



**Office of Student Affairs**

1885 Packard Road – Ypsilanti, MI 48197-1846  
(734) 221-1206 [www.ycschools.us](http://www.ycschools.us)

Laura Frey-Greathouse - Director of Staffing, Student Affairs, Teacher Retention  
Karla Graessley - Director of Elementary Education  
Linda Kuzon - Director of Secondary Education  
Ben Murphy-Smith - Grants Coordinator

January 20, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014 - 2015 educational progress for the Ford Early Learning Center in Ypsilanti Community Schools. 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 you have questions about the AER, please contact Micki Berg for assistance.

The AER is available for you to review electronically by visiting the following website: [www.ycschools.us](http://www.ycschools.us) or you may review a copy in out main office at your child's schools.

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 was identified as a not been given one of these labels. One of our biggest challenges is student absenteeism. We are working closely with the district and county officials (police, lawyers, judges, etc.) to implement stricter guidelines for parents who fail to send their children to school. We recognize that it is difficult to hold students accountable for their education, when their parents fail to send them to school.



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State law requires that we also report additional information.

## **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

- Ford ELC is a “Schools of Choice” school. This means we allow students from other school districts to register with us. We have two open enrollment times for in district and schools of choice students.

They are:

Mid June – the first Friday after Labor Day in September  
Mid-December – End of January for the second semester of the current school year.

All Schools of Choice registration forms are available online ([www.ycschools.us](http://www.ycschools.us)) or in the elementary office.

- As students in the early learning centers are enrolled (either through school of choice or district students), we try to maintain a balanced classroom. This entails making sure that equal numbers of various stakeholder groups are represented in each classroom (examples include but not limited to: boy/girl ratio, socio-economic status, ethnicity).

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

- Our school improvement goals are focused on ELA (Reading and Writing), Math and Positive Climate and Culture. We collect the data for each goal two or three times a year and meet to go over the results and target ways we can improve our instruction.

- Ypsilanti Community Schools was created on July 1, 2013. We will be adding the following curriculum items, (although they are not limited to): adding a Kindergarten and First Grade Everyday Math 2015 - 2016 program, adding a new ELA reading and writing MAISA program, implementation of either the Daily 5 or Workshop Model within K - 1 classrooms, updating our school profile, updating our facilities which include our computer lab and security system, and adding one new ½ day GSRP classrooms.

## **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Ford Early Learning Center offers specific specialized schools in the areas of resource room, speech and language, school social worker, and school psychologist.

### **• Resource Room (Special Education)/Teacher Consultant**

A certified special education teacher meets with students individually or in a small group



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targeting academic or behavior concerns with the general education classroom. Students must have met the criteria from the State of Michigan and an Individualized Education Plan (IEP) must be in place prior to a student receiving resource room or teacher consultant support.

#### • Speech and Language

A certified speech and language teacher meets with students individually or in a small group targeting areas needing improvement to communicate with others. Students must have met the criteria from the State of Michigan and an Individualized Education Plan (IEP) must be in place prior to a student receiving speech and language support.

#### • School Social Worker

A certified social worker meets on an as needed basis with students who need extra support with behavior or family issues. Students must have met the criteria from the State of Michigan and an Individualized Education Plan (IEP) must be in place prior to a student receiving social work support.

#### • School Psychologist

A certified school psychologist works one on one with students assessing his/her needs in areas of academic concerns. He/she is responsible for administering tests to verify an academic concern. All students must have a signed release form from his/her parents before the school psychologist can meet with the child.

#### • WISD

The intermediate school district provides specialized classrooms and programs of students who meet the requirements for eligibility.

#### **4. 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**

• Core curriculum used at Ford Early Learning Center may be accessed through visiting the elementary school's office or located on the district's website: [www.ycschools.us](http://www.ycschools.us).



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- The implementation of the core curriculum is based on the Michigan State Benchmarks and Grade Level Content Expectations (GLCES). Since the state adopted the new

Common Core Standards (CCS) in January of 2011, we will be continuing to align our GLCES and the CCS. Curriculum mapping is used in each grade level to make sure all GLCES and benchmarks are being taught throughout the school year in a comfortable pace for students. A link will be provided to access Michigan Department of Education, where all CCS/GLCES can be found for Kindergarten - 2nd grade: <http://www.michigan.gov/mde>.

## 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Preschool and Kindergarten: TS Gold Assessment

First Grade: NWEA Assessment

	PreK	K	1
Ford	<p><b>TS Gold Assessment</b></p> <p><b>Literacy</b>            Fall %: 54%            Spring %: 95%            Overall increase of student growth: 41%</p> <p><b>Mathematics</b>            Fall %: 28%            Spring %: 84%            Overall increase of student growth: 56%</p>	<p><b>TS Gold Assessment</b></p> <p><b>Literacy</b>            Fall %: 44.4%            Spring %: 83.9%            Overall increase of student growth: 39.5%</p> <p><b>Mathematics</b>            Fall %: 29.8%            Spring %: 51%            Overall increase of student growth: 21.2%</p>	<p><b>NWEA</b></p> <p><b>Math Average (Expected Fall Target 162.5/Spring Target 179.0):</b>            Fall %: 14%            Spring %: 49%            Overall increase of student growth: 35%</p> <p><b>Reading Average (Expected Fall Target 160/Spring Target 176.1):</b>            Fall %: 18%            Spring %: 49%            Overall increase of student growth: 31%</p>



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**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Listed below are the individual grade levels, the number of students within each grade level, and the percentage of parents attending the Fall and Spring conferences.

Ford	PreK - 112 students	K - 135 students	1 - 145 students
Ford	Fall Conferences: 140/144 or 92%  Spring Conferences: 137/144 or 95%	Fall Conferences: 88/113 or 78%  Spring Conferences: 79/104 or 76%	Fall Conferences: 88/103 or 85%  Spring Conferences: 79/99 or 80%

Ford Early Learning Center strives to meet the individual student's needs based on where they are at developmentally in his/her learning process. All facets of the child's education are taken into account. We will continue to work with our students, parents, and community to make sure we are providing the best and safest climate for our students.

Sincerely,

Michelle S. Berg  
Ford Early Learning Center Principal