



Tradition-Rich, Future-Focused!

REDFORD UNION SCHOOLS, DISTRICT NO. 1
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Keeler School

February 24, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Redford Union Junior High 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 Keeler Center for assistance.

The AER is available for you to review electronically by visiting the following website [KEELER SCHOOL ANNUAL EDUCATION REPORT](#). You may also review a copy in the main office at Keeler Center.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Keeler Center has been labeled a "Universal Supports" school.

Keeler Center is working hard to address proficiency deficits in reading and math. We began a rigorous process of analyzing data from district and statewide assessments, as well as evaluating our curriculum materials, making modifications, and adjusting our instruction. Students demonstrated growth in Reading, Comprehension, and Math as documented using the Wide Range Achievement Test-5; and NWEA. We will continue to focus on integrating technology, collaboration, socio-emotional learning, and hands-on activities into our instructional strategies to improve student achievement and close academic gaps.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are referred to Keeler Center via a referral process. A student's resident/home district makes the referral after the district has exhausted all services and supports within their district but the student continues to require more intensive support.

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

Keeler Center is currently working on developing and implementing Michigan Integrated Continuous Improvement Process goals (MICIP) as a pathway to improve student outcomes, by assessing whole child needs to develop plans and coordinate funding.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Keeler Center/Redford Union Day Treatment, part of Wayne RESA, is a center-based program for students with severe emotional impairments. Keeler provides a highly structured psycho-educational, therapeutic setting for students, kindergarten through twelfth grade, who reside in participating Wayne County Districts. Currently, Keeler Center services nine neighboring districts: Redford Union, South Redford, Garden City, Livonia, Northville, Crestwood, Westwood, Northville and Plymouth-Canton.

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 MODEL

Our core curriculum documents are available for review within each of our classrooms and our district website. 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

For state-level testing data, please refer to the following website, <https://www.mischooldata.org/>, to view the combined data report for Keeler Center. A copy of this report is also available on our school's website under the Annual Education Report tab.

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

Approximately 75% of our parents attend Parent Teacher Conferences

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

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) 0
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) 0
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) 0
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT >0

Keeler Center is committed to continuing our efforts to improve the academic achievement of all our students. We will continue to implement plans and improvements that will move our students to not only achieve on state assessments, but also in their educational endeavors and future careers.

Sincerely,

Bridget Lindsey, Ed.D
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