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 Johnson Elementary. 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 Principal Gignac for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2tOqXMv 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. Johnson Elementary did not receive one of these labels.

At Johnson, we continue to take a “go slow to go far approach,” focusing on strategically choosing a few growth areas to do well vs. doing too many things unsuccessfully and at once. At the center of everything we do is our mission of inspiring, empowering and growing leaders. Student success is our end in mind. We continually work to improve on what we are currently doing, as well as introduce and refine new strategies, structures or programs to make us better each day, week, month and year. Over the course of the past four years, we have narrowed our focus to three buckets: school improvement, student leadership, and espousing a culture of thinking. As a building and according to our M-STEP data, as a percent proficient, for SY 2018-2019, 55.3% of our students were proficient in ELA. This was 1% above our district average but 9.7% above the state average. For math, our percent proficient wasn’t as high; however, this dip is also consistent across the district and state as well. As a school, we scored 46% proficient. As a district, we were at 48.6% proficient and as a state 41% proficient. This puts us comfortably 5% above the state average and just over 2% below the district average in math.

Our biggest challenge continues to be helping our sub-groups, specifically our EL and ED population, reach proficiency. To help support our students and staff, we are a Title 1 Targeted
Assisted building. This designation allowed us to allocate funds to support the emotional, behavioral, and academic needs of our most at-risk students. This was mainly done by increasing FTE in social work, adding a para-professional as a behavior interventionist, designating a parent-outreach coordinator, and purchasing supplies such as games, reading intervention activities, sensory items, and technology to assist those identified for Title 1 support.

ASSIGNING PUPILS TO THE SCHOOL Students are assigned to Johnson Elementary School if they are residents in the Johnson attendance area or have made application through the District’s open enrollment or Schools of Choice processes. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the District that is not in their attendance area. Schools of Choice enrollment is offered to non-residents based on available openings. Information about these options is available at http://www.hvs.org/parentresources/hvs-enrollment-information/

SCHOOL IMPROVEMENT In regards to school improvement, we are in our fifth year of a three to five year plan. We are dedicated to using best instructional practices to deliver curriculum in a way that ensures all students are successful. Through our three tier intervention model, including our district wide Tier II W.I.N (What I Need) literacy intervention, every student gets the support that he or she needs. In comparing our state assessment data (M-STEP) from SY 2017-2018 to SY 2018-2019, and according to schooldigger.com we continue to outperforming 65% of the schools in Michigan. This is down roughly 5% from the previous year, however, remains well above where we were just four years prior (according to M-STEP data).

Our “Leader in Me” initiative continues to support our mission, vision, and culture of our building. Students and teachers speak the common language of the 7 Habits of Highly Effective students. Goal setting encourages students to reach their personal best – academically and behaviorally. Through our continued professional development around student engagement and best instructional practices, we are being more intentional and thoughtful with our instruction and are comfortable using “thinking routines” to increase opportunities for student engagement, collaboration, communication, questioning, and higher order thinking. Moreover, the staff has begun to implement and incorporate the other eight cultural forces (of a Culture of Thinking). Those forces include expectations, language, time, modeling, opportunities, interactions, and environment. Because of these concerted efforts, if you were to walk the halls of our building you would hear, see and ultimately feel a culture where thinking is valued and visible.

The percentage of students that receive free and reduced lunch continues to remain steady at roughly 38%. In turn, we seek out opportunities to help out wherever possible. For SY 2018-2019 we continued as a Title 1/Targeted Assistance building. Federal funding through Title 1 allowed us to continue to provide reading interventions to qualified students as well as adding a Positive Behavioral Interventionist (paraprofessional) and increased social work. We found that being proactive in addressing behavioral, emotional, social, and academic concerns early and often had a dramatically positive effect on student achievement and learning readiness. Because of these interventions, children’s needs are being addressed early and often, allowing them a much greater opportunity to experience success in the classroom.

CORE CURRICULUM Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. Huron Valley Schools has implemented the
Michigan Academic Standards. The District’s curriculum is analyzed by our Teaching, Learning and Technology Department and the Triple A (Academics, Arts and Athletics) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at your child’s school, or by contacting Huron Valley Schools Learning Services Department. The Michigan Department of Education (MDE) also has information about K-8 Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html

**PARENT-TEACHER CONFERENCES**

- 2016-17 - 99% of parents participated
- 2017-18 - 98% of parents participated
- 2018 -19 - 98% of parents participated

In closing, Johnson has shown continued growth since the initial M-STEP assessment in 2015. In 2016, we were named a “Reward School” by showing more growth from one year to the next than 95% of the schools across the state. Although the state of Michigan did not label or recognize schools the following years (2017) we actually showed more growth from 2016 to 2017 than the year we were labeled a “Reward School” and maintained that high level of success for 2018-2019. Of course, we are very proud of this continued success and with a laser-like focus on the goals outlined in our SIP as well as our leadership initiative, Cultures of Thinking, and recently added Title 1 behavior supports, we believe the future is bright for Johnson Elementary!

Sincerely,

Josh Gignac, Principal
Johnson Elementary School