Madison Elementary School

Annual Education Report (AER)

February, 1 2024

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 Madison 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 Nate Pechaitis at 517.263.0744 x 130 for assistance.

The AER is available for you to review electronically by visiting the following website: Annual Education Report. Or, you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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. Madison Elementary School was not identified with any of these aforementioned labels.

M-STEP performance data from 2020-21, 2021-22, and 2022-23 can be found in the AER. Our students have shown great improvement as evidenced by our M-STEP data. However, there are still significant deficiencies in their foundational skills in both Math and ELA. Each student who is performing beneath grade level expectations has a specific intervention plan that is in addition to their Tier 1 instructional plan. There is a specific adult who is responsible for carrying out this plan. The specific intervention being used for each student is directly tied to his or her specific deficiencies. We have assigned paraprofessionals to each grade level team to help our teachers facilitate this initiative. Each of these students is progress monitored either weekly or bi-weekly through our assessment system. Each grade level team meets with administration to check progress and adjust instructional plans as needed.

To address our school-wide deficiencies, we have two coaching positions (Tier 1 Instructional Coach and Tier 2 Literacy Coach) to help address both Tier 1 instruction and Tier 2 interventions. We are focusing on three areas in particular:

1. A guaranteed and viable curriculum – We are working diligently to make sure we have a well-defined curriculum with a scope and sequence that every classroom follows. We are devoting the majority of our professional development time focused on how to utilize the resources our teachers and students have available. This includes how to plan and facilitate small group and differentiated instruction. Foundational math and reading skills such as phonemic awareness, phonics, number sense, and fact fluency are specifically being addressed. Our expectation that continues to be communicated is 'All students, every day'. Our literacy coach is devoted now to coaching teachers to provide more appropriate, explicit, and effective Tier 2 interventions based on student performance data.
2. Student engagement strategies – We continue to provide professional development on improving our teachers' ability to engage students in active and collaborative learning. The focus is based on both traditional engagement strategies, as well as using technology to engage students. We utilize our Instructional Coach and Instructional Technology coach to help with this initiative.

3. A balanced assessment system – We are developing a system of assessment by combining a variety of assessments. More importantly, we are focusing on the data we gather from the assessments to inform and drive our instruction. Professional development time, as well as coaching sessions have been and will continue to be utilized for data literacy among our faculty.

In addition, we have experienced a greater number of students with social, emotional, and behavioral needs. To address this, we have re-launched our PBIS system, and continue to refine the system. Our District Implementation Team is working to make this a district-wide movement. In addition to our Social Emotional Learning classroom curriculum, which includes Second Step and Move This World, we have created a Social Emotional Learning that follows the evidence based Second Step curriculum. We have also increased supports and resources for our students requiring mental health services through partnerships with Family Medical Center, Community Mental Health, as well as the Lenawee Intermediate School District.

State law requires that we also report additional information. This information is outlined below.

1. Process for assigning pupils to the school:

Madison School District accepts School of Choice students in addition to students who live in the district. Non-resident students, wishing to enroll, may apply as School of Choice students. This is to allow parents the time to make informed decisions regarding their child's education for the start of the school year. Where numbers allow, some grade levels are also open under School of Choice for the beginning of the second trimester. Students new to the Madison School District may pick up an enrollment packet from the District Central Office or building office. Except in grade levels where there are a limited number of seats available, applications for the first trimester are accepted through the first Friday of the school year. Applications for school of choice students are also accepted for the second trimester during the last two weeks of the first trimester. Notification of the application windows is made two weeks prior to the window opening. Students can register for enrollment here: https://www.madisonk12.us/elementary-registration/

All students are placed in the least restrictive environment for the core academic curriculum. An individualized plan is put in place to ensure that students with special needs have access to learning opportunities. Several instructional assistants work with students in their classrooms. Accommodations and modifications are made so that all students can be successful. Every attempt is made to provide equal access to the curriculum for all students.

2. School Improvement Planning (Long-term Study)

Our school improvement planning has changed. Our Continuous Improvement Process has one goal, and that is to improve student achievement. We intend to do this by increasing student engagement. In our school, we are focusing on three strategies: providing a Guaranteed and Viable Curriculum; ensuring we are effectively using a Formative Assessment Process to guide our instruction; and selectively use sound, best practice Instructional Student Engagement Strategies to reach our students. Professional development sessions, faculty meetings, grade level and department meetings are devoted to advancing this goal. We are eager to see the impact of our work this year.

3. Specialized Schools Annual Report

The students of Madison School District receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training, and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional, or sensory impairments may receive their educational program in a classroom operated by the LISD. Students from Madison attended LISD classroom programs during the 2022-23 school year.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Students from Madison Elementary School attended these programs during the 2022-23 school year.

4. Madison Elementary School Core Curriculum

Madison Elementary School uses Michigan's state academic standards as a framework for curriculum development. Using the framework, we work with all stakeholders, along with research based and evidence based strategies to formulate our plan to deliver the curriculum. This framework can be accessed by clicking on the following:
https://www.michigan.gov/mde/services/academic-standards

5. Aggregate Student Data

Madison Students in grades 3-5 participated in the M-STEP in the spring of the 22-23 School Year. Students in grades 3-5 are assessed in English Language Arts (ELA) and Mathematics. 5th graders were assessed in Social Studies and Science, as well. The tables below include the percentage of students who scored proficiently over the past three years.

3rd grade	20-21	21-22	22-23
ELA	37.3%	39.5%	40.7%
Mathematics	29.4%	40.3%	44.9%

4th grade	20-21	21-22	22-23
ELA	46.7%	44.9%	36.7%
Mathematics	36.4%	44.1%	36.7%

5th grade	20-21	21-22	22-23
ELA	56.3%	51.8%	45%
Mathematics	33.3%	35.1%	38.9%
Social Studies	18.4%	28.9%	21.4%
Science	32.7%	51.8%	36.6%

6. Parent-Teacher Conferences

Parent-Teacher conferences for all students are held at the end of the first and second trimesters.

In Summary

The mission of the Madison School District is to "develop each student's full potential in order to be successful in an ever changing world". To accomplish this we must act in partnership with all of our stakeholders. We strive to develop individual excellence through rigorous academics, innovation, and personal attention. There has been, and will continue to be, a focus on academic achievement, the performing arts, and opportunities to strengthen student leadership through athletics and extra-curricular activities.

Students at Madison School District enjoy an educational environment which aligns well with 21st Century learning standards. Members of the Madison Family are committed to sustaining the extraordinary standard of excellence that Madison students expect and deserve. The high level of academic achievement attained over the years, as recognized at the state and national level, speaks to this success. We are extremely proud of our school, faculty, and student accomplishments.

Congratulations to the Madison Family for another wonderful year! We look forward to continued success.

Sincerely,

Nate Pechaitis and Abby Miller