



McGregor 2015-16 Annual Educational Report

2015-2016

Dave Pontziou, Principal

January, 2017

Rochester Community

Dear McGregor Elementary School Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information on the 2015-2016 educational progress for McGregor Elementary School. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact Mr. David Pontziou, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.rochester.k12.mi.us/pages/45977/elementary-annual-reports> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

The key challenges that the McGregor community faces is closing achievement gaps for specific subgroups of students and strengthening our core instruction to meet the needs of all students. We will continue to track our achievement data to ensure that we are providing the necessary professional development to our staff to ensure success for our students. The key initiatives include ongoing job embedded professional development for our classroom teachers in the areas of formative assessment and literacy instruction. We are also working with the McGregor PTA to increase parent involvement in our school.

Process for Assigning Pupils to the School

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general>

Mission Statement

"The purpose of McGregor Elementary School is success for everyone."

Vision Statement

Teaching for Learning

McGregor Elementary School will be a place where:

- Improvement in curriculum and instruction is data-driven, on-going, systematic, collaborative and accountable.
- All curriculum will include the CCSS.
- Curriculum includes a variety of aligned teaching strategies, materials, and assessments designed to meet individual needs and abilities.
- All teachers consistently evaluate and monitor student learning through the systematic use of multiple types of assessments.
- All teachers are consistent in the use of developmentally appropriate instructional practice.
- Cross grade level collaboration teams gather data, analyze information, and make decisions to modify instructional practice.
- Best practice strategies will be monitored and evaluated for effectiveness to ensure student success.

Leadership

McGregor Elementary School will be a place where:

- Leaders provide staff with opportunities to understand the curriculum through sharing, observing, and collaborating within and across grade levels.
- Leaders establish clear academic and behavioral expectations for all students that are implemented and enforced.
- Leaders work with staff to create a climate that is energizing, engaging, and enables all stakeholders to be successful.

Personal and Professional Learning

- *McGregor Elementary School will be a place where:*
- There will be frequent opportunities for communication between instructional, support, and administrative staff; parents and students; and grade levels using data.
- Staff members support a school-wide management plan that reinforces established behavioral expectations and routines.
- Staff members teach the whole child: cognitive, social, emotional, and physical.
- Staff members will participate regularly in professional development that is based on best practice, extends professional knowledge, and is applied in the classroom.

School and Community Relations

McGregor Elementary School will be a place where:

- The school has on-going communication with the community that uses multiple formats based on the diversity of the school population.
- There is a system to recruit volunteers and mentors for a variety of needs and opportunities.
- A variety of educational institutions and organizations will be involved to extend learning opportunities.
- Community agency resources supplement health and human services to students and families.

Data and Information Management

McGregor Elementary School will be a place where:

- Data is collected, analyzed, and acted upon to create a relevant picture of the students, staff, and community.
- Data would reflect demographics, school processes, perceptions, and outcomes.
- Data will drive instruction and the decision making process to ensure a continuous cycle of improvement.

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Status of the 3-5 Year School Improvement Plan

ELA:

- Based on a review of 2016 M-Step ELA data:
3rd Grade 53.2% proficient
4th Grade 51.39% proficient
5th Grade 53.33% proficient
- By the end of the 2020-2021 school year, all 3rd-5th grade students will meet the School District average. K-2 will put an emphasis on early intervention for at risk students.

Math:

- Based on a review of 2016 M-Step data:
3rd Grade 60% proficient
4th Grade 50.68% proficient
5th Grade 53.33% proficient
- Based on a review of Fountas and Pinnell oral reading screening in the spring 2015, 85.68% of students school wide (K-5) are secure at grade level.

- 87% of All Students will demonstrate proficiency by being independent at an informational F & P test within their grade level range in English Language Arts by 06/12/2020 as measured by Fountas and Pinnell running record formative assessment.

Student Climate:

- Based on the review of 2014-2015 discipline step letters, student discipline improved by 73% as compared to the 2013-2014 school year.
- By the end of the 2016-2017 school year the McGregor will collaborate to implement PBIS school wide and begin to implement Cultures of Thinking and The RULER training regarding emotional awareness.

Student Achievement Results from Local and/or Nationally Normed Tests

Rochester Community School District -McGregor Elementary School

<https://goo.gl/ISJNUy>

2015-2016

I Ready - Reading	Below Standard	At or Above Standard
Kindergarten	33%	67%
First	46%	54%
Second	38%	62%
Third	43%	57%

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	23	28	59	72	82	100
First	15	25	46	75	61	100
Second	17	20	68	80	85	100
Third	20	25	61	75	81	100
Fourth	18	28	46	72	64	100
Fifth	17	23	56	77	73	

I Ready - Math	Below Standard	# At or Above Standard
Kindergarten	51	49
First	36	64
Second	27	73
Third	36	64

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Fourth	42	57	32	43	74	100
Fifth	47	69	21	31	68	100

Parent Involvement

The Board of Education recognizes that a student’s education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

Although parents are diverse in culture, language, and needs, they share the schools’ commitment to the educational success of their student. Rochester Community Schools administration and school staff, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the needs of students and their families.

To this end, the Board of Education supports the ongoing development, implementation and evaluation of parent involvement practices that are based on best practice, and are in alignment with national standards. Parent involvement programs will be implemented at both the District and the school level.

The Superintendent/Designee will establish a regulation to implement this policy which will include, but not be limited to, the following components of successful parent involvement programs adopted by National PTA:

- Communication between home and school/District is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school/District, and their support and assistance are sought
- Parents are full partners in the decisions that affect students and families
- Community resources are made available to strengthen school programs, family practices, and student learning.

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences	426 out of 462	92%
Spring Conferences		

Points of Pride

- PTA purchased an additional laptop cart and laptops
- Our CSI student raised over \$500 through our Blanket Drive
- Study Prep program for fourth and fifth graders
- Counselor and Academic Interventionist programs
- Summer reading program
- Boys and Books Club – a group of 15 fourth and fifth graders who met with a 5th grade teacher and physical education teacher for eight week sessions to read exciting literature
- Running Club
- Participation in the District Annual Art Show held at the District Administration Center
- Reading Month activities that featured incentives and special programs
- Annual Summer Reading Program with Recognition Breakfast
- Science Fair – with participation of over 240 students
- Fifth Grade Flag Contest
- AAA Safety Patrol Program with over 100 members in fifth grade
- Bagel Days each Friday morning – a tradition here at McGregor
- Outdoor Classroom
- Disability Awareness
- One Room School House Experience
- Numerous student book clubs facilitated throughout the summer by various teachers
- Donuts with Dads event
- Reading Recovery Program
- Muffins with Moms Event
- McGregor Service Squad

McGregor Elementary School focuses on providing the best educational experience for all members of its community. Our goal is for students to learn so they may go forth to serve a greater common good. Our community of stakeholders will do this by focusing our direction on growing a collaborative accountable culture that deepens learning.

Sincerely,

Dave Pontzious
Principal
McGregor Elementary School

**Rochester Community Schools
Executive Staff**

Superintendent – Dr. Robert Shaner
Assistant Superintendent for Instruction –Deborah Fragomeni