

<i>Huron School District</i>	
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<i>Completely Committed to Kids</i>
Donovan Rowe, Superintendent Jill Sauve, Business Manager Steven P. Hudock, Curriculum Director

January 24, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Miller 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 Jean Gilbert, gilbertj@huronschools.org for assistance.

The AER is available for you to review electronically by visiting the following website [Miller AER Report](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 2021-22. 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 2021-22. 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 Miller include increasing scores in literacy and math and to close the achievement gap. We noticed that in the area of English Language Arts, we need to improve our students' writing skills across all grade levels. We also noticed that our students in the subgroup of Economically Disadvantaged are not performing as well as their peers. Our goal is to close the gap while raising all students' performance. We continuously monitor student progress with the use of NWEA 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
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- 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 Literacy Essential #9: Ongoing observation and assessment of children's language and literacy development that informs their education. We revamped our literacy assessments so that we have specific information needed to support student 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, Miller has implemented weekly classes for xello and direct teaching of The Leader in Me program. These classes are taught by our building specialists. What they learn in their weekly Leader in Me class is also, implemented by their classroom teacher
- Miller Elementary has reinstated the Leader in Me program and teaches students how to set goals and achieve their own academic and personal goals. Each child has their own leadership notebook which helps them keep track of their goals, their progress and self reflection.
- The district has also hired a full time English Language Learner teacher who will help support 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.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Miller Elementary School served approximately 500 students in grades 1-5. We assign grade 1-5 students to Miller 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 first 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

Miller Elementary has two center based classrooms for students with Autism, as well as a special education classroom for students with Cognitive impairments. In addition, we provide special education services for over 90 students with Individual Education Plans.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Miller'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](#) can be reviewed by clicking on the link. We are happy to report that results of all of these assessments have shown positive growth over the last several years.

PERCENT OF STUDENTS REPRESENTED AT PARENT-TEACHER CONFERENCES

We are pleased to report that 95% of our students were represented at parent teacher conferences this year. Which is a 1% increase from 94% the previous year.

We at Miller Elementary are proud of the progress that students, teachers, and parents have made in making academics our primary focus. All students, staff, and community of Miller Elementary can take pride in the achievements of our students. With your continued support and our focus on achievement, Miller Elementary will continue to exemplify the Huron School District's mission, "Completely Committed to Kids!"

Sincerely,

Jean Gilbert

Jean Gilbert
Principal