

FITZGERALD

PUBLIC * SCHOOLS

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February 9, 2024

Dear Parents and Community Members:

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We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for P.D. Chatterton Middle 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 the principal, Ms. Leanne Davis, for assistance.

The AER is available for you to review electronically by visiting the following website [Mi School Data AER P.D. Chatterton Middle School](#) 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.

Key challenges at Chatterton Middle School supported by data in the AER report are:

- Overall, our school scores are on par with the district percent proficient but still below state proficiency.
- Our Math scores have slightly decreased from the Fall of 2021 to Fall of 2023.
- Our Reading scores have slightly decreased from the Fall of 2021 to Fall of 2023.
- Asian student and African American student scores have shown slight improvements between 2017-18 and 2018-19, and again between 2021-2022 and 2022-2023; however they are still below the district and state averages.

- English Language Learner (ELL) scores have also not shown a significant change in the last year and have remained the same.
 - Attendance continues to be a focus area since many of our students are reported as chronically absent and we have a high transient population.

Key initiatives being undertaken at Chatterton to accelerate student achievement and close persistent gaps in achievement include the following:

- Adoption of Reveal Math curriculum and use of differentiated math instruction using online/computer resources
- Addition of Behavior Specialist to support PBIS and behavior management
- Math/ELA coaching and professional development
- Supplemental core math instruction using models, manipulatives, visual representations and word walls
- Data System for Instruction (Dialogue, Alignment, PD)
- Progress Monitoring using NWEA three times a year
- PLC professional development for administration
- Formative assessment training and focus to drive instruction
- Inquiry Based Learning (Assistive Technology, Alignment, CCSS)
- Thinking Maps (graphic organizers) and strategies to read maps, charts and graphs used in science and social studies to scaffold learning and guide students toward a deeper understanding of the content
- Stations and small group instruction to assist with student engagement and comprehension.
- One to One technology for all students
- Professional learning in areas of curriculum alignment and sequence
- Professional development for all staff involved in the co-teaching process; common planning time and instructional coaching support
- **PBIS**
- Restorative Practitioner to facilitate restorative discussions and mediations; push in restorative circles
- Timely & Additional Support - Multi-tiered System of Supports for Tiers I, II, III,
- After school tutoring
- Increase in community resources for after school activities

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO SCHOOLS

Fitzgerald Public Schools has set physical boundaries to establish school attendance areas, however, the district also accepts schools of choice applications for students who reside out of the district. Requests for schools of choice applications are filled based on grade level availability. We also place a strong emphasis on balancing our class sizes, in order to maintain equity and an optimal learning environment.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Chatterton Middle School staff continuously evaluates and revisits the school improvement plan. In order to meet the challenges of the Michigan Department of Education's accountability system and increase student

achievement, Chatterton follows a Professional Learning Communities (PLC) model as the process for school improvement. Through our PLCs our building staff works collaboratively to monitor student progress, review curriculum and enhance core and intervention instruction and promote professional development.

Chatterton's **2023-2024** target goals include:

1. All students will be proficient in reading.
2. All students will be proficient in writing.
3. All students will be proficient in math.
4. All students will be proficient in science.
5. All students will be proficient in social studies.
6. All students will improve their social and learning behavior and decrease distractions that interfere with instruction.

Outlined below is a list of school/district initiatives:

1. Create a tight alignment between curriculum, instruction and assessment.
2. Create a districtwide textbook adoption cycle that rotates grade level on content areas.
3. Create building level Multi-Tiered System of Support (MTSS) Student Support Teams that drives the student intervention plans and communication with parents; and provides timely and strategic academic and behavior support for students.
4. Implement before and after school tutoring in the fall and winter and provide extended summer literacy opportunities.
5. Continue to support core instruction, behavior and academics during our District Wide Professional Development (DPPD).
6. Support New Teachers learning district protocols and building a support system where they can ask questions.
7. Continue implementing Michigan Department of Education's rigorous accountability/school improvement process in the 2023 - 2024 school year;
8. Continue to update facilities and procedures to ensure a safe learning environment;
9. Provide advanced and integrated technology access and instruction to improve digital citizenship, communication/collaboration, research, critical thinking and problem solving skills;
10. Continue parent, business and community involvement/engagement opportunities;
11. Provide child care before/after school for elementary students; and
12. Provide early childhood programs to meet the academic, social and emotional needs of students ages 4 - 5
13. Listen to parents and community member feedback on grant fund allocations

SPECIALIZED PROGRAMS

As part of our effort to meet the educational needs of all of our students, the school district provides academic support programs in the areas of math and reading during the school year and the summer. We also provide services for our special needs students. In addition, Fitzgerald provides a variety of alternatives and opportunities for students including, but not limited to:

- Services for K - 12 students with limited English proficiency
- Full Day and half day preschool programs, as well as, full day Young S's programs, to get students ready for Kindergarten
- Summer academic programs for PreK - 12 students
- Extensive technological access and utilization for all students and staff
- Free health and medical services for residents 10 through 21 years of age
- Universal Breakfast and lunch for all students, as well as, dinner for students participating in the after school tutoring program.
- A full service Early Childhood Center
- Middle school academic opportunities before, during and after school
- Semester scheduling for all secondary students.
- Advanced Placement courses
- Automotive, Pre-Engineering, Pharmacy Technician, Physical Therapy Professional/Aide, and Communication Arts Academy available to qualified applicants both in district and through Schools of Choice
- SMTEC is a partnership between the Center Line, Fitzgerald, Van Dyke and Warren Woods school districts to provide Career Technical Education (CTE) to 10th, 11th and 12th grade students. Students may enroll in CTE classes in another district if their home school or district does not offer the classes they select. Bus transportation is provided for students taking classes outside of their district. The CTE classes are categorized into six career pathways: Arts and Communication; Business Management, Marketing & Technology; Engineering/Manufacturing & Industrial Technology; Health Sciences; Human Services; and Natural Resources & Agriscience. SMTEC offers courses in each of these areas except Natural Resources & Agriscience.
- Fitzgerald Virtual Academy provides an option for students that need an alternative to a traditional high school schedule.
- Licensed before and after school child care

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

Teachers in Fitzgerald Public Schools follow the designated curriculum that has been approved by the Fitzgerald Board of Education. The district's core curriculum documents are available for review within each of our classrooms and our principal's office (as per subject and/or grade level). We continually review and refine our core curriculum documentation and instructional practices utilizing professional staff committees to make sure that our content and standards are vertically aligned and differentiated for students based on individualized education plans and/or student learning styles. These committees bring forth any proposed curriculum changes to our District Curriculum Steering Committee for review and possible approval. District Curriculum Steering Committee recommendations then go before our school district's Board of Education for approval. With Board approval, professional development (if needed) takes place for all pertinent staff members. Implementation within the classroom setting is supported, analyzed, and evaluated by grade-level teacher and administrative teams. The Michigan Department of Education's Academic Standards are also available for review on the www.michigan.gov/mde website.

The Fitzgerald Public Schools is proud to provide parents, students, and community members access to Atlas Rubicon, the district's K - 12 curriculum management system. To access a copy of the district's curriculum, please visit: <http://fitzkl2-public.rubiconatlas.org/Atlas/Public/View/Default>. This system supports teachers, administrators and the Fitzgerald community in all stages of curriculum design, development and review. It allows students, parents and educators to easily view the grade-level and subject area pacing and curriculum expectations. Instructional strategies and assessment components of the system with teacher documents and lesson details are currently only available to Fitzgerald staff and administration. Designed to electronically encompass the entire process of curriculum enhancement, Atlas is customized to reflect Fitzgerald Public Schools' pedagogy, academic standards and unique curricular needs. Empowered to make complex curriculum decisions, all staff contribute to the overall process for advancing and improving the learning experience of all Fitzgerald students. We believe that this valuable tool provides a consistent, clear understanding for all stakeholders of the teaching and learning that takes place in our classrooms. We have posted our K - 12 curriculum maps on the Atlas Rubicon system. It is our goal to continually review and update our curriculum expectations to meet the rigorous Michigan Academic Standards and the needs of our students.

In summary, Atlas:

- Is a powerful lens through which to follow your student's journey.
- Makes meaningful analysis of relevant curriculum information just a click away.
- Brings everyone together around a focal point for collaboration.

Visitors can begin by selecting the BROWSE or SEARCH tab at the top of the public access page. For example, click the BROWSE tab. Select Unit Calendars (annual pacing with curriculum unit links), Curriculum Maps (overview), or Standards Alignment. Next, select Fitzgerald Public Schools in the school drop-down menu, then grade-level and subject, and click BROWSE at the bottom of the filter box to see your results.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS-NWEA

2021-2022 NWEA Math	FALL # of Students On Pathway to Proficiency	# of Students Tested	FALL %On Pathway to Proficiency	SPRING # of Students On Pathway to Proficiency	# of Students Tested	SPRING %On Pathway to Proficiency	Change +/-
6th Grade	42	127	33%	43	126	34%	+1%
7th Grade	37	111	33%	43	117	37%	+4%
8th Grade	53	115	46%	47	120	39%	-7%
2022-2023 NWEA Math	FALL # of Students On Pathway to Proficiency	# of Students Tested	FALL %On Pathway to Proficiency	SPRING # of Students On Pathway to Proficiency	# of Students Tested	SPRING %On Pathway to Proficiency	Change +/-
6th Grade	27	144	19%	34	124	41%	+22%
7th Grade	23	125	18%	46	126	37%	+19%
8th Grade	28	115	24%	41	120	34%	+10%

2021-2022 NWEA Reading	FALL # of Students On Pathway to Proficiency	# of Students Tested	FALL %On Pathway to Proficiency	SPRING # of Students On Pathway to Proficiency	# of Students Tested	SPRING %On Pathway to Proficiency	Change +/-
6th Grade	80	129	39%	43	129	33%	-6%
7th Grade	36	111	32%	43	116	37%	+5%
8th Grade	46	119	39%	51	119	43%	+4%
2022-2023 NWEA Reading	FALL # of Students On Pathway to Proficiency	# of Students Tested	FALL %On Pathway to Proficiency	SPRING # of Students On Pathway to Proficiency	# of Students Tested	SPRING %On Pathway to Proficiency	Change +/-
6th Grade	40	137	29%	41	129	32%	+3%
7th Grade	35	125	28%	54	122	44%	+16%
8th Grade	43	113	38%	45	117	39%	+1%

NOTE: Scores based on NWEA Testing in grades 6-8.

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

Conference Date	Grade Level	Students Enrolled	Number of Parents Attended	Percent of Parents Attended
Fall 2021	6th	150	52	35%
	7th	130	43	33%
	8th	129	30	23%
Overall		409	125	31%
Conference Date	Grade Level	Students Enrolled	Number of Parents Attended	Percent of Parents Attended
Spring 2022	6th	134	42	31%
	7th	119	47	39%
	8th	120	24	20%
Overall		373	113	30%

Conference Date	Grade Level	Students Enrolled	Number of Parents Attended	Percent of Parents Attended
Fall 2022	6th	152	34	22%
	7th	133	36	27%
	8th	126	60	48%
Overall		411	110	27%
Conference Date	Grade Level	Students Enrolled	Number of Parents Attended	Percent of Parents Attended
Spring 2023	6th	150	39	26%
	7th	131	27	21%
	8th	128	23	18%
Overall		409	89	22%

We want to congratulate our students, staff, parents and Board of Education for the hard work and dedication demonstrated as we work toward such important goals. It is truly a team effort that allows our students to reach their potential. We know that there is much work ahead and look forward to continuing to build relationships with students, parents and the community that will ensure many years of success. Your continued participation in the process is both welcomed and encouraged to reach our district goals.

Sincerely,

Leanne Davis, Principal
Chatterton Middle School