

# LOWELL AREA 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 2022-23 educational progress for Bushnell 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 Erin Walters, Bushnell Elementary Principal, for assistance.

The AER is available for you to review electronically at the following website by clicking [here](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Our key initiatives revolve around our mission of high-quality learning, for every student, in every classroom, every day with primary interventions focusing on the bottom 30% of our students in regard to achievement as well as our students with disabilities. These students are identified as having achievement gaps, their specific performance is analyzed, and an individual plan is established to assist them in achieving effective growth expectancies and proficiency norms.

## Process for Assigning Pupils to the School

Lowell Area Schools assigns pupils to specific school buildings by home address. Parents may also use the "Internal Schools of Choice Program" to attend any of the elementary schools. Approval for this program is based on student numbers at each building's grade level.

## Status of the 3-5 Year Continuous Improvement Plan

Each building team within the District establishes goals for continuous improvement stemming from a variety of data sources including but not limited to M-STEP, SAT, PSAT 10, PSAT 8/9, NWEA MAP, classroom assessments, perception surveys, and demographic data. The District School Improvement Plan and Building Improvement Plan go hand in hand in regards to services provided and action steps that will be implemented during the next 3-5 years. Our focus is on providing high-quality learning for every student, in every classroom, every day. Progress monitoring of student learning on a frequent and continual basis assists us in accomplishing goals. We have also implemented a Positive Behavior Intervention Support System (PBIS). This is part of a comprehensive Multi-Tiered System of Support (MTSS). In addition to academic needs, building plans are developed to meet the physical, social, and emotional needs of students



## Central Administration

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Superintendent

**Dustin Cichocki**  
Director of Human Resources

**Dan VanderMeulen**  
Director of Curriculum

**Sonia Hodge**  
Chief Financial Officer

**Liz McCall**  
Director of Special Education

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### **Description of School**

We stand firm in our educational commitment to provide children with the very best educational experience. Bushnell houses one preschool program, in addition to Kindergarten and 1st grade. A special point of excellence for our learning environment includes a commitment toward continual strengthening of our partnership with families as we affirm the development of the whole child in a safe and secure environment. We are proud of our children and their achievements. The staff at Bushnell Elementary invites you to explore and participate in the educational opportunities we provide.

### **Core Curriculum**

Lowell Area Schools uses the Michigan Merit Curriculum as provided by the State at [www.michigan.gov](http://www.michigan.gov). Lowell Area Schools has implemented the Michigan Academic Standards which can be found at <https://www.michigan.gov/mde>. Lowell will continue to strive toward high-quality learning for every student, knowing that they need experiences that will help them succeed in a globalized world. Each Building Leadership Team works with its teachers to provide collaboration time centered on individual student data of the curriculum to be learned. Planning for future instruction is centered on each student's proficiency with the essential content and skills. We also spend time ensuring students understand and are successful in demonstrating behavior expectations, as identified in our behavior rubric through PBIS (Positive Behavior Intervention Support System).

### **Student Achievement Results**

Lowell Area Schools uses the Measurement of Academic Progress (math, reading, and language usage) for students in 1st through 7th grade. MAP tests are unique in that they are computerized, adaptive tests. The more questions students answer correctly, the more difficult the questions become. When students incorrectly answer a question, the test becomes easier. The test is adapted and responsive to his/her learning level. This is different from the State of Michigan's M-STEP tests, which were criterion based tests, with the same questions for each student in a particular grade. Information on M-STEP tests are aligned with the Common Core State Standards, implemented in Lowell. The MAP test is given to students in fall, winter, and spring. This assessment allows staff, parents, and students to see growth over a given time period. The MAP test provides valuable data that directly affects instruction within classrooms. Comparison percentages are given to show how each individual student compares to other students within his/her grade level. A 50% score means that a student scored above 50% of the students at his/her grade level who took this test nationally. Lowell students do very well on this test. In general, they score well above the national percentage average, and make larger than average gains from fall to spring. Lowell Area Schools is proud of the achievement that takes place in our District, and the MAP test is another source of data that proves this high level of achievement.

### **Parent/Teacher Conferences**

2021-2022: 98% of parents attended Fall Conferences. 98% of parents attended Spring Conferences

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Bushnell Elementary prides itself in being a model early childhood center. We strive to find ways to enhance collaboration among preschool and K-1 teachers throughout the year. Bushnell kindergarten teachers use the ESGI tool which houses baseline data for all kindergarten students with which teachers can build upon. This data gives kindergarten teachers valuable information to assess their students' academic, social, emotional, and physical needs. Bushnell MAP data demonstrates that Bushnell 1st graders score above norm average scores in reading and math assessments. Last year our data indicated that 73% of first grade students scored at or above the grade level in math while 71% scored at or above grade level in reading. Each year our teachers collaborate using a grade level problem solving process to determine next steps with our data analysis. We also utilize professional learning community teams regularly to discuss student progress. Students, staff and our Bushnell Bear community can be proud of the student focus that is evident through Bushnell's thorough and surgical progress monitoring of student success. In addition to a strong literacy and learning focus, Bushnell continues to develop caring and considerate students. In a recent fidelity survey for PBIS, 100% of staff and 100% of students could name the Bushnell values of respect, responsibility, and safety. We continually monitor our goals and strive for excellence each and every day.

Sincerely,



Erin Walters  
Principal