



Lakes Elementary

January 6, 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 Hartland Lakes 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 Tony Howerton for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2VUg1cj> or you may review a copy in the main office at Lakes Elementary.

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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given a label.

Lakes Elementary is home to kindergarten through fourth grade and has an enrollment of 469 students for the 2019-2020 school year. The culture at Lakes Elementary is one of collaboration and team work. Since instituting Professional Learning Communities (PLC) and Intervention initiatives (Multi-Tiered System of Support, MTSS), the school improvement process has become more effective and collaborative. Teachers work together for the success of all Lakes Elementary students. Collection of data, intervention methods (Reading Recovery/Support and the Instructional Consultation Team (ICT)), and increased communication have increased the effectiveness of the Lakes Elementary School Improvement process. Increased collaboration among our staff is integral to the success of the school improvement process and will be a continued area we seek to improve upon, as well as continuing to align our resources in order to provide targeted intervention for all students who need it.

The Hartland Consolidated School district is a districting school district. Students are assigned to schools based on their residential address within the district boundary. School of choice students are placed by the Assistant Superintendent for Personal and Student Services based on the available openings in each building.

Grade level PLC's and School Improvement Committees (CASL, SEL, DLT, and Reading Support Team) use data analysis to determine the focus for each committee and the appropriate achievement goal. These committees along with grade level PLC's develop strategies to obtain the goals and monitor progress throughout the year. Lakes Elementary has a goal for reading, writing, mathematics, social emotional learning, and college/career readiness. Lakes engages in a process of continuous improvement; constantly reviewing and revising our strategies to maximize student achievement.

Reading Goal: All Lakes Elementary students will demonstrate growth in reading achievement.

Strategies: Lakes teachers will continue to participate in professional development in the use of Reader's Workshop to instruct our students in reading. They will participate in regular data meetings and Professional Learning Communities, in order to analyze data and to evaluate and implement best practice teaching strategies. In addition, our staff will have several trainings with ELA Coach Monique Alberts on improving specially-identified areas of need. Emphasis will continue to be focused on teaching deeper-level comprehension skills, increasing student volume and stamina in reading, and developing instructional skill in conferring with students about their reading. We will work to expand our classroom libraries to allow more student choice and a broader variety of reading topics and levels, including more non-fiction text. Emphasis will be placed on aligning all of our resources to provide the best reading instruction possible for our students at Lakes, in order to close the achievement gap in reading between the top and bottom 30%.

Math Goal: All Lakes Elementary students will demonstrate growth in mathematics achievement.

Strategies: Classroom math instruction will focus on academic vocabulary, number fluency, building number sense, Mathematical Practice Standards, and Mathematical Content Standards at each grade level. This deeper-level teaching and scaffolding instruction will allow teachers the best opportunity for meeting the needs of all students and for closing the achievement gap between the top and bottom 30%. In addition, the Lakes staff will work with Math Coach Annette Macfarlane on improving specially-identified areas of need. Data analysis will be done on a regular basis in our Professional Learning Communities, School Improvement Committees, and as a whole staff.

Writing Goal: All Lakes Elementary students will demonstrate growth in their writing skills.

Strategies: Lakes teachers will continue to participate in on-going training in Writer's Workshop, in order to increase student proficiency and growth in the area of writing. This will include continued work with our revised scoring rubrics, which will develop teacher's skill in analyzing student writing pieces at a deeper level in order to provide more specific instruction for individual students. Staff will meet together in data meetings and Professional Learning Communities, as well as to participate in Instructional Rounds. In addition, our staff will have several trainings with ELA Coach Monique Alberts on improving specially-identified areas of need. These activities will provide them with the opportunity to analyze student writing data, observe and evaluate actual Writer's Workshop sessions, and develop research-based interventions for all students in order to close the achievement gap between the top and bottom 30%.

Social Emotional Goal: All students will become engaged in monitoring their social and emotional responses to daily school situations.

Strategies: Lakes has an SEL program that works on developing a common district language (E.A.G.L.E.S.-empathy, achievement, grit, link, empower, and serve) geared at building student perseverance, empathy, and building positive relationships. Our students will meet twice a month in grade level groups to learn social emotional language and skills to help solve the problems they face at school. Modeling of the language and skills is done by staff and this language is incorporated throughout our school and classrooms. Our *Eagles Take Flight* SEL Program includes role-playing, group problem

solving, and in-depth conversations focused on building a positive, caring, collaborative school culture. Another focus area will be to create more leadership and service opportunities for our students.

College and Career Readiness: All students will demonstrate college and career readiness.

Strategies: Students will have post-secondary employability skills/learning opportunities that focus on developing skills such as problem-solving, teamwork, organization, and self-management. Students will also be provided with opportunities throughout the curriculum to learn about different careers and professions.

The Michigan Student Test of Educational Progress (M-STEP) scores show Lakes Elementary performing well above the state average in all tested areas. Our 3rd grade ELA score was the highest in the county for the second year in a row. The percentage of Lakes students that were proficient on the M-STEP is as follows: (The 2019 M-STEP test scores are in **RED** and *italicized* in the chart below.)

2018 M-STEP Test	State Average Proficient	District Average Proficient	Lakes Average Proficient
<i>2019 M-STEP Test</i>			
3 rd Grade ELA	44% <i>45%</i>	67% <i>71%</i>	81% <i>83%</i>
3 rd Grade Math	46% <i>47%</i>	66% <i>67%</i>	69% <i>78%</i>
4 th Grade ELA	45% <i>46%</i>	65% <i>69%</i>	60% <i>73%</i>
4 th Grade Math	42% <i>42%</i>	64% <i>65%</i>	63% <i>60%</i>

The state of Michigan core standards and benchmarks can be found on a link located on the Hartland Consolidated Schools website. Specific questions about the core curriculum can be directed to the assistant superintendent of curriculum or the building principal.

Parent/Teacher communication has always been strong in our school and district. During the 2018-2019 school year, over 98% of our students had parents sign their IRIP (required for all students in our district) in the fall. During the 2019-2020 school year, over 99% of our students had parents sign their IRIP in the fall.

I would like to congratulate the staff, students, and parents of the Lakes Elementary School Family for their dedication to our school and the work that is done to promote the success of our students. I encourage everyone to continue to support our students and to collaborate with one another as we continue to strive to provide the best education for them possible.

Sincerely,

Tony Howerton

Principal

Hartland Lakes Elementary School

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