/Teacher Conferences. Approximately 30% of our middle/high school students were represented at our Fall 2020 Parent/Teacher Conferences. Conference participation was somewhat higher overall for grades K-12 in 2020 than in the previous year due to the availability of online videoconference and phone call conferences. Scheduling was more flexible due to the change of conference modality, with staff better able to accommodate parent requests for alternate days and times.
7. **FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:**
 - THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) -- During the 2020-2021 school year, we had 34 students out of 157 total 9th-12th grade students enroll in dual enrollment courses. This represents 21.6% of our high school population.
 - THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) -- The district does not offer any AP or IB courses in house, but there is a range of AP courses available through Michigan Virtual.. Students would be enrolled in these courses per student request and staff recommendation.

- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) -- The district did not have any student enrolled in AP/IB courses during the 2020-21 school year and has not had any students enrolled for the current school year 2021-22 either.
- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT -- The district had 34 students enrolled in dual enrollment courses during 2020-21. 33 of these students (97%) received college credit for their courses. In total, 116 courses were taken and college credit was received for 112 of them (97%).

The pandemic has changed the landscape of public education and the lives of the families we serve. We are proud of our community, parents, staff, and students who have worked to remain in school during this challenging time. Our successes are due to the work of many, and we are dedicated and focused on the work to be done to help students recover academically. We resolve to put plans in place to maximize student growth in all areas. As evidenced in this report and in the daily work of our team, Pickford Public Schools helps students build great futures. We look forward to continuing our success!

Sincerely,

Angela Nettleton

Angela Nettleton
Superintendent