



MacGowan Elementary School
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Mrs. Kathleen Robbins, Principal

MacGowan Elementary School Annual Education Report (AER) Cover Letter

February 12, 2023

Dear Parents and Community Members:

We are pleased to present you with the MacGowan Annual Education Report (AER) which provides key information on the 2021-22 educational progress for 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. If you have any questions about the AER, please contact Kathleen Robbins for assistance @ robbink@redfordu.k12.mi.us.

The AER link is available for you to review electronically by visiting the following website: <https://www.redfordu.k12.mi.us/district/aer/>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. 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 as MacGowan Elementary is a PreK-1st-grade building and students are not old enough to take M-Step.

We do however have some key challenges to overcome. Many of our students enter school with no preschool experience and with language, social-emotional and self-regulation delays which impact their readiness for literacy and numeracy instruction. We provide small group instruction in literacy and math using a workshop model in kindergarten and first grades. Students are given daily targeted large and small group lessons in both areas. Students who are performing below the expected level for their age receive additional targeted and research-based interventions utilizing our Academic Teaching Assistants. Teachers have been engaged in professional development on

research-based practices in guided reading and math including the science of reading and math coaching.

We provide the Great Start Readiness Preschool Program for 48 four-year-old children and Early Childhood Special Education and Deaf and Hard of Hearing programming for eligible students. By providing students with developmentally appropriate preschool experiences, we hopefully can equip students to enter kindergarten with the appropriate early literacy, numeracy, and social-emotional experiences.

An additional challenge for our school and district is attendance. Over 50% of our students are chronically absent. We are continually working to improve attendance through morning announcements, phone calls, letters, face-to-face meetings, and incentives. We have a district attendance liaison who supports students and families with chronic attendance and truancy problems.

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 Elementary School. Great Start Readiness students must meet Michigan Department of Education eligibility factors. Early Childhood Special Education and Preschool Deaf and Hard of Hearing students are referred by parents or other agencies and must meet federal special education eligibility requirements.

2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT Plan

MacGowan is a schoolwide Title 1 building and is involved in a process of continuous improvement. We are dedicated to increasing the percentage of students who meet grade-level expectations in literacy and numeracy and assisting them to develop the language and social-emotional skills necessary for school success. We utilize Academic Teaching Assistants trained by a Literacy Coach to deliver interventions to struggling students. Move this World is a program we use schoolwide to assist our students to develop the self-regulation and social-emotional skills necessary for school success. Science and social studies instruction are integrated into the literacy and math block. We have quarterly family literacy events to empower families to help their children succeed in school. The MacGowan staff is dedicated to building the foundation for learning success for our students.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

MacGowan Elementary School houses the Great Start Readiness state-funded preschool program, ACT 18 Preschool-1st grade program for the Deaf and Hard of Hearing program, and the Early Childhood Special Education Program.

4. ACCESS TO CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE' S MODEL

Our core curriculum documents are available for review within each of the classrooms and our district curriculum office. Our district curriculum is framed by the grade level 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 on curriculum committees. These committees bring proposed curriculum changes to our administration for possible approval and adoption. Implementation in the classroom setting is supported, analyzed, and evaluated by grade-level teachers and administrative teams.

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

We administer the NWEA to all students three times per year. 67% of the students met their projected growth score in math in May of 2022. 61% of the students met their projected growth score in reading in May of 2022.

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

88% of our parents attended parent-teacher conferences.

We thank the wonderful MacGowan Elementary School community for the partnerships and support that result in amazing opportunities for our students. MacGowan staff will continue with their commitment to provide every student with the educational experiences needed to achieve school success. We are aware of the need to improve in the areas of math and reading. We have identified areas of concern using our NWEA math and reading scores. The scores continue to guide instruction in the classroom to make the necessary improvements in teaching and learning. We continue to recognize the importance of parent involvement to student achievement and strive to build a partnership between parents and staff to help every child succeed.

Sincerely Yours,

Kathleen A. Robbins
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Redford Union Schools