

Harlan Elementary



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3595 North 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 2014-15 educational progress for Harlan 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 me at 248.203.3265 or speak to a member of the office staff for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/WV9up4>, or you may review a copy in the main office at your child's school.

In the area of reading, Harlan was assessed using two measures: NWEA and Fountas & Pinnell. In most grade-levels, scores increased or were consistent compared to the previous year. Our school identified areas in which we needed to improve, specifically, our female readers were performing at higher achievement levels than our male readers. To address this issue, we have provided support by a reading specialist and offered professional development for all teachers. Additionally, our staff has intentionally purchased classroom materials that are high-interest for our male readers.

Writing has been our school improvement goal for three years and we have observed gains. Previously, our school data indicated an achievement gap between the genders, however, this gap has closed. For most of our grade-levels we have seen increases in writing scores. For the areas in which challenges are still present, we provided extensive professional development for grade-level teams to set common grade-level writing expectations and improve reliability in the grading of student scores.

Mathematics scores were consistent for all grade levels. Students are offered mathematics at their appropriate level. Some classes are multiage to accommodate specific skill sets, and all mathematics courses are differentiated based on students' needs. Staff members are receiving professional development on the foundation of mathematics to aid with the instructional delivery of the content.

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. Our school improvement plan focused on writing for three consecutive years. Through extensive professional development, cross-grade level professional learning communities, and consistent writing expectations across all content areas, we have experienced growth in the area of writing. We have seen a closure of the achievement gap between male and female writers. Students have been expected to write in core curricular classes as well as unified art courses (e.g. physical education, art, music, etc.). While there is still room for improvement, we are proud of the gains experienced. Extensive professional development was provided for grade-level teams to develop consistent grading practices (norm their writing). This included setting high expectations based on the Lucy Calkins Writing Pathway framework, creating consistent grading

practices, and learning how to minimize or limit bias from the grading process. Staff members participated in Teacher Lab observations to help improve the craft of writing for both the observer and the presenter. Simultaneously, our school focused on the content area of science. Teachers continue to work to ensure that their science curriculum materials are aligned with the NGSS and Michigan Science Standards. All teacher grants focused on purchasing items specifically aligned with Science, Technology and Mathematics (STEM) practices. Field trips and in-school activities were intentionally planned with the focus of meeting science standards. Cross-grade level professional learning communities worked together to ensure that the practices and vocabulary taught was consistent across multiple settings.

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 curriculum is aligned to the Common Core State Academic Standards (CCSS). Further work is being done to align to the Next Generation Science Standards (NGSS). As work progresses on these efforts, information will be made available to parents on our district Web site.
5. The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through fifth grades. BPS uses assessments closely tied to its curriculum. The school district assessed students in grades 1-5 each spring with the Fountas & Pinnell Reading Assessment and with a common Writing Assessment. The following scores represent the percentages of students that scored at or above standard this year and last. The district also administers the NWEA Math and Reading Assessments in Grades 1-5. Below are spring 2015 and spring 2014 mean RIT (Rasch UNIT) scores, compared to national normed RIT scores.

% Above Standard

Fountas & Pinnell

Reading - Independent

	Year	1st	2nd	3rd	4th	5th
Harlan	Spring 2015	91.2	87.0	92.7	97.0	77.0
Harlan	Spring 2014	78.6	91.5	95.3	82.3	89.1

% Above Standard

BPS Writing Prompt

	Year	1st	2nd	3rd	4th	5th
Harlan	Spring 2015	94.1	52.2	90.9	70.1	88.7
Harlan	Spring 2014	88.6	74.6	92.2	79.0	89.4

NWEA Reading	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Harlan	Spring 2015	187.2	191.9	208.1	210.9	216.5
Harlan	Spring 2014	181.6	197.2	202.5	209.2	216.0
NWEA National Norms	Spring 2011	176.9	189.6	199.2	206.7	212.3

NWEA Math	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Harlan	Spring 2015	194.5	197.4	209.6	218.4	225.2
Harlan	Spring 2014	189.2	200.0	210.7	217.2	230.7
NWEA National Norms	Spring 2011	179.0	191.3	203.1	212.5	221.0

- At Harlan Elementary School during the 2014-15 school year, 98 percent of parents attended a conference (99 percent for female students and 97 percent for male students). This compares to 99 percent for the 2013-14 school year (99 percent for female students and 99 percent for male students).

We thank 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,

Embekka Thompson
Principal

NOTICE OF NONDISCRIMINATION

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.