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Southfield Public Schools

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Adler 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 Sharon Lewis for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.southfieldk12.org/about-us/annual-education-report/> 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.

Our school has not been given a label for the 2015-2016 school year.

Our continued focus is to consistently improve the number of students that are measured as being proficient on the state assessments and decreasing the gap between our highest and lowest achieving students. We are committed to improving the percentage of students that are proficient in both English language arts and mathematics. Special focus is being paid to the achievement on the social studies and science assessments to dramatically improve achievement in

those content areas. Additionally, we continue to monitor and analyze the data for our students that are scoring in the bottom thirty percent of the proficiency ranks to provide targeted interventions aimed to close the measured achievement gaps. Our school is aligned with the improvement strategies identified by our district: Launch of MIExcel Blueprint for Advancement; Alignment of curriculum to content standards; Development of standard based unit assessments to monitor progress; continued administration and data analysis of NWEA Measures of Academic Progress Assessment three times per year.

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 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 entered into MI-Star in the Central Enrollment Office.
 - Building secretary and/or counselor are notified 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 scheduling appointment.
 - 30-day placements are complete 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 building within 24 hours.

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

The Adler Elementary School Improvement (SIP) was revised in 2016 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 houses the Transition Academy and APSIRE Leadership Academy. The Transition Academy is for students who were ninth grade students last year and were not successful in the traditional high school setting.
- 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.
- Birney K-8 University Middle School is a school within 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 this school believes is important for our students.

Core Curriculum Access

The process of developing and implementing curriculum that is consistent with state and federal mandates is an on-going process with teacher-led curriculum writing teams being convened annually to develop, refine, and realign existing curriculum. The Division of Instruction has provided on-going awareness sessions and workshops dedicated to providing district administrators, teachers, and appropriate staff with information and guidance regarding the implementation of the district core curriculum in the classroom. The district core curriculum is formatted utilizing the Understanding by Design framework for developing curriculum. As a formatting method, this is a variance from the Michigan Department of Education (MDE) model, however, it does not change or deviate from the concepts or content contained in the MDE Standards.

Parent-Teacher Conference

Parent involvement is important for a student to experience academic success. At Adler Elementary School 2014-2015 school year Parent-Teacher Conferences, 87% of our parents attended representing 275 students. During the 2015-2016 school year, 89% of our parents were in attendance at the Parent-Teacher Conferences representing 312 students.

Closing

The Adler Elementary School staff wishes to thank all school community stakeholders for the partnership and support they provide our school and students. We thank all parents for giving us the opportunity to provide the educational support need for student achievement success. With your support, all of our students will continue to succeed in their learning. We congratulate you on the significant role you play in your child's education here at Morris Adler Elementary School.

Sincerely,

Sharon Lewis

Sharon Lewis
Principal, Adler Elementary School