



Redford Union Schools
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Dr. Sarina Shivers, Superintendent

MacGowan Elementary School Annual Education Report (AER) Cover Letter

4-5-18

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the MacGowan 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.

The AER is available for you to review electronically by visiting the following web site <http://www.redfordu.k12.mi.us>, or you may review a copy in the main office at your child's school. If you have any questions about the AER, please contact Kathleen Robbins at 313-242-3801 or robbink@redfordu.k12.mi.us for assistance.

For the 2017-18 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 has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels as MacGowan Elementary School is a preK-1st building and students do not take the M-Step due to their age.

We do however have some key challenges to overcome. Many of our students enter school with no preschool experience and with oral language and self-regulation delays which impact their readiness for literacy and numeracy instruction. We have implemented small group instruction in literacy and math using a workshop model in kindergarten and first grade. Students are given daily targeted small group lessons in both areas. Students who are performing below the expected level for their age receive additional targeted interventions in literacy. Teachers have been engaged in professional development on researched based practices in guided reading and math instruction for the past two years.

We currently have a full day Great Start Readiness Program at MacGowan which serves sixteen four year olds. We have applied to expand the program to offer more children the opportunity to attend preschool.

An additional challenge for our school is attendance. Almost 50% of our students are chronically absent. We are continually working to improve attendance through a district wide attendance campaign. The district has hired attendance liaisons to work with students and families to improve attendance. A protocol has been developed and was implemented in the fall of 2017. MacGowan has implemented a process to contact parents and record contacts regarding truancy issues through phone calls, letters and face to face meetings. South Redford and Redford Union Schools are working collaboratively to involve all staff and the community in improving school attendance.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

All students who are kindergarten and first grade age residing in the Redford Union School District are assigned to MacGowan School. MacGowan School also houses the Redford Union School District Great Start Readiness Program for preschool at-risk students. The GSRP students are selected based on the Michigan Department of Education guidelines.

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

MacGowan School is a school wide Title 1 building and involved in a process of continuous improvement. We are dedicated to increasing the percentage of students who meet grade level expectations in literacy, numeracy and assisting them to develop the oral language and social skills necessary for future school success. All Title 1a funds are utilized to provide interventions to our at risk students. We have been involved in a process to integrate engaging science and social studies curriculum into our literacy and

math instruction. The staff are dedicated to building the foundation for learning success for our students. The school improvement plan is posted on our web site.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

MacGowan School houses the kindergarten and first grade center program for students with Autism Spectrum Disorder, the GSRP preschool, kindergarten and first grade center Program for Students with Hearing Impairments and the Preschool Special Education 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 MODE:

Our core curriculum documents are available for review upon request at the school and our District Academic Coordinator's office. Our district curriculum is framed by the Grade Level and Content Expectations along with the Michigan State Standards. The state standards are also available for review on the www.michigan.gov/mde website. We continually review and refine our core curriculum documentation and instructional practices utilizing professional staff input committees. These committees bring proposed curriculum changes to our administration for possible approval and adoption. Implementation within the classroom setting is supported, analyzed, and evaluated by grade-level teacher and administrative teams.

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

All first grade students are given the Developmental Reading Assessment four times per year. 49% of our students were above grade level for the 2017-18 school year and 51% for the 2016-17 school year.

Our first graders are administered the NWEA three times per year. 59.2% of our first graders met or exceeded their projected growth in 2017-18. 55.8% of our students met or exceeded their projected growth in reading in 2016-17 and 60% in 2015-16.

In math 73% of our first graders met or exceeded their projected growth in 2017-18. 72% of our first grade students met or exceeded their projected growth in math in 2016-17 and 86% in 2015-16.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: 91% of our parents attended parent teacher conferences.

MacGowan School staff will continue with their commitment to provide every student with the educational experiences needed to achieve success. We recognize the importance of parent involvement to student achievement and strive to build a partnership between parents and staff in order to help every child succeed.

Sincerely,
Kathleen A. Robbins

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Principal, MacGowan Elementary School