

Mancelona Elementary School

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2-20-26

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Mancelona Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Bernadette Pletcher (Principal) for assistance.

The AER is available for you to review electronically by visiting the following website: <https://www.mancelonaschools.org/> or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: **Has Not Been Given One of These Labels.**

Due to our low reading and math proficiency, teachers and support staff have been providing intensive intervention support in reading (30 min.) 5 times weekly. Additionally, teachers have started using an intervention resource (MClass) that fits the Science of Reading and scaffolds learning to bring low performing students up to grade level. Data is collected three times yearly and monitored consistently by staff and shared with parents quarterly. Students scoring in the 0-20th percentile in reading are progress monitored Bi-weekly and 21st-40th percentile students are progress monitored monthly. State law requires that we also report additional information. For math we have started to implement Number Corners 20 minutes daily in all K-4 classrooms. This resource provides foundational math support, mathematical thinking, review and concept frontloading. Students spend 45 minutes per week working on identified deficits using the Iready pathway. Teachers are also working to implement Standards Based Mastery Assessments via the Iready platform to assess specific math standards. Our goal as a school is to

provide the best standards-based instructional experience for all students that will ultimately lead them to graduation. Two added initiatives we are piloting this year include standards-based reporting, which you have noticed in the report cards in 1st – 4th grade. This helps teachers align their instruction to Common Core Standards that are then graded and reported. Lastly, we are working hard to make Tuesday's "NO TECH TUESDAY's" so that students and teachers can focus on core skills using pencil and paper.

State law also requires that we also report the additional information below.

1. Process for Assigning Pupils to the School

*Mancelona Public Schools has one elementary school, so all K-4 students are enrolled at Mancelona Elementary School. Choice students are considered on a case by case basis.

2. The Status of the 3-5 Year School Improvement Plan

*These efforts are ongoing. Teams work on standards-based curriculum planning and instruction as a team and as a district. Report cards provide the aligned efforts of this work in the classroom. We are expanding on this work through the study of Teacher Clarity at the district level.

3. A Brief Description of Each Specialized School-None in MPS

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.

*Content Standards are available at the Michigan Dept. of Educ. School Curriculum maps can be accessed on the school district website at <https://www.mancelonaschools.org/our-district/mancelona-curriculum/>

5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

*Achievement data at MES is comparable and aligned to state achievement data for like schools across Michigan.

6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences

*Over 91% of our students are represented at parent/teacher conferences. This is a slight increase over last year with 90% attendance.

As we work on strengthening achievement at Mancelona Elementary School, we also consider the Social Emotional Health of our students and their families. It is our goal to have successful, healthy and passionate students that stay in the community of Mancelona and build a future for themselves and their families. We work very hard to make our school a strong reflection of the Mancelona community.

Sincerely,
Bernadette Pletcher
Principal, Mancelona Elementary

