January 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Highland Elementary School. 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 Mrs. Patti Woodruff for assistance.

The AER is available for you to review electronically by visiting the following website [http://bit.ly/2tRK4VK](http://bit.ly/2tRK4VK) or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified with any of the above labels. A key challenge for our school is raising our students with disability proficiency in all grade levels. Highland houses the District’s Emotionally Impaired classroom, in which students are brought from different schools throughout the District. This program focuses on behavioral goals with identified students. These students are part of the school’s overall data. We continue to focus on all of our students’ academic and social needs through programs such as, “What I Need” (WIN) Intervention Time, Building Intervention Teams, the use of research-based interventions/programs, MTSS, and personnel such as Title I Social Worker, Title I Literacy Coach, Math Support Coach and PBIS Specialist. The staff is focused this year in the integration of Lucy Calkins Reading Units into our reading block.

We are proud to report that 97% of Highland’s students were represented by parents at fall and spring conferences, or by follow-up appointment during the 2018-2019 school year and 100% of Highland’s students were represented by parents at fall conferences, or by follow-up appointment were represented during the Fall of 2019.
Placement in our building is based on attendance area, class size, and school of choice or open enrollment. We have many students who choose to attend Highland Elementary who are out of our attendance area because of our school’s positive culture and the academic success of our students. Huron Valley Schools' teachers and administrators work together to align curriculum areas with state and national standards. The Common Core State Standards have been embedded into our K-12 ELA and K-12 mathematics. Our goal is to develop an integrated framework for 21st century student outcomes that encompasses curriculum, instruction, and assessment, which ultimately affect student learning.

The School Improvement Team at Highland Elementary School works collaboratively with all staff to set improvement goals and to assess student academic achievement. Data is used to drive our instruction and our goals are based on collaborative decision-making through analysis of formative and summative assessments. Ongoing conversations on the topics of student achievement, curriculum, and assessment occur during grade level planning, staff meetings, building level intervention teams and School Improvement Team Meetings. This year, Highland Elementary School is going through the whole school Title I process in hopes of becoming a school-wide Title I Building. In the past, Highland has been a “targeted assisted” Title I school.

Lastly, our balanced-literacy approach understands the relationship between reading and writing; therefore, writing instruction is systematically integrated into classroom instruction. We continue to research best practices in both reading and writing instruction with a focus on differentiated instruction so that we continually improve our ability to meet the needs of all students. This year is the first year that we have been able to have a standard reading block of 90-120 minutes.

Highland Elementary School students have consistently demonstrated math proficiency rates. The School Improvement Team is keenly focused on the analysis of M-STEP performance data as well as local assessments to ensure continuous improvement in mathematics instruction and achievement. Teachers administer pre- and post-assessments for each math unit they teach so that instruction can be individualized to meet the learning needs of each student. The team is focused on raising student math achievement rates through curriculum alignment and the development of student interventions and the addition of a math coach that works with small groups of students identified as needing additional math support. We continue to use Kagan Cooperative Learning Structures with our Math Expressions program to engage our students in their own learning.

Highland incorporates teambuilding and classbuilding structures to build a cooperative and caring environment among students. Positive and pro-active programs that support our school climate and culture and nourish the individual needs of each child are incorporated into our school improvement plan. Highland Elementary School has a Positive Behavior Intervention Support program (PBIS) that systematically evaluates school climate and culture data and responds appropriately. With this approach, students and staff focus on our PAWS expectations that support Personal Best, Always Being Responsible, Work and Playing Safely, and Showing Respect. The PAWS motto and its corresponding meanings are incorporated into the behavioral expectations taught in our school’s setting. PAWS posters define the specific expectations for each environment and have bullet-pointed expectations for how to be a responsible, safe, and respectful difference maker. In addition to PAWS Recognition Cards given to students when positive behaviors are witnessed and a weekly drawing to recognize students who exhibit the
Our district provides educational interventions, opportunities, and support for students with special needs. Special Education services include early childhood, self-contained, and resource room programs, as well as, occupational therapy, psychological, school social work, speech and language, teacher consultant services and a PBIS Specialist in each building. The Individual Educational Program (IEP) Team, including administrators, parents/guardians, teachers, and students when appropriate, meets at least once per year to decide what is required for each eligible student to make educational progress. Resource room support is provided in each of our elementary school buildings. Our district also offers self-contained classrooms for students with autism, moderate cognitive impairments and emotionally impaired students.

I am incredibly proud of the hard work and dedication of our students, staff and teachers and am very pleased with the growth that we are seeing in student achievement. Highland Elementary School is committed to meeting the needs of each student and will continue to focus on best practice strategies for improving student achievement. The staff, students and parents continue to work as a team to promote a positive learning environment where each student can achieve success.

Sincerely,

Patti Woodruff
Principal