

Huron School District

32044 Huron River Drive
New Boston, Michigan 48164
(734) 782-2441
(734) 783-0338 Fax



Completely Committed to Kids

Donovan Rowe, Superintendent
Jill Sauve, Business Manager
Steven P. Hudock, Curriculum Director

January 16, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Brown 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 Carrie Fisher, fisherc@huronschools.org for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/47EuIo4> or you may review a copy in the main office at your child's school.

For the 2022-23 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 2022-23. 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 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given a label at this time.

KEY CHALLENGES

The key challenges that we have identified at Brown include increasing scores in literacy and math and to close the achievement gap. We are noticing that our students in subgroups like Economically Disadvantaged, English Language Learners, Students with Disabilities, Hispanic, and Two or more races (multiracial) are not performing as well. Our goal is to close the gap while raising all students' performance. We monitor student progress with the use of Star Renaissance Assessment Suite and other assessments. Below are some of the strategies we have implemented to address our needs.

BOARD OF EDUCATION

Scott Ferguson, President • Cory Roupe, Vice President
Dana Town, Secretary • Nathan Cornwall, Treasurer
Jennifer Johnson, Trustee • Julie Spicer, Trustee • Aaron Cox, Trustee

- We use the Michigan Early Literacy Coaching Model to support teachers in 1st-5th grades. The literacy coaching model is a research-supported approach that sets forth the essentials of high quality coaching for Michigan educators. The model is designed to build both teacher and coach capacity and sustainability around effective literacy instruction and is evidence of Michigan's commitment to improve literacy in the state. [Early Literacy Coaching Model - Michigan Department of Education](#)
- We continue to prioritize the acquisition of foundational reading skills through well designed and explicit instruction. We use the Essential Instructional Practices in Early Literacy, [Essential Instructional Practices in Early Literacy: Grades K to 3](#) to guide our decision making and practices. This year we have worked on We continued with Literacy Essential 5 on Phonics and focused specifically on Literacy Essential 9 with the creation of our assessment plan. We have also started some additional strategies for Literacy Essential 10, Collaboration with families, caregivers, and the community in promoting literacy.
- As part of our Assessment systems we have purchased Renaissance Assessment Suite that provides STAR Early Literacy Assessment, STAR Reading, STAR Math and STAR curriculum based measures to help with progress monitoring of students.
- Teachers in grades 3-5 have continued professional learning to focus on high-level discussion and building vocabulary as a strategy to help students with comprehension. As well as improving student fluency and small group instruction.
- Two grants provided the opportunity for teachers to meet over the summer and build carts of hands-on materials to help students acquire the foundational skills needed to be a successful reader
- Interventionists will continue to use the Phonics First program to address the needs of students in intervention.
- As an effort to address College and Career Readiness standards, Brown has implemented a six week career rotation series for each grade level. These rotations are taught by our building specialists and students are able to choose the career area that they are interested in.
- Brown Elementary has reinstated the Watchdog program. In previous years the Watchdogs would just spend time assisting in the classrooms with various activities. This year we have adapted the program to have the Watch Dogs help provide Tier2 support to all students in the area of math.
- We have also implemented the IXL program, IXL is a program that provides personalized learning. IXL offers a comprehensive K-12 curriculum in English Language Arts, Math, Science, Social Studies and Spanish. It also provides individualized guidance, and real-time analytics helping to meet the unique needs of each learner.
- The full time English Language Learner teacher is in her second year supporting the instruction of our ELL students.
- Teachers have participated in on-going professional development focusing on improving Tier 1 Instruction and Formative Assessment throughout the school year.
- We hired a math coach for the district to work with teachers grades K-5.
- We are also in the process of vetting a new literacy curriculum.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Brown Elementary School served approximately 500 students in grades 1-5. We assign grade 1-5 students to Brown Elementary based on district attendance lines. We do not discriminate on which students are assigned to our school and accepted over 30 out-of-district students as school of choice students this year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

This is our second year using the MICIP (Michigan Integrated Continued Improvement Process). MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. With the MICIP process we begin with setting the district goals, strategies and initiatives and then focus on our individual buildings. The MICIP team is made up of members from all stakeholder groups. Our literacy goal for K-12 is to improve our students' literacy proficiency to meet or exceed the state average through professional development and collaborative learning for consistency in instruction. Huron's Numeracy Goal is to provide support to students and teachers to increase the percentage of students proficient in mathematics as measured by grade-level standardized state testing by 3% June 2025.

SPECIALIZED SCHOOLS

Brown Elementary hosts special education students who are classified as Emotionally Impaired (grades K-3). In addition, we provide services for over 80 students with Individual Education Plans between our Speech and Language Program and have a Resource Room.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Brown's core curriculum is directly aligned to the Common Core State Standards (CCSS) and can be accessed on our school website, at parent-teacher conferences, or by visiting our school office. We implement the curriculum by providing an interactive, hands-on, and technology enriched program with the goal of success for all students. In addition as a district, we have been working on building a curriculum site to include the Michigan Curriculum Standards broken down by course with resources used to teach them. We are continuing this work to include learning targets - this work will be ongoing in our PLCs. The learning targets, curricular adjustments, and updating of resources when new resources are adopted will be updated at designated times throughout the school year. Some page links are still under development and will be updated as well. [Huron Curriculum Website](#)

AGGREGATE STUDENT ACHIEVEMENT RESULTS

With the goal of demonstrating student growth we assess all grade 3-5 students with the Michigan Student Test of Educational Progress (M-Step) test starting in April, and going through May (disaggregated data is available in AER). Brown also is participating in the NWEA, an assessment that measures achievement 3 times a year, for our students in grades first through fifth. Building-wide students take STAR

Reading, STAR Early Literacy, STAR Math and STAR Curriculum Based Measures in Math and Reading each trimester as well as using assessments from Really Great Reading. [Elementary Literacy Assessment Plan](https://bit.ly/3vEKD8M) can be reviewed by clicking on the link <https://bit.ly/3vEKD8M>. We are happy to report that results of all of these assessments have shown positive growth over the last several years. This school year the percentage of students that needed urgent intervention decreased by 29% from the beginning of the first trimester to the mid-tri progress monitoring in grades 1-3.

PERCENT OF STUDENTS REPRESENTED AT PARENT-TEACHER CONFERENCES

Parents were given the opportunity to choose either a virtual parent teacher conference or a face-to-face conference. We are pleased to report that 95% of our students were represented at parent teacher conferences this year. This was up last year by 1% from the previous year. We have had an average of 93% over the course of the last five school years.

We at Brown Elementary are proud of the progress that students, teachers, and parents have made in making academics our primary focus. We are also proud to report that our school has continued to make growth in the areas of reading and math. We believe this is helping the upper grades to prepare and become successful at the Michigan State Assessments. We have continued to focus on our Literacy Essential Skills program and early education initiatives. Brown has a lot of reasons to be proud of its students and staff, together we will work to generate more reasons for such pride. The exemplary achievements of our school are not possible without the considerable collaboration of all factions of our school family: students, teachers, parents, school district administrators, School Board and community members. We thank all of these groups and look forward to another year of living our district and school mission statement of being, "Completely Committed to Kids!"

With pride in our school,

Carrie Fisher

Carrie Fisher
Principal