



McGregor Elementary School, 1101 1st Street, Rochester, Michigan 48307. Phone: 248.726.4000. Fax: 248.726.4005.

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 2013-2014 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 Pontzius, 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 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

The State of Michigan identifies some schools as Targeted Support and Improvement, Additional Targeted Support, or Comprehensive Support and Improvement. McGregor Elementary School has not been given one of these labels.

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 assessment and literacy instruction. We are also continuing to put an emphasis on culture by implementing RULER training and PBIS training.

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.

Status of SIP

As of 5/14/18 McGregor is in process of finalizing the school improvement plan. Our plan will be aligned with the District Strategic Plan and the District Improvement Plan. The McGregor school improvement plan will have 3 goals in the area of Literacy (reading and writing), Math, and Culture.

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>

2015-2016

I Ready - Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	44	65	25	35	69	100
First	31	56	24	44	55	100
Second	39	53	36	47	75	100
Third	39	55	32	45	71	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	24	32	50	68	74	100
First	15	25	46	75	61	100
Second	17	20	68	80	85	100
Third	15	19	66	81	81	100
Fourth	17	27	47	73	64	100
Fifth	15	21	58	79	73	100

I Ready - Math	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	42	59	29	41	71	100
First	34	64	19	36	53	100
Second	31	41	44	59	75	100
Third	40	55	34	45	74	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Fourth	30	41	44	59	74	100
Fifth	38	56	30	44	68	100

2016-2017

I Ready - Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	17	20	66	80	83	100
First	37	46	43	54	80	100
Second	30	41	41	59	69	100
Third	20	24	65	76	85	100
Fourth	39	50	39	50	78	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	29	35	54	65	83	100
First	28	35	52	65	80	100
Second	39	45	47	55	86	100
Third	23	27	63	73	86	100
Fourth	24	31	53	69	77	100
Fifth	24	32	52	68	76	100

I Ready - Math	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	27	33	56	67	83	100
First	30	38	50	63	80	100
Second	26	38	43	62	69	100
Third	27	32	58	68	85	100
Fourth	23	29	55	71	78	100

RCS Math EDM EOY	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
First	56	71	23	29	79	100
Second	26	38	43	62	69	100
Third	53	64	30	36	83	100
Fourth	51	70	22	30	73	100
Fifth	52	75	17	25	69	100

Mission Statement

“All who enter McGregor Learn, so we can make positive impact on the world.”

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.

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	430 out of 470	91%

Points of Pride

- PTA purchased over \$30,000 in guided reading materials and purchased new bulletin boards
- Study Prep program for fourth and fifth graders
- Counselor and Academic Interventionist programs
- Summer reading program
- Girls and Books Club – a group of 15 3rd-5th graders who met with a 2nd grade teacher for eight week sessions to read exciting literature
- Girls on the Run and Stride
- Run Club
- Participation in the District Annual Art Show held at the District Administration Center
- Reading Month activities that featured incentives and special programs
- Authors in April
- Annual Summer Reading Program with Recognition Breakfast
- Science Fair – with participation of over 100 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
- Muffins with Moms event
- Reading Recovery Program
- Annual International Festival
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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