

# *Alice I. Ferguson Early Childhood Center*

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January 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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](mailto:sagertc@huronschools.org) for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,16753,1242,119](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,16753,1242,119), 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 2022-23. 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 2022-23. 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 and is listed as Universal Supports

## **KEY CHALLENGES**

The key challenge that we have identified at the Alice I. Ferguson Early Childhood Center is school attendance. While our percent of not chronically absent (according to MI School Date) has increased our numbers are still not where we would like them to be. Chronic absenteeism continues to impact student learning and our ability to provide intervention to students that would benefit from it. Below are some of the strategies we have implemented to address our needs.

- Collaboration among all administration K-12 to have consistent communication to families regarding attendance requirements and benefits
- Creation of a pre-truancy communication sent to families to alert them to the district attendance policy

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- Creation of a tardy/early dismissal communication sent to families to alert them to minutes of mission school
- Educational materials on the benefits of regular attendance and parent education on how to support regular attendance sent to families
- Collaboration with school liaison officer to enforce truancy laws
- Tracking of attendance and attendance communications K-12
- Administrative training in trauma informed administration

### **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**

In the Alice I. Ferguson Early Childhood Center 24% of our total students have Individual Education Plans between our Speech and Language Program, Resource Teacher Services, Hearing Services, Physical Therapy, Social Work, and Occupational Therapy. 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**

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With the goal of demonstrating student growth we assess all students with the STAR Renaissance, an assessment that measures achievement 3 times a year.

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 94% 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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