



# Wyandotte Public Schools

“Educate – Inspire - Empower”

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March 15, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Madison 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 April Ritz for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2GaLNN8>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

At Madison Center, we are a Professional Learning Community (PLC). We have grade level and category teams that meet multiple times a month to create a collaborative culture, create common assessments, and to continue to learn and grow as educators. All staff come together to increase student achievement. Our staff has been working diligently on making daily decisions that move our mission and vision forward for our students. Grade level teams continue to fine tune our guaranteed and viable curriculum and to create meaningful common assessments.

State law requires that we also report additional information. Madison Center serves students from the seventeen downriver school districts. Students are referred by their local school district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability).

The School Improvement Leadership Team meets frequently throughout the school year to move our school forward. Our School improvement plan (SIP) incorporates Michigan Department of Education's Common Core Essential Elements for English language arts and mathematics. Additionally, the SIP includes assistive technology support. All teachers receive training in the First Author Writing Curriculum which focuses on student-selected writing which is also included in our SIP.

The Madison Center services students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments. Services are provided for students ranging from 3 to 26 years of age. Staff work with students

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and families to develop an individualized educational plan (IEP) to meet the needs of each student and address each student's individualized goals and objectives.

The District and County has transitioned to the Common Core State Standards (CCSS). The Wyandotte Center Programs are using the Common Core Essential Elements in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher must plan lessons and learning experiences with the CCEE in mind. All lesson plans and IEP's must coordinate with the Common Core Essential Elements. Documents of these standards can be found at [https://www.michigan.gov/mde/0,4615,7-140-22709\\_28463-410070--,00.html](https://www.michigan.gov/mde/0,4615,7-140-22709_28463-410070--,00.html).


Student achievement is measured in many ways by the Madison Center staff. All of our 3<sup>rd</sup> - 8<sup>th</sup> and 11<sup>th</sup> grade students participate in the MI-Access assessment. Our 3<sup>rd</sup> grade students are assessed in the areas of ELA and math; our 5<sup>th</sup> grade students are assessed in the areas of ELA, math, and social studies; our 6<sup>th</sup> grades are assessed in the areas of ELA, and math; our 7<sup>th</sup> graders are assessed in the areas of ELA, math, and science; our 8<sup>th</sup> graders are assessed in the areas of ELA, math, and social studies. Our 11<sup>th</sup> grade students are assessed in all subject areas: reading, math, science and social studies. Another way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, math, prevocational/functional, affective, speech and language, speaking and mobility.

For the past three school years, 91-93% of parents/guardians attended the annual IEPT meetings. There is constant communication between school staff and parents/guardians through phone, email, IEPT meetings, tours and communication folders.

Madison Center continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are taught to students using lesson plans and reviewed regularly. Students are recognized and rewarded for positive behaviors. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors.

The staff here at the Madison Center believe that all students can learn and we prioritize our work to ensure that we are focused on the right work that will move our mission and vision forward to ensure achievement for all students. We operate under a mutually-agreed upon set of values that focuses on students first and strive for high levels of student engagement.

Sincerely,



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