



**Redford Union Day Treatment
Stuckey Center**
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Dr. Bridget Lindsey, Supervisor
Mrs. Nikia Banks, Assistant Supervisor

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 Stuckey 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 Dr. Bridget Lindsey or Mrs. Nikia Banks for assistance.

The AER is available for you to review electronically by visiting the following websites: <https://www.redfordu.k12.mi.us/district/aer/> or www.mischooldata.org. You may also review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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.

Our school has not been given any of these labels. It has been labeled a "Universal Supports" school.

Stuckey Center is working hard to address proficiency deficits in reading and Math. We began a rigorous process of evaluating our curriculum materials, making modifications, and adjusting our instruction. Students demonstrated growth in Reading, Comprehension, and Math as documented using the Wide Range Achievement Test-5; Developmental Reading Assessment; and NWEA. We will continue to focus on integrating technology, collaboration, socio-emotional learning, and hands-on activities into our instructional strategies to improve student achievement and close academic gaps.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE TWO MOST RECENT YEARS ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are referred to Stuckey Center via a referral process. A student's resident/home district makes the referral after a student has been identified as requiring more intensive support and after the district has exhausted all special education services within their district.

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

Stuckey Center is currently working on developing and implementing Michigan Integrated Continuous Improvement Process goals (MICIP) as a pathway to improve student outcomes, by assessing whole child needs to develop plans and coordinate funding.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Redford Union Day Treatment, part of Wayne RESA, is a center-based program for students with severe emotional impairments. Stuckey provides a therapeutic, highly structured psycho-educational setting for students, kindergarten through twelfth grade, who reside in participating Wayne County Districts. Currently, Stuckey Center services nine neighboring districts: Redford Union, South Redford, Garden City, Livonia, Northville, Crestwood, Westwood, Northville and Plymouth-Canton.

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.

Our core curriculum documents are available for review within each of our classrooms and our district Academic Coordinator office. Our district curriculum is framed by the Grade Level and Content Expectations along with the Michigan State Standards. The state standards are also available for review on the www.michigan.gov/mde website. We continually review and refine our core curriculum documentation and instructional practices utilizing professional staff input committees. These committees bring proposed curriculum changes to our administration for possible approval and adoption. Implementation within the classroom setting is supported, analyzed, and evaluated by grade-level teacher and administrative teams.

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

For state-level testing data, please refer to the following website, <https://www.mischooldata.org/>, to view the combined data report for Stuckey. A copy of this report is also available on our school's website under the Annual Education Report tab.

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

Approximately 75% of our parents attend Parent Teacher Conferences

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) 0
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) 0
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) 0
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>0

The staff and administration at Stuckey Center are committed to continuing our efforts to improve the academic achievement of all our students. We will continue to implement plans and improvements that will move our students to not only achieve on our state tests, but also in their education and careers after Stuckey Center. We look forward to our continued efforts to support the learning and growth of our students and families during the 2022-2023 school year.

Sincerely,
Bridget Lindsey, Ed.D
Supervisor of Special Education-Stuckey Center
Redford Union Public Schools
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