



Clarenceville School District

of Oakland and Wayne Counties

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Botsford Elementary Elementary School Annual Education Report

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 Botsford 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 Mr. Bryan DeCaire, Botsford Elementary School Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2lctXdM>, or you may review a copy in the main office at your child's school.

For the 2023-24 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 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 2023-2024. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2023-2024. 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".

Despite being proud of our many accomplishments, Botsford Elementary continues to closely monitor the progress of each student, and we are diligently and effectively working towards addressing any achievement gaps that exist or have been identified in our school. Our challenges include meeting the Annual Measurable Objectives (AMOs) for various sub-groups of students whose past performance has contributed to existing achievement gaps. Previous data for sub-groups such as Economically Disadvantaged, English Language Learners, and Students with an Individualized Education Plan (IEP/Special Education) showed persistent low achievement or minimal progress. To address these challenges, Botsford Elementary has implemented a multi-tiered system of support (MTSS) that provides our Tier 2 & 3 students with added support in BOTH reading & math. The after-effects of various social-emotional challenges continue to play a major role in widening the gap and there continues to be an emphasis, focus, and commitment to helping bridge the gap and support all learners on the significant learning gaps that they have experienced. Students with achievement gaps are identified for our intervention programs and are given additional time and support in the area, skills, and content they may be struggling with. Ultimately, our educational staff works to differentiate

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instruction to meet the individual needs of each student through small group support and implementing targeted research-based intervention programs.

State law requires that we report additional information.

Process for Student Assignments

Clarenceville School District has two elementary K-5 buildings. Students are assigned to each building based on their geographic location. Our Schools of Choice students who attend Botsford Elementary are assigned by the Central Office along with the guidance of the District Superintendent & Building Administrators.

School Improvement Plan

Botsford Elementary School, as part of the Clarenceville School District, is accredited by AdvancEd and is continuing to maintain and enhance our [Michigan Integrated Continuous Improvement \(MICIP\)](#). Our plan has goals established in the areas of READING & MATH. Botsford Elementary continues to reflect, adapt, and modify our plan while looking at the various concepts of social-emotional and the well-being of our students along with the career readiness of our students to align with our District Strategic Plan and/or the State of Michigan's Career Readiness initiative. You may view our plan by visiting the following website using the link <https://www.clarenceville.k12.mi.us/>. We, as a building and/or district, continue to review our MICIP Plan and the goals/strategies that it contains through grade-level meetings and both MTSS and leadership discussions at the building level. Viewers can learn more about the accreditation process at [AdvancED Accreditation](#).

School Description

Botsford Elementary School currently has about 404 Preschool-5 students. Approximately 53% are White, 31% are African American, 7% are Hispanic, 1% are Asian American, and 8% identify with multi-racial as their reporting ethnicity. 21 of our students are English Learners. About 75% of the students at Botsford Elementary are considered economically disadvantaged. Approximately 22% of Botsford Elementary students have active, special education individualized education plans.

Core Curriculum

For 2023-24, the Clarenceville School District will continue to align the existing curriculum with grade-level expectations, Common Core State and County (Oakland) Essential Standards as well as structure common assessments that are aligned with state and national standards. The use of the Atlas Rubicon Curriculum Maps system provides a common structure and easily accessible warehouse for the intended curriculum as well as the actual curriculum presented. Viewers can access the Atlas Rubicon K-12 curriculum maps at:

[Clarenceville School District - Curriculum & Instruction](#)

Nationally Normed Achievement Testing was carried out each fall, winter, and spring, Botsford Elementary students in grades JK-5 took the FastBridge Assessments In Reading and Math. FastBridge Assessments are unique in that they adapt to be appropriate for the child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. Botsford Elementary staff continue to use the results to better improve our curriculum, instruction, and assessment procedures to help all students be successful with their learning.

We will be using the FastBridge Assessments Median Student Growth Percentile for ALL students on the Spring Assessment from the 2021-2022 school year through the most current 2023-2024 school year.

	Reading	Math
2021-2022	36%	49%
2022-2023	32%	39%
2023-2024	32%	39%

Parent/Teacher Conferences

Botsford Elementary conducts parent/teacher conferences twice a year. The percentage of parents and/or legal guardians participating in parent-teacher conferences at Botsford Elementary over the last three years can be viewed below.

- During the academic year 2021-2022, **74%** of our parents and/or legal guardians participated in fall parent-teacher conferences to learn about their child's academic achievement.
- During the academic year 2022-2023, **95%** of our parents and/or legal guardians participated in fall parent-teacher conferences to learn about their child's academic achievement.
- During the academic year 2023-2024, **95%** of our parents and/or legal guardians participated in fall parent-teacher conferences to learn about their child's academic achievement.

The Staff of Botsford Elementary School is committed to creating and maintaining an educational environment that supports academic achievement while upholding district, state, and national standards to meet all students' learning needs. We are proud of the partnerships we have developed with the families of our students along with the members of our community. The only way we can ensure that students are prepared socially, emotionally, physically, and academically is if we work together on a common vision and strengthen the family-school partnership. The Clarenceville School District and Botsford Elementary are appreciative of the continued support throughout this process of learning. It is our goal to continuously improve our performance and meet the educational needs of our young learners.

Sincerely,

Mr. Bryan DeCaire

Mr. Bryan DeCaire
Botsford Elementary Principal