

# Harrison Community Schools

224 W. Main Harrison, MI 48625  
(989) 539-7871

## Hillside Elementary Annual Education Report

April 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Hillside 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 Andrea Andera for assistance.

The AER is available for you to review electronically by visiting the following web site:  
<http://bit.ly/219rQaZ> or you may review a copy in the main office at your child's school.

For the 2017-2018 school year, schools were identified using new 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 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 given one of these labels.

The staff at Hillside Elementary School will diligently continue to collect and analyze student data in order to make informed educational decisions for all students. This data will also drive our professional development needs as outlined in our school improvement plan. Based on the 2017-2018 assessment scores, the area of mathematics is still one that needs significant attention in all grade levels and for all subgroups. The data for mathematics has been our area of focus since 2013. With stakeholder input, Hillside adopted a new math series that was implemented during the 2013-2014 school year, and we will continue with this series going forward in an effort to provide consistency and improvement in math instruction, and close achievement gaps. During the 2017-2018 school year, our data showed that more attention was needed in Tier I math instruction, and we moved away from implementing the Math Lab intervention and phased in a coaching model. Throughout the 2017-18 school year, and throughout the 2018-2019 school year, an instructional coach has been working with teachers on implementing Balanced Math strategies. Reading was also identified as an area of need using MSTEP and local data from the last three years. During the 2017-2018 school year, Hillside worked to shore up reading intervention

strategies and focused on consistent data tracking of interventions and implementing the requirements of the Third Grade Reading bill. From that implementation and review of data, we began a common intervention time block for all classrooms, and provided paraprofessional support and specific reading interventions based on individual student data. We also purchased a reading program to be used as an intervention during the 2017-2018 year, and then pushed into Tier I for the 2018-2019 school year to improve best-practice instruction.

State law requires that we also report additional information (outlined below), which you will find following this cover letter.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Hillside Elementary faces many challenges, but also has points of pride. High standards and a commitment to family and community engagement is key to ensuring that your children are prepared for their futures in an ever-changing economy with increasing technological advancements. The road to success begins in Harrison!

Sincerely,

Andrea J. Andera Ed. S  
Principal

## **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

All district students that are in 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grade are assigned to Hillside Elementary School since there is only one building in the Harrison School District that serves this grade span. Harrison Hillside Elementary is a school of choice and we do have students who live outside the district that choose to come to our schools.

## **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

School improvement at Hillside Elementary School is an ongoing process. Believing that all students can learn, the school improvement document is designed to increase students' level of academic achievement and help them become life-long learners. The strategies and activities in the 2017-2018 SIP are in varying stages of implementation. In the development of our plan, the staff at Hillside has investigated best practices as indicated by research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address the Common Core Standards, we look for the best possible methods of teaching for mastery. Workshops, conferences and in-services are attended by staff in an effort to stay current with effective practices. Teachers receive job-embedded coaching based on their individual student and professional goals. We also identify overarching professional development needs based on our school goals, assessment data, and teacher need. Hillside strives towards meeting the requirements of both state and federal initiatives. The core academic areas are the focus of our school improvement plan along with providing meaningful parent involvement programs and activities, teacher education and professional development. The staff is committed to ensuring that the students enjoy a safe, drug free environment where they can contribute positively as members of the school community.

Measuring student progress and evaluating program effectiveness is an ongoing process. Data is collected through state assessment, NWEA benchmark assessments, writing prompts and through observation as related to the standards being taught. Where appropriate, data is disaggregated in an effort to determine our greatest area of need and ensure alignment with our goals. On a daily and/or weekly basis, teachers progress monitors their students in order to inform their instruction and to provide the necessary interventions to at-risk students in a timely manner.

The staff at Hillside has developed a variety of ways in which to improve student achievement and to provide additional assistance for at-risk students. A Title I program is provided for identified at-risk students in grades three through five based on data. During the 2016-2017 School Year, the Title I staff consisted of two full time teachers. The after school SPARKS program is also available to identified students. Additionally, intervention services were provided by one highly-qualified Title I paraprofessional, and one highly qualified at-risk paraprofessional, and overseen by certified teachers. In the 2017-2018 school year a Behavior Interventionist position was expanded to aid at risk students in self-monitoring behaviors that become barriers to academic success.

A copy of the school improvement plan can be viewed on our web-site at [www.harrisonschools.com](http://www.harrisonschools.com), and a hard copy can be accessed in our school office. Our school improvement team is comprised one representative from each grade level, as well as Title I and the building principal. The purpose of the team is to develop, review, and evaluate goals,

objectives, and strategies for the school improvement plan. The school improvement team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals. For each content area, the goal is for all students to reach proficiency – a very broad, overarching goal. Below are the measurable objectives. Due to the change in the state assessments, our goals have remained the same to use like criterion for growth indicators. We are closing gaps in achievement and showing growth on local norm-referenced assessments.

Math: 44% of All Students will demonstrate a proficiency by achieving a level 1 or 2; 35% males, 41% females, 49% ED, 22% SWD in Mathematics as measured by state assessments.

Reading: 66% of All Students will demonstrate a proficiency in Reading by achieving a level 1 or 2; 57% Males, 63% Females, 57% ED, 30% SWD in English Language Arts as measured by state assessments.

Writing: 52% of All Students will demonstrate a proficiency in Writing by achieving a level 1 or 2; 30% males, 48% females, 38% ED, 20% SWD in English Language Arts as measured by state assessments.

Science: 37% of All Students will demonstrate a proficiency by achieving a level 1 or 2; 20% of males, 18% of females, 15% ED, 14% SWD in Science as measured by state assessments.

Social Studies: 42% of All Students will demonstrate a proficiency by achieving a level 1 or 2; 27% of males and females, 24% ED, 14% SWD in Social Studies as measured by state assessments.

### **3. A BRIEF DESCRIPTION OF THE SCHOOL**

Hillside Elementary School serves students in grades 3, 4, and 5. Programs and services provided at our school include Title I school-wide support, a parent liaison, balanced literacy framework, Young Authors, parent workshops, family nights, breakfast reading program, math-lab and science-lab, attendance assemblies, SPARKS, Skyward reporting for parents, technology, extended learning opportunities, community collaboration and support, and more. We employ the most up-to-date, research based instructional practices. Our friendly, caring atmosphere provides our students with a great place to learn and the culture and climate of Hillside Elementary is a major point of pride. We promote a growth mindset and a focus on having GRIT, and ensuring that students feel comfortable taking risks as well as persevering in personal and academic growth.

#### **4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

Harrison Community Schools has grade level teams and a District School Improvement team, which allows for vertical alignment of curriculum. Updates on reading, writing, math, science, social studies and technology are shared out at the District level so as to ensure consistency in curriculum K-12. The goal is to align curriculum, instruction and assessment for all grades, as well as ensuring alignment with the Common Core State Standards. All decisions are made by group consensus. Currently, the math, language arts, writing, science, and social studies curriculums have been organized into curriculum binders. The MAISA curriculum documents for reading and writing have been adopted. The MC3 curriculum documents for Social Studies have been adopted, and the curriculum documents for math and science are based on the Common Core State Standards and have been developed locally. These curriculum binders include a scope and sequence, Common Core Standards, pacing guides, lessons, interventions, and assessments. Each teacher has their own set of curriculum binders. Because the documents are continuously revised and updated, a complete set is housed on the Hillside Shared Drive, and can be made available upon request in the main office.

Implementation of the core curriculum with fidelity is a focus area at Hillside. Teacher collaboration is key to the success of implementation, and grade level teams meet monthly to discuss curriculum, review student data, and use data to inform instruction. The building principal conducts regular walk-through observations to ensure fidelity of implementation as well.

#### **5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

To ensure student achievement progress, the students at Hillside are assessed multiple times per year in reading, language, science, writing, and math. The assessment tools used are: NWEA MAP assessment, Writing Prompts / writing continuum, and the MyMath Unit Assessments. In the interim, other assessments are used to inform the teachers of each student's strengths and weaknesses in order to plan instruction tailored to each student's needs. These assessments include, but are not limited to: spelling inventories, phonics inventories, benchmark assessments, all progress monitoring assessments in reading, writing and math. As a staff, we are continually learning how to interpret this information. Data that had been reported in annual reports previously focused on the number of students that were proficient. In continuing with trends from the Michigan Department of Education, it is more prudent to examine the number of students making growth (as opposed to proficiency). Again, as we are learning how best to use this tool, our previously collected data shows that we are experiencing an implementation dip as we strive to be consistent in what we collect, how we analyze, and most importantly, how we use the data. We are confident that as we continue to become familiar with this assessment and the learning continuum presented, that each year the number of students achieving their RIT growth will increase.

% of students who met their RIT growth goal on NWEA Map Assessment:

	Reading		Language Usage		Math		Science	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Third Grade	47%	58%	58%	49%	30%	37%	60%	56%
Fourth Grade	47%	46%	42%	44%	38%	25%	63%	75%
Fifth Grade	48%	62%	48%	65%	62%	40%	52%	62%
Building Total	47%	55%	49%	53%	43%	34%	58%	64%

**School-wide Writing Prompt**

During the 2013-2014 school year, Hillside collaborated with the Chippewa River Writing Project to develop writing continua in an effort to measure student growth. The writing continuum shows evidence of student growth that is qualitative in nature, and not quantitative. Because we are using the continuum to measure and track student progress, the staff at Hillside are working to find a better way to share and track this data longitudinally therefore, the continuum follows each student from teacher to teacher and will be passed up to the middle school when the students leave Hillside. We feel that the writing continuum will inform day to day practice and gives teachers an idea of each student’s mastery of the writing craft, and allow teachers to start the school year with strategies and tools that best support the student. We will continue to assess students in the area of language on the NWEA and will use this data for measuring success in writing conventions such as grammar, punctuation, spelling, etc. That data has been shared in the NWEA assessment table, above.

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Hillside hosts parent-teacher conferences each fall, and the following is a breakdown of the percentage of parents attending the fall conference over the last few years. Report cards are sent home once per trimester. During the 15-16 year, progress reports were sent out regularly to the parents of those students who are at risk of failing. During the 16-17 school year, Hillside transitioned to a Standards Based Grading model, and progress reports are sent out monthly. To better educate parents on this best practice, the Parent Liaison Position was restructured to offer additional opportunities for parents to meet with school personnel. Additionally, parents have access to view their child’s progress on-line through Skyward. Parents may request conferences with individual teachers at any time. Teachers may also request an individual conference with parents through the year. Opportunities to discuss the Annual Report are scheduled during the fall Open House. Parental involvement will continue to be an on-going process throughout the year. Invitations are sent to parents whenever there are upcoming special

presentations, projects, workshops or meetings. For a complete listing of all our parental involvement activities, see our school improvement plan at [www.hcs.com](http://www.hcs.com).

Also, our Parent Involvement Policy can be viewed on our web site and a hard copy is available in the office or parent resource room.

Below is a chart indicating the attendance at our fall Parent Teacher Conferences. Efforts will continue to encourage participation in our conferences and other activities throughout the year.

Parent Teacher Conferences – Attendance Report (number represents % that attended)

	Third - Fifth Grade		
	2016-2017	2017-2018	2018-2019
All Students	69%	65%	55%

It should be noted that all teachers at Hillside maintain communication logs with parents throughout the year. Additionally, our family engagement workshops are well-attended. With that considered, data shows that 100% of parents were reached at each grade level at varying points throughout the year.

## 7. STATE ASSESSMENT DATA

The 2017-2018 state assessment results, also referenced above, can be found here: <http://bit.ly/2I9rQaZ>  
You can also find a hard copy in the main office of the school. If you have any questions about this information, please call Hillside's office at 539-6902. We will be happy to help you interpret the results.