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2024-2025  
Plymouth Elementary School  
Annual Education Report (AER)

February 12, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Plymouth 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 Margaret Doan, principal, at 989-923-7620 or email [doanmm@midlandps.org](mailto:doanmm@midlandps.org) for assistance.

The AER is available for you to review electronically by visiting the following website <https://tinyurl.com/4jvenm97>, or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 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%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified by the State as needing targeted, additional targeted or comprehensive improvement support.

Plymouth Elementary continues to focus on growing student achievement in all areas, and especially in math and literacy. We are engaged in our second year of a new literacy curriculum. We have also engaged in new learning with the Literacy Leader Network that promotes systems change in order for students to have a more consistent literacy education at Plymouth Elementary. The school leadership team continues to enhance our multi-tiered systems of support to identify students who need additional social, emotional and academic support through our continued collaboration and Student Success Teams.

Plymouth remains committed to the IB Primary Years Program (PYP) framework. Plymouth is currently undergoing the IB Self-Study in preparation for our IB evaluation visit that will take place during the 2025-2026 school year.

To support students and provide the most equitable learning opportunities, Plymouth Elementary has been given school-wide Title I status and is fortunate to receive additional funding. This allows students to receive additional academic support through interventions in core areas and social emotional support. Title I allows Plymouth to provide multiple opportunities for family engagement and school connection.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

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

Our Continuous Improvement Plan for 2023-2024 was developed collaboratively with our school team and is aligned with the MPS District Continuous Improvement Plan. The plan contains two core goals and multiple strategies designed to increase academic growth and the wellbeing of students and create the most inclusive and equitable opportunities for students. The plan is revised annually based on need and is available for review in the school office and online at the district website.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools in the Midland Public Schools.

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 may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

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

Midland Public Schools administered state and local assessments in spring 2023 and 2024.

**Plymouth 2023-2024 NWEA Summary**

	MATHEMATICS			LITERACY					
	N STU	N Mtg Std	% Mtg Std	Reading Comprehension			Writing		
				N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std
K	63	45	71.4%	75	50	66.7%	75	48	64.0%
1	68	27	39.7%	69	35	50.7%	78	31	39.7%
2	63	39	61.9%	65	37	56.9%	68	38	55.9%
3	68	48	70.6%	68	44	64.7%	76	23	30.3%
4	70	53	75.7%	69	47	68.1%	80	27	33.8%
5	78	50	64.1%	80	54	67.5%	88	24	27.3%
<b>TOTAL</b>	<b>347</b>	<b>217</b>	<b>62.5%</b>	<b>351</b>	<b>217</b>	<b>61.8%</b>	<b>390</b>	<b>143</b>	<b>36.7%</b>

**Plymouth 2022-2023 NWEA Summary**

	MATHEMATICS			LITERACY					
	N STU	N Mtg Std	% Mtg Std	Reading Comprehension			Writing		
				N STU	N Mtg Std	% Mtg Std	N STU	N Mtg Std	% Mtg Std
K	77	48	62.3%	76	57	75.0%	70	35	50.0%
1	57	34	59.6%	58	30	51.7%	54	40	74.1%
2	69	35	50.7%	68	42	61.8%	64	30	46.9%
3	73	49	67.1%	72	40	55.6%	66	22	33.3%
4	78	52	66.7%	78	57	73.1%	81	39	48.1%
5	74	48	64.9%	73	56	76.7%	68	37	54.4%
<b>TOTAL</b>	<b>351</b>	<b>218</b>	<b>62.1%</b>	<b>349</b>	<b>225</b>	<b>64.5%</b>	<b>333</b>	<b>168</b>	<b>50.5%</b>

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

	<b>Fall</b>
2023-2024	(318/447) - 71%
2022-2023	(331/439) - 75%

At Plymouth Elementary, we continue to be proud of our students, staff, and community. We aim to foster a caring and equitable environment for our students and families to learn to be global citizens. In addition to striving to meet 100% of our continuous improvement goals, we aim to always celebrate each student’s strengths and diversity.

Sincerely,

*Margaret Doan*