



## **Madison Elementary School Annual Education Report (AER)**

February, 1 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Madison 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 Nate Pechaitis at 517.263.0744 x 130 for assistance.

The AER is available for you to review electronically by visiting the following website: [Annual Education Report](#). Or, you may review a copy in the main office at your child's school.

For the 2021-22 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Madison Elementary School was not identified with any of these aforementioned labels.

M-STEP performance data from 2020-21 and 2021-22 can be found in the AER. Our students have shown great improvement as evidenced by our M-STEP data. However, there are still significant deficiencies in their foundational skills in both Math and ELA. Each student who is performing beneath grade level expectations has a specific intervention plan that is in addition to their Tier 1 instructional plan. There is a specific adult who is responsible for carrying out this plan. The specific intervention being used for each student is directly tied to his or her specific deficiencies. We have assigned additional paraprofessionals to each grade level team to help our teachers facilitate this initiative. Each of these students is progress monitored either weekly or bi-weekly through our assessment system. Each grade level team meets every six weeks with administration to check progress and adjust instructional plans as needed.

To address our school-wide deficiencies, we have created a new instructional coaching position to help address Tier 1 instruction. We are focusing on three areas in particular:

1. A guaranteed and viable curriculum – We are working diligently to make sure we have a well-defined curriculum with a scope and sequence that every classroom follows. We are devoting the majority of our professional development time focused on how to utilize the resources our teachers and students have available. This includes how to plan and facilitate small group and differentiated instruction. Foundational math and reading skills such as phonemic awareness, phonics, number sense, and fact fluency are specifically being addressed. Our expectation that continues to be communicated is 'All students, every day'. Our literacy coach is devoted now to coaching teachers to provide more appropriate, explicit, and effective Tier 2 interventions based on student performance data.
2. Student engagement strategies – We continue to provide professional development on improving our teachers' ability to engage students in active and collaborative learning. The focus is based on both traditional engagement strategies, as well as using technology to engage students. We utilize our Instructional Coach and Instructional Technology coach to help with this initiative.

3. A balanced assessment system – We are developing a system of assessment by combining a variety of assessments. More importantly, we are focusing on the data we gather from the assessments to inform and drive our instruction. Professional development time, as well as coaching sessions have been and will continue to be utilized for data literacy among our faculty.

In addition, we have experienced a greater number of students with social, emotional, and behavioral needs. To address this, we have re-launched our PBIS system. In addition to our Social Emotional Learning classroom curriculum, which includes Second Step and Move This World, we have created a Social Emotional Learning that follows the evidence based Second Step curriculum. We have also increased supports and resources for our students requiring mental health services through partnerships with Family Medical Center, Community Mental Health, as well as the Lenawee Intermediate School District.

State law requires that we also report additional information. This information is outlined below.

1. **Process for assigning pupils to the school:**

Madison School District accepts School of Choice students in addition to students who live in the district. Non-resident students, wishing to enroll, may pick up an application for School of Choice from the District Central Office. Except in grade levels where there are a limited number of seats available, applications for the first trimester are accepted through the first Friday in September. For the 2020 – 2021 school year applications were accepted through September 3, 2020. When the number of new students for a grade level is limited, the deadline for applications is set for the last week in July or first week in August. This is to allow parents the time to make informed decisions regarding their child's education for the start of the school year. Where numbers allow, some grade levels are also open under School of Choice for the beginning of the second trimester. Students new to the Madison School District may pick up an enrollment packet from the District Central Office or building office.

Families had the opportunity to choose the mode of instruction for their students during the 2020-21 school year. They could choose virtual learning or in-person learning. This was a choice that could be made each trimester.

All students are placed in the least restrictive environment for the core academic curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. Several instructional assistants work with students in their classrooms. Accommodations and modifications are made so that all students can be successful. Every attempt is made to provide equal access to the curriculum for all students.

2. **School Improvement Planning (Long-term Study)**

Our school improvement planning has changed. Our Continuous Improvement Process has one goal, and that is to improve student achievement. We intend to do this by increasing student engagement. In our school, we are focusing on three strategies: providing a Guaranteed and Viable Curriculum; ensuring we are effectively using a Formative Assessment Process to guide our instruction; and selectively use sound, best practice Instructional Student Engagement Strategies to reach our students. Professional development sessions, faculty meetings, grade level and department meetings are devoted to advancing this goal. We are eager to see the impact of our work this year.

3. **Specialized Schools Annual Report**

The students of Madison School District receive special education services through the Lenawee

Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. One student from Madison School District attended LISD classroom programs during the 2021-22 school year.

The LISD operates the Laura Haviland Program for early elementary, elementary, middle and high school students with severe emotional and behavioral impairments. One student from Madison School District attended Laura Haviland during the 2021-22 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Two students from Madison School District attended these programs during the 2021-22 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. No student from Madison School District attended the LISD PREP Academy during the 2021-22 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred thirty-seven (137) students from Madison School District attended the LISD TECH Center or participated in the co-op/work experience program during 2021-22. This equals 81% of the junior and senior population for this school district.

*The most recent follow-up of LISD TECH Center students (a 2022 study of 2021 graduates) showed 50.5% were continuing their education. Of those continuing their education, 89.8% were continuing in a field related to their LISD TECH Center program. In addition, 85.7% were working (full-time or part-time) with 5.8% reporting they were unemployed/seeking employment. Of those working full-time, 67.4% were in a field related to their LISD TECH Center program.*

Local districts operate special education classrooms open to students from other districts. There are two MiCI classrooms in the county that other districts can send students to. One is the LISD MiCI HS classroom at BD and the other is the MS and HS MiCI classrooms at Addison. Beyond that districts do individual agreements to allow students to attend a classroom in another district. Blissfield Community Schools placed two students with Madison School District during the 2021-22 school year.

#### **4. Madison Elementary School Core Curriculum**

Madison Elementary School uses Michigan's state academic standards as a framework for curriculum development. Using the framework, we work with all stakeholders, along with research based and evidence based strategies to formulate our plan to deliver the curriculum. This framework can be accessed by clicking on the following:

<https://www.michigan.gov/mde/services/academic-standards>

## 5. Aggregate Student Data

Madison Students in grades 3-5 participated in the M-STEP in the spring of the 21-22 School Year. Due to COVID-19 they did not participate in the spring of 2020. They participated once again last in the spring of 2021, and again last year in the spring of 2022. Students in grades 3-5 are assessed in English Language Arts (ELA) and Mathematics. 5<sup>th</sup> graders were assessed in Social Studies and Science, as well. The tables below include the percentage of students who scored proficiently over the past three years.

| 3 <sup>rd</sup> grade | 19-20 | 20-21 | 21-22 |
|-----------------------|-------|-------|-------|
| ELA                   | N/A   | 37.3% | 39.5% |
| Mathematics           | N/A   | 29.4% | 40.3% |

| 4th grade   | 19-20 | 20-21 | 21-22 |
|-------------|-------|-------|-------|
| ELA         | N/A   | 46.7% | 44.9% |
| Mathematics | N/A   | 36.4% | 44.1% |

| 5 <sup>th</sup> grade | 19-20 | 20-21 | 21-22 |
|-----------------------|-------|-------|-------|
| ELA                   | N/A   | 56.3% | 51.8% |
| Mathematics           | N/A   | 33.3% | 35.1% |
| Social Studies        | N/A   | 18.4% | 28.9% |
| Science               | N/A   | 32.7% | 51.8% |

## **6. Parent-Teacher Conferences**

For the past three years, Parent-Teacher conferences for all students have been held by phone call or virtually. In the current 2022-23 school year, we have returned to face-to-face parent teacher conferences. In the fall, more than 80% of students were represented.

### ***In Summary***

Madison School District has maintained a student population of 1,500 – 1,600 students for several years, now. The rapid growth we saw in the 90s and early 2000s has plateaued.

During the 90s and early 2000s, we have added areas to the facility to increase the physical size of the school, and at the same time, provide new and expanded educational opportunities for students. We are extremely grateful that the residents of the Madison School District have supported the school and its students over the years. We thank those within the Madison family who put forth effort empowering each student to reach his or her greatest potential.

With the challenges of COVID-19, we have made significant efforts to improve and increase the technology in the district. Every student now has a device (iPad, Chromebook, or Laptop). We have spent a great deal of our professional development focused on using instructional technology, in order to improve student engagement.

Another focus has been to attend to the social emotional needs of our students and families. We have made a commitment to a Tier 1 core instruction with social emotional curriculum and programming. We have formed partnerships with outside agencies, such as Family Medical Center and Community Mental Health to help support our students in need of social emotional support. In fact, Family Medical Center provides services to more than 165 students.

Madison families continue to participate with their children's educational process in numerous ways. Parents are able to access Infinite Campus to view their child's academic progress throughout the school year. In addition, they may access Canvas, which is our Learning Management System. Madison School District takes pride with utilizing various means to communicate with families through use of e-mail, phone calls, texting face-to-face meetings, and the county-wide phone/e-mail alert system, to name a few.

We look forward to another exciting and engaging school year. Please let us know if you have questions and thank you for being part of the Madison family!

Sincerely,

Nate Pechaitis and Abby Miller