

Alice I. Ferguson Early Childhood Center

**24678 Merriman Road
New Boston, Michigan 48164
(734) 984-1330 phone**



**Christine M. Sagert, Principal
Denise Newburn, Secretary
(734) 984-1331 fax**

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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 2021-22 educational progress for Alice I. Ferguson Early Childhood Center.

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 Christine Sagert, sagertc@huronschools.org for assistance.

The AER is available for you to review electronically by visiting the following website [Ferguson Annual Education Report](#), or you may review a copy in the main office at your child's School.

For the 2021-22 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given a label at this time.

KEY CHALLENGES

The key challenges that we have identified at the Alice I. Ferguson Early Childhood Center include increasing scores in literacy and math and to close the achievement gap. Utilizing last year's PA48 report, we have noticed that our students in subgroups like Economically Disadvantaged, English Language Learners, Students with Disabilities, Hispanic, and Two or more races are not performing as in literacy assessments. This may be due to the large difference in numbers of students assessed. Our goal is to close the gap while raising all students' performance. We continuously monitor student progress with the use of NWEA and other assessments. Below are some of the strategies we have implemented to address our needs.

- We use the Michigan Early Literacy Coaching Model to support teachers in Young 5's and Kindergarten. The literacy coaching model is a research-supported approach that sets forth the essentials of high quality coaching for Michigan educators. The model is

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designed to build both teacher and coach capacity and sustainability around effective literacy instruction and is evidence of Michigan's commitment to improve literacy in the state. Early Literacy Coaching Model - Michigan Department of Education

- We continue to prioritize the acquisition of foundational reading skills through well designed and explicit instruction. We use the Essential Instructional Practices in Early Literacy, Essential Instructional Practices in Early Literacy: Grades K to 3 to guide our decision making and practices. This year we have worked on Literacy Essential #9: Ongoing observation and assessment of children's language and literacy development that informs their education. We revamped our literacy assessments so that we have specific information needed to support student literacy.
- As part of our Assessment systems our elementary schools have purchased Renaissance Assessment Suite that provides STAR Early Literacy Assessment, STAR Reading, STAR Math and STAR curriculum based measures to help with progress monitoring of students.
- Two grants provided the opportunity for teachers to meet over the summer and build carts of hands-on materials to help students acquire the foundational skills needed to be a successful reader
- Interventionists will continue to address the needs of our highest need students based on iRIP criteria.
- The district has also hired a full time English Language Learner teacher who will help support the instruction of our ELL students.
- Teachers have participated in on-going professional development focusing on improving Tier 1 Instruction and Formative Assessment throughout the school year.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Alice I. Ferguson Early Childhood Center served approximately 200 students in Young 5's & Kindergarten. Students are assigned to Young 5's & Kindergarten at the Alice I. Ferguson Early Childhood Center based on district lines. We do not discriminate on which students are assigned to our school and accepted over 13 out-of-district students as school of choice students this year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We have begun using the MICIP (Michigan Integrated Continued Improvement Process). MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. With the MICIP process we begin with setting the district goals, strategies and initiatives and then focus on our individual buildings. The MICIP team is made up of members from all stakeholder groups. Our literacy goal for K-12 is to improve our students' literacy proficiency to meet or exceed the state average through professional development and collaborative learning for consistency in instruction. Huron's Numeracy Goal is to provide support to students and teachers to increase the percentage of students proficient in mathematics as measured by grade-level standardized state testing by 3% June 2025.

SPECIALIZED SCHOOLS

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In the Alice I. Ferguson Early Childhood Center 19.48% of our total students have Individual Education Plans between our Speech and Language Program & Resource Teacher Services. We provide appropriate resources for all of these students.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Ferguson's core curriculum is directly aligned to the Common Core State Standards (CCSS) and can be accessed on our school website, at parent-teacher conferences, or by visiting our school office. We implement the curriculum by providing an interactive, hands-on, and technology enriched program with the goal of success for all students. In addition as a district, we have been working on building a curriculum site to include the Michigan Curriculum Standards broken down by course with resources used to teach them. We are continuing this work to include learning targets - this work will be ongoing in our PLCs. The learning targets, curricular adjustments, and updating of resources when new resources are adopted will be updated at designated times throughout the school year. Some page links are still under development and will be updated as well. [Huron Curriculum Website](#)

AGGREGATE STUDENT ACHIEVEMENT RESULTS

With the goal of demonstrating student growth we assess all students with the NWEA, an assessment that measures achievement 3 times a year. We are currently piloting STAR assessment in multiple classrooms.

Reading, STAR Early Literacy, STAR Math and STAR Curriculum Based Measures in Math and Reading each trimester as well as using assessments from Really Great Reading. We are happy to report that results of all of these assessments have shown positive growth.

PERCENT OF STUDENTS REPRESENTED AT PARENT-TEACHER CONFERENCES

Parents were given the opportunity to choose either a virtual parent teacher conference or a face-to-face conference. We are pleased to report that 95% of our students were represented at parent teacher conferences this year.

We at the Alice I. Ferguson Early Childhood Center are proud of the progress that students, teachers, and parents have made in making academics our primary focus. We have continued to focus on our Literacy Essential Skills program and early education initiatives. Ferguson has a lot of reasons to be proud of its students and staff, together we will work to generate more reasons for such pride. The exemplary achievements of our school are not possible without the considerable collaboration of all factions of our school family: students, teachers, parents, school district administrators, School Board and community members. We thank all of these groups and look forward to another year of living our district and district mission statement of being, "Completely Committed to Kids!"

With pride in our school,

Christine Sagert

Christine Sagert
Principal

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