



Dr. Jennifer Green  
Superintendent

24661 Lahser Road

Southfield, MI 48033

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## McIntyre Elementary School Annual Education Report (AER) Cover Letter

January 27, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for McIntyre Elementary. 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 Mr. Orlando Bogins for assistance.

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

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Key Challenges Based on the data in the combined report, McIntyre Elementary will focus on closing the achievement gap between our top 25% and bottom 25% subgroups. We will close this gap by continuing to analyze our formative and summative testing data to determine which students need additional support. Once those students are identified, they will receive supplemental support in the classroom. We appreciate the continued support of parents, staff, and the community in this effort. Michigan State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL—**

Students are assigned to a school based on their home address, school district boundaries, home language survey, 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 the Central Enrollment Office.

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- 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 is entered into MI-Star in the Central Enrollment Office.
- Building secretary and/or counselor are informed via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to the secretary immediately.
- Secondary only- Parents and students are advised to call the counselor or secretary for a scheduling appointment.
- 30-day placements are completed 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 the building within 24 hours.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN—**

In 2020, the Michigan Department of Education revised the School Improvement Process. The school improvement process was revised to the Michigan Integrated Continuous Improvement Process (MICIP). 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.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL—**

Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs. Programs include:

**Birney K-8-** has fine arts programming embedded within the student's daily curriculum. K-8th grade students can participate in fine arts programming such as choir, band, visual arts, and dance classes. We have established several community partnerships that assist with enhancing our programming.

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**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.

**Kennedy Learning Center**- Kennedy Learning Center is a K-12 and Post-Secondary School that provides quality educational experiences for special needs students in an environment conducive to learning. Our program hinges upon dynamic collaboration between key constituents such as caregivers, parents, students, teachers and social workers. Each student has an individualized program that is comprehensive and functional while addressing their future needs in the home, school and community. The school serves students ages 5-17 and young adults ages 18-26. Kennedy Learning Center Work Skills students currently participate in offsite Work Based Learning at Southfield A&T High School with a job coach.

**Levey Middle School** features an Integrated STEAM Program (Science, Technology, Engineering, Arts, and Mathematics) designed for students with a keen interest in these disciplines. Admission to this dynamic program is determined through a selective application process.

**Stevenson Elementary**- A United Way for Southeastern Michigan Community School. A Community School is a neighborhood hub that students, families, staff and the surrounding community can take pride in. These groups all play a vital part in the success of the school, helping ensure that every student is successful. Community Schools offer academic support, social and emotional learning, and health and wellness resources. United Way for Southeastern Michigan's Community Schools model focuses on: Integrated Student Supports, Family and Community Engagement, Expanded Learning Time and Opportunities and Collaborative Leadership.

**University Elementary** University Elementary School is a rigorous exam school that nurtures young learners with a student-centered curriculum focused on academic excellence and personal growth. Our scholars explore STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through engaging, hands-on experiences. With strong family and community support, students develop critical thinking, creativity, and communication skills, preparing them for future success in a diverse and ever-changing world.

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**University Middle School Academy** University Middle School is a competitive exam school that challenges students with a rigorous, student-centered curriculum focused on academic excellence and personal growth. Scholars engage in STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through hands-on projects and real-world experiences. With strong family and community support, students develop critical thinking, collaboration, and leadership skills, preparing them for high school, college, and beyond.

**University High School Academy** -is an exam school with a rigorous, student centered curriculum and a balance of educational engagement that supports the whole child. University offers our scholars an opportunity to graduate with an AP capstone diploma and a seal of biliteracy. Our families and community are supportive of the forward-thinking projects and exposure to learning outside of the classroom. Integrating programming that supports STEMM (science, technology, engineering, math and medicine) and SEL (Social and emotional learning) our scholars are truly prepared to impact the world.

**Vandenberg World Cultures Academy, 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 IB Programs. These are schools that share a common philosophy-a commitment to the high quality, challenging, international education that is important for student success on a global level.

**IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL—**

The district has transitioned to the utilization of the Atlas Rubicon platform to standardize implementation of core content over the next 2-4 years. The district is following an approved model and is being supported through this process by Oakland Schools, our local ISD. The district has executed two internal audits to assess current status and build out next steps.

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## **Aggregate Student Achievement Results for any Local Competency Tests or Nationally Normed Achievement Tests**

All students at McIntyre Elementary complete the i-Ready assessment three times each school year; assessment data provides a nationally norm-referenced measurement of a student's academic growth. McIntyre students in grades 3-5 also take the Michigan Student Test of Educational Progress (M-STEP) each spring. The link for the aggregate report of these assessment results is located at the website: [McIntyre AER](#)

## **Parent-Teacher Conferences**

Parent involvement is important for a student to experience academic success. For the 2023-2024 school years, 95% of our parents attended McIntyre Elementary Parent-Teacher Conferences.

## **Closing**

The McIntyre staff is committed to creating and maintaining an educational environment that supports academic achievement and upholding district, state, and national standards to meet all students' learning needs. In the spring of 2009, McIntyre was acknowledged by the Franklin Covey Education Division as a Leader in Me School which promotes the teaching of student leadership skills for the 21st century. We continue to develop student leadership and personal responsibility in partnership with our McIntyre families. Learning and implementing the 7 Habits of Highly Effective Kids has changed the culture of McIntyre Elementary. It is our goal to continuously improve our performance and meet the educational needs of our young learners. The success of our school is due to the participation, talent, and hard work of our students, staff, parents, and community.

Sincerely,

Orlando T. Bogins  
Principal

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