

2775 Boardwalk ave.
Ann Arbor, MI 48104
(734) 994-2303
Connie Toigo, Principal

AA Preschool and Family Center

2008-2009 ANNUAL REPORT

2009-2010 Board of Education • Deb Medicate, President • Irene Patalan, Vice President
Susan Baskett, Randy Friedman, Helen Gates-Bryant, Adam Hollier, Glenn Nelson,

Mission Statement

In partnership, the staff, families and community members of the Preschool and Family Center provide a nurturing learning environment which fosters the individual development of children, leads to lifelong learning and enhances contributions to society.

Program Descriptions

Early Intervention Program: For special education children from birth to age three, home visits and on-site therapy sessions occur. Typically enrollment averages 40-50 students. Sixty students were enrolled during the 08/09 school year.

Center-Based Preschool Program: Four one-half day sessions per week. Friday home visits from teaching team. Funded through Head Start and Michigan Department of Education. 154 students enrolled in Head Start, 46 students enrolled in Michigan School Readiness Programs. Eligibility is based on income guidelines and identified risk factors.

Early Childhood Developmentally Delayed Classroom program: Cross categorical self contained classrooms to meet the needs of students with a range of delays. Children ages two and one-half through six attend four one-half day sessions. 5 students served during the 08/09 school year. Communications classroom focus to meet the needs of student with severe language communication and social delay or who are identified ASD. 46 students enrolled for the 08/09 school year. Classrooms are supported by a Speech Therapist, Occupational Therapist, and a Physical Therapist. Home visits 2-3 times per year.

Community Special Education services: Includes intervention for district students under 5 years of age needing speech services, OT, PT, and/or TC who are not eligible for an AAPS preschool program. Therapies are offered in small groups and at times individually depending on student diagnosis. Approximately 140 students served annually.

Special Education Evaluations: 140 comprehensive special education evaluations were completed on children ages birth - 5 years for the purpose of determining initial eligibility or reevaluation of special education eligibility. 249 Individualized Education Plans and 30 Individualized Service Plans were written and implemented.

2008-2009 Student Achievement Goals

The school student achievement goals are now based on district-wide achievement goals with the focus of academic success for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district.

GOALS

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

Issues, Decisions, and Accomplishments

Three goals have been identified for the preschool program. The Goals are:

- Goal 1: Alignment of the Preschool Curriculum with State and Federal Standards will ensure continuity of instructional programs and methodologies across all Preschool programs
- Goal 2: Preschool will implement the district plan for equity
- Goal 3: Increase visibility of all Preschool programs across the district and community

Major Issues Identified for Next Year's Team

- Refine curriculum base, common instructional methodologies and outcomes for all PK classrooms including ECDD classrooms.
- Evaluate developmental progress reports/parent reports across all programs to ensure report guide instruction and acts to inform parents of student progress.
- Maintain informed staff within a professional learning community
- Implement common math and literacy curriculum across all preschool programs
- Increase parent involvement and understanding of child's school experience.
- Collect data across academic and social domains to insure successful implementation of preschool programs.

2008-2009 SIT Team Members

Members are volunteers. Presently serving: Michelle Pogliano, Marifran Brown, Thelma Kinlaw, and Connie Toigo.

Ann Arbor Preschool Points of Pride

- Successful pilot of fully integrated PK classroom
- Kindergarten transition activities
- Curriculum coordination across all programs
- Parent, Community and Project Outreach volunteers.
- Parent training and support programming
- Continuum of programming
- Monthly family activities.
- Maintained VB-Mapp implementation
- Initiated NAEYC accreditation

Staff Development Activities:

- Social Language skill development
- Toilet Training the Child with Special Needs
- OSEP reporting
- Non-Violent Crisis Prevention
- Creative Curriculum
- Equity
- Behavior Problems, Behavioral Supports, Sensory Strategies
- Culturally Relevant Curriculum
- Special Education compliance
- Team Building
- EDM for Preschoolers
- Phonological Awareness
- Supporting Student and Family Mental Health Through Community Resources
- State of Michigan Early Childhood Standards of Quality for Preschool Children

Preschool Family and Learning Center

2008-2009

Core Curriculum Status: Preschool outcomes have been implemented to align with existing kindergarten goals. General Education classes follow the “Creative Curriculum” with the addition “Dialogic Reading” and Every Day Math for Preschool. The ECDD (Early Childhood Developmentally Delayed classroom curriculum is based on individual IEP goals using a variety of methodologies to meet the goals.

Highly Qualified Teachers: The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100% of Preschool teachers meet this requirement.**

**5 of 180 total district Student Intervention and Support Service staff are completing the requirements to meet Highly Qualified status as approved by the Michigan Department of Education.

District Cohort Graduation and Drop Out Data: The Federal NCLB legislation has mandated that Michigan, along with all other states, change the way graduation rates are calculated. Students must be tracked over the entire high school career to determine graduation and dropout rates. The graduation class of 2008 used data available over 5 years (Fall 2004-Fall 2008) to accommodate this requirement. Students enrolled in 9th grade in Fall 2004 anywhere in the state are included at the last school they attended. Students who move into the district/school in the 2008 graduating class are also included. Students who move out of a school, but within the state, must be enrolled by another school before being dropped from our district data. The 2008 graduation rate was 87.7%.

Specialized Schools: In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

2008-2009 ENROLLMENT

Ethnic Group	Caucasian	African American	Asian/Pac. Islander	Other	Male	Female
Number	178	145	47	162	315	217
Percentage	33	27	8	30	60	40
Total Enrollment	532					

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital or familial status, or disability.