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Tonya Hickman, Interim Principal

ADLAI E. STEVENSON
ELEMENTARY SCHOOL

SOUTHFIELD PUBLIC SCHOOLS

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Stevenson 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 Tonya Hickman for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2ToBsUN or you may review a copy in the main office at your child's school.

For the 2019-20 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.

*Note TSI and ATS definitions were changed for the 2018-2019 school year per federal requirements.

The new definitions are:

TSI- The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS-The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Stevenson Elementary School was not identified with one of the above labels.

Stevenson Elementary
Tonya Hickman, Principal

Key Challenges

Based on the data in the combined report, Stevenson Elementary School will focus on closing the achievement gap between our top 25% and bottom 25% subgroups.

We will close this gap by continuing to analyze our formative and summative testing data to determine which students need additional support. Once those students are identified, they will receive supplemental support in the classroom and through the school's intervention programs. We appreciate the continued support of parents, staff, and the community in this effort.

Michigan State law requires that we also report additional information:

Process for Assigning Pupils to the School

Students are assigned to a school based on their home address, school district boundaries, and seating availability. If the student has an IEP, the school assignment is based on the program availability provided at the assigned school.

All enrollment questions are referred to the Central Enrollment Office.

- Parent/legal guardian brings completed enrollment forms and required documentation to the Central Enrollment Office. This is done in person by a parent/legal guardian. Enrollment forms and documentation are not accepted at the student's school.

- Process after enrollment papers have been submitted to the enrollment office:

  * New student information is entered into MI-Star in the Central Enrollment Office.

  * Building secretary and/or counselor are informed via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to the secretary immediately.

  * Secondary only – Parent and student are advised to call counselor or secretary for a scheduling appointment.

  *30-day placements are completed in the Student Services office. The caseload teacher and principal are notified of new Special Education students and sent a copy of the IEP.

  *Completed enrollment form, report cards, and transcripts are sent to the building within 24 hours.

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Status of the 3-5-year School Improvement Plan (SIP)

The Stevenson Elementary School Improvement Plan (SIP) was revised in the 2019-2020 school year after careful analysis of demographic perception, school process data, and student achievement data. This is a living document and is revised annually based on new data. Our plan is aligned with the District Improvement Plan and includes four goal areas: mathematics, English language arts, science, and social studies.

Based on the plan, staff will develop and implement lessons in the core curriculum areas that are aligned to the goals and objectives of the SIP. Dedicated time during staff meetings and school/district professional development days allows staff to have meaningful discussions regarding the implementation and success of various strategies.

Specialized Schools

Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs. **Programs include:**

- **The Bussey Preschool** - All Bussey programs including Head Start and Great Start are accredited by the National Association for the Education of Young Children and licensed by Michigan's Family Independence Agency.

- **Southfield Regional Academic Campus** - This alternative high school campus serves the APSIRE Leadership Academy.

- **Levey Middle School** offers an Integrated STEM Program (science, technology, engineering, and math) for students who demonstrate a strong interest in these areas. An application process determines who will attend this innovative program.

- **MacArthur K-8 University Academy** is an application K-8 school of choice school within Southfield Public Schools. MacArthur K-8 University Academy has partnerships The University of Michigan-Dearborn and the Engineering Society of Detroit, and Michigan First Credit Union.

- **The University Middle School** is a school that offers an examination/application program for students in grades 6-8 with a rigorous curriculum with a balanced focus on the four core academic content areas of English language arts, mathematics, science, and social studies.

- **University High School Academy and University High School Preparatory Academy**- A school for parents and families who are highly motivated and who demonstrate a strong interest in Integrated STEM (science, technology, engineering, and math). This examination/application high school partners with the University of Michigan-Dearborn and Michigan First Credit Union. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

- **Vandenberg Elementary School**, Thompson K-8 International Academy, and Southfield High School for the Arts and Technology: The school district now has three magnet ESL/bilingual schools. In an effort to provide improved rigor, consistency, and best practice, the elementary, middle and high school English language learners will be housed in an appropriate socio-cultural environment that is academically and cognitively challenging.

- **Thompson K-8 International Academy and Southfield High School for the Arts and Technology** are also IB World Campuses and join the community of state, private, national and international schools from every region of the world offering The IB Programs. These are schools that share a common philosophy-a commitment to high quality, challenging, international education that is important for student success on a global level.

Core Curriculum Access

The district is transitioning to the utilization of the Atlas Rubicon platform to standardize implementation of core content over the next 2-4 years. The district is following an approved model with support from Oakland Intermediate Schools. Two internal audits have been executed to assess the current status of district curriculum and to develop a plan for the next steps.

Aggregate Student Achievement Results for any Local Competency Tests or Nationally Normed Achievement Tests

All students at Stevenson Elementary complete the iReady Assessment three times each school year; assessment data provides a nationally norm-referenced measurement of a student's academic growth. Stevenson students in grades 3-5 also take the Michigan Student Test of Educational Progress (MSTEP) each spring. The link for the aggregate report of these assessment results is located at the website: http://bit.ly/2ToBsUN.

Parent-Teacher Conferences

Parent involvement is important for a student to experience academic success. During the 2019-2020 school year, 95% of our parents attended the Parent-Teacher Conferences representing 416 students. For the 2018-2019 school year, 94% of our parents representing 476 students attended Stevenson Elementary Parent-Teacher Conferences.

Closing

The Stevenson Elementary staff is committed to creating and maintaining an educational environment that supports academic achievement and upholding district, state, and national standards to meet all students' learning needs. We are very proud of our scholars' academic accomplishments. We will continue to meet or exceed the academic indicators set by the State of Michigan.

The rigorous curriculum delivered by our top-notch staff members provide every opportunity for Stevenson students to excel. Parents also play an essential role in your child's educational success. We are most appreciative of working shoulder to shoulder with our community partners and parents.

Sincerely,
Tonya Hickman

Tonya Hickman
Interim Principal
Stevenson Elementary School