

Harlan Elementary



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3595 N. Adams Road, Bloomfield Hills, MI 48304

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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 Harlan 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 me at 248.203.3265 for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3pMLzz3>, 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Harlan Elementary is a vibrant learning community. Our purpose is to collectively ensure that all students meet their highest potential academically and socially. With a focus on academic rigor, differentiated instruction, and social responsibility, our instructional practices meet the unique needs of all students. Our school data indicates that Harlan students continue to achieve at high levels in the areas of English Language Arts and Math.

In the area of reading, Harlan's scores have historically increased or remained consistent in all grade levels compared to the previous year's according to Northwest Evaluation Association (NWEA). We credit this consistency in part to the collaboration of our classroom teachers, Reading Specialists, and Instructional Specialists in creating Individualized Reading Intervention Plans for students who needed extra support. However, in the Spring of 2021, we did notice a decrease in students' test scores in our 1st and 2nd graders in the area of Reading and Math compared to previous 1st and 2nd grade classes. We believe that this is attributed to the COVID-19 Pandemic as students were in a virtual or hybrid setting for the entire year and foundational reading and mathematics skills are difficult concepts to grasp when done through virtual instruction for our youngest students. As a school, we have spent time identifying students who need intervention and creating plans to address these students' skill sets in order to bring their abilities up in the areas of reading and math. Staff at Harlan continue to create Reading Intervention Plans and all mathematics courses are differentiated based on students' needs.

Additionally, we offer an advanced math course for students who are performing significantly above grade level in the 5th grade.

Overall, Harlan students perform at a higher rate on the NWEA as compared to the National Norms average. Students are offered mathematics instruction at their appropriate level.

State law requires that we also report additional information.

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.
2. The 2020-2021 school year marked the 2nd year of our school improvement plan in the area of writing and reading. The staff continues to work collaboratively to utilize common word lists for each grade level. Each list is comprised of words that students are expected to read and write correctly in a particular grade level. These lists are taught intentionally, posted in classrooms, and shared with parents.

Teachers continue to use school created rubrics addressing specific convention expectations by grade level. Teachers regularly check for the correct use of these conventions and record their monthly assessments in a common document so that we can track students' progress by school and grade level. We are continuing with this as our school improvement plan for the 2021-22 school year due to the COVID-19 Pandemic, however, we saw marked progress in this area.

In the area of reading, we continue to utilize guided reading and individualized instruction to meet our students' needs. Our teachers regularly assess students in order to determine next steps for instruction and to identify those students who might benefit from a targeted intervention. Once those students are identified, our classroom teachers, Reading Specialists, Instructional Specialist, and principal work together to create an intervention plan for each individual student. Student progress is monitored and adjustments are made as needed.

Harlan is in the 2nd year of a new phonics program in kindergarten through 2nd grade classrooms with the goal of increasing our students' foundational understanding of both reading and writing.

Finally, we have recently created growth goals for some individual students in each classroom. Small, short-term foundational goals are determined by the classroom teacher along with collaboration with our Academic Specialists so that targeted intervention may be provided to a student on a daily basis by the teacher or support staff. Weekly progress monitoring takes place for each student involved in this model.

3. BPS offers specialized schools to students within the district
 - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.
 - b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
 - c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
 - d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the Teaching and Learning Department page.
5. The district administers the NWEA Math and Reading assessments in Grades 1-5. Below are spring 2021 and spring 2019 mean RIT (Rasch unIT) scores, compared to national norm RIT scores.

NWEA Reading	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Harlan	Spring 2021	179.1	189	208.1	213.1	218.9
Harlan	Spring 2019	187.0	197.3	208.5	213.3	217.2
NWEA National Norms	Spring 2020	171.4	185.6	197.1	204.8	211

NWEA Math	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Harlan	Spring 2021	183	193.2	207.4	217.8	230.9
Harlan	Spring 2019	191.0	204.0	209.7	217.6	226.6
NWEA National Norms	Spring 2020	176.4	189.4	201.1	210.5	218.8

6. At Harlan Elementary School, during the 20-21 school year, 98.7% of parents/guardians attended a conference (98.9% for female students and 98.5% for male students) with their child's teacher. This compares to 99.5% for the 2019-20 school year (99% for female students and 100% for male students).

We are grateful to the Harlan Elementary School community for their continued support of our programs and activities. We are pleased to present this outstanding report for your review. Please contact the District at 248-203-3000 for more information about our achievements.

Sincerely,

Alex Agius
Principal