

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 Schofield Early Childhood Center. 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. LeaAnna Whitfield, for assistance.

The AER is available for you to review electronically by visiting the following web site [Mi School Data AER Schofield Elementary](#) 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 (TS!) 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 (CS!) 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 Schofield Elementary supported by the data in the AER report are:

- Attendance continues to be a major concern, with 48.73% of students considered chronically absent. This is an improvement from the 2021-22 school year when chronic absences were at 76.7%.

Key initiatives being undertaken in the school to accelerate student achievement:

- Direct instruction - Language Arts, Math, Science and Social Studies
- ELA Comprehensive Curriculum Journey's
- Adoption of Math Expressions
- MC3 Social Studies
- Dimensions Science Curriculum
- Assistive technology/applications
- Grade level intervention time
- Differentiated small group instruction in reading and math
- Staff training in Orton Gillingham

- Multi-Tiered System of Supports (MTSS)
- Title I Reading specialist - ELA coaching
- English Learning Instructional Coach to support language and literacy acquisition
- Math Instructional Coach to support implementation of differentiated instruction
- IXL for reading and math
- Parent involvement events
- Positive Behavior Intervention Support (PSIS) programming
- Second Step Curriculum
- Sustained and ongoing professional development for administrator and staff
- Parent Engagement Coordinator to address attendance concerns and increase parent involvement for 2023-24
- Reading Interventionist to support students needing Tier 3 instruction
- Math Interventionist to support students needing Tier 3 instruction
- Attendance celebrations for students with 90%+ attendance each quarter

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

Schofield Elementary completed its third year of implementation in the School Improvement Plan (MDE). Schofield staff continuously evaluate and revisit the plan. In order to meet the challenges of the Michigan Department of Education's accountability system and increase student achievement, our building follows a Professional Learning Communities (PLC) model as the process for school improvement. Through our PLCs, our building works collaboratively as grade level teams to monitor student progress, review curriculum and enhance core instruction, and promote professional development.

Schofield's **2023 - 2024** Target Goals include:

1. All students at Schofield Elementary will become proficient in math.
2. All students at Schofield Elementary will become proficient readers.
3. All students at Schofield Elementary will become proficient in science.
4. All students at Schofield Elementary will become proficient in social studies.
5. All students at Schofield Elementary will improve their social and learning behavior.

As a result of these five data supported goals, we expect to see increases in student achievement at Schofield Elementary. A Multi-Tiered System of Support process is in place to target students who are in need of additional support. Through the regular analysis of student data, students receive additional literacy instruction within our daily intervention time and in classroom small group instruction. We have also added an Interventionist to work with Tier 3 students in the areas of reading and/or math, based upon progress monitoring data. Based on enrollment, we are also receiving support in language. Teachers are supported

in their instructional planning by an English Learner (EL) Instructional Coach. EL Students are directly supported in their classroom instruction by an EL paraprofessional. Focusing on a well-rounded educational experience, students are offered special classes in the areas of art, music, physical education, social emotional learning and technology. Student support services include resource room, speech therapy, occupational/physical therapy, a social worker and a psychologist.

The home-school connection is a high priority at Schofield. Throughout the school year a variety of parent events are scheduled to familiarize parents with curriculum, assessments, importance of literacy and behavior interventions and school-wide expectations. Additionally, we have implemented monthly parent workshops led by our Parent Engagement Coordinator. Title I parent meetings support parent partnerships. We want parents to be our partners in fostering student achievement and Schofield staff works closely with parents to solidify this goal. Parent newsletters provide tips and strategies that can be used to support children at home. In addition, *IXL*, an online program is used to support growth in literacy and math, for students in Young Ss and Kindergarten and may be used to assist students at home. At the building level, a Title I Compact, reviewed and revised annually, is created in partnership with parents/guardians. A comprehensive district Parent Involvement Policy, reviewed annually by Fitzgerald's Board of Education, and Schofield's building Parent Involvement Plan, reviewed annually by staff and parents, are in place.

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://fitzk12-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

Local Reading Proficiency NWEA Test

Grade Level	May 2022
Kdg	22%

Grade Level	May 2023
Kdg	33%

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

Parent - Teacher Conferences Fall 2021 - 2022

Grade	Enrollment	Conferences Scheduled	Conferences Held	% Held of Scheduled	% Held of Enrollment
Kdg	162	103	88	85%	54%
Total	162	103	88	85%	54%

Parent - Teacher Conferences Spring 2021 - 2022

Grade	Enrollment	Conferences Scheduled	Conferences Held	% Held of Scheduled	% Held of Enrollment
Kdg	162	106	89	84%	55%
Total	162	106	89	84%	55%

Parent - Teacher Conferences Fall 2022 - 2023

Grade	Enrollment	Conferences Scheduled	Conferences Held	% Held of Scheduled	% Held of Enrollment
Kdg	136	96	91	95%	61%
Total	136	96	91	95%	61%

Parent - Teacher Conferences Spring 2022 - 2023

Grade	Enrollment	Conferences Scheduled	Conferences Held	% Held of Scheduled	% Held of Enrollment
Kdg	163	100	99	99%	59%
Total	163	100	99	99%	59%

Schofield Early Childhood Center is proud of our students and their growth in social emotional learning and academic achievement. Special thanks to the teachers, administration, support staff and parents for helping each of our students to reach their goals. We are fortunate to be part of a community that cares deeply about education and look forward to continuing our partnership with you.

Sincerely,
LeaAnna Whitfield, Principal
Schofield Early Childhood Center