



BEACON DAY TREATMENT

Gerisch Middle School
12601 McCann
Southgate, MI 48195

Jennifer Hill, Principal

Matthew Lucas, Assistant Principal

March 3, 2017

School Annual Education Report (AER)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Beacon Day Treatment. The AER addresses the complex reporting information required by the 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 Jennifer L. Hill, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/6atbld> or you may review a copy in our main office.

The state has identified some schools with status of Reward, Focus and Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our key challenge is our performance of our bottom 30% in ELA, Science, and Math. Despite our current situation, we remain committed to accelerating student achievement and closing persistent gaps in achievement. Therefore, we are continuing to strive to address our students' academic growth. Some of the interventions we have in place include: increasing student instructional time, utilizing learning targets and embedding them in daily instruction; decreasing inappropriate behavior so that students spend more time in an academic setting; implementation of a Response to Intervention (RTI) Model for a center-based program; Early Intervention Screening for Pre-reading skills (K-2); Guided Academic classes (8-12); Mandatory Lunch Assistance.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Beacon Day Treatment is a center program for severely emotionally impaired students who have been referred to a more intensive educational and treatment program than their local district can provide. In order for a student to be referred to Beacon Day Treatment program, they must be identified as a student with a severe emotional impairment and demonstrate significant deficits in affective and academic development.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Beacon Day Treatment is currently in the "DO" state of the implementation plan. We will continue our school improvement process in accordance with Public Acts 25, 335, 339. The district's mission statement guides the work of the School Development Team in our school.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

As a center-based program that provides special education programming and services, Beacon Day Treatment is exempt from the reform requirements in the Top to Bottom reporting. However, the program will continue to follow the School Improvement reporting and requirements, while focusing on improved student achievement for all students.

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

Full implementation of the Common Core State Standards exist at Beacon Day Treatment for all students K-12. Teachers utilize benchmark assessments (easyCBM: K-8; Riverside Interim Assessments: 9-12) to track student progress and achievement throughout 2016-17 school year.

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

The results of our achievement data may be found at the link in the second paragraph.

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

Fall 2014: 77/172 (45%)
Spring 2015: 79/180 (44%)

Fall 2015: 91/183 (50%)
Spring 2016: 67/174 (39%)

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

Beacon Day Treatment has been in existence for over 35 years and has met the needs of local school districts and families in the Dearborn/Downriver area. It is our sincere belief that with the research-based initiatives that are implemented through our School Improvement Process, we will continue to see an increase in our student achievement in all content area. We look forward to another year of working, as a team, to enhance our students learning.

Sincerely,

Jennifer L. Hill

Jennifer L. Hill
Principal, Beacon Day Treatment