

Harlan Elementary



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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 2022-23 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 Blair Klco at bklco@birmingham.k12.mi.us for assistance.

The AER is available for you to review electronically by visiting the following website <https://shorturl.at/ehsW0> or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Harlan Elementary is a lively educational community where we work together to help all students reach their full academic and social potential. Our approach to teaching emphasizes academic rigor, tailored instruction, and addressing students' social and emotional needs. Our successful teaching methods are reflected in the school data, which shows that Harlan students consistently perform well in English Language Arts and Math.

Harlan has focused on the areas of Reading, Mathematics and SEL. In the area of Reading, our goal was to focus on grade-level text for close-reading strategies. In the area of Mathematics, our goal was to identify areas of growth for each student and provide individualized instruction. We have seen an increase in scores in both reading and math due to these strategies. Over the past few years, we have made it a priority to develop plans for our most struggling learners and have noticed success. We have created a larger focus for all Harlan students to reach their growth targets, regardless of their starting point.

In the area of SEL, we have had a focus on students having an understanding of their own strengths and weaknesses. We are also aiming for students to recognize the emotions of others related to their behavior and be able to problem solve appropriately. Through the district Better Together initiative we have created Husky Packs and have monthly town halls that bring our students together to focus on growing together. When students have this understanding, they are better prepared to get along well with all students and make better decisions in the future.

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. Harlan has several students who choose to attend based on the open enrollment.
2. Harlan continues to strive for improvement. Our School Improvement Plan consists of three primary goals. The staff is focused on providing excellent learning opportunities, which challenge and inspire all students. During the 2022-2023 school year our school improvement plan consisted of goals in the area of reading, writing and social emotional learning. We spent the year focusing on reading and writing support for all of our learners. Plans were made to align the support provided by the classroom teachers and support staff.
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 that 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 align fully our K12 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 aggregate student achievement results for any local competency tests or nationally normed achievement tests:

	22-23 Reading Growth Goal: 50% of students will reach Proficient on the iReady EOY diagnostic assessment	22-23 Actual Performance	23-24 Growth Goal: School/Grade levels with increase growth proficiency scores by 4%
School-wide	46%	79%	83%
K	32%	90%	94%
1	29%	81%	85%
2	45%	79%	83%
3	58%	83%	87%
4	44%	61%	65%
5	63%	77%	83%

	22-23 Math Growth Goal: 50% of students will reach proficient on the iReady EOY diagnostic assessment	22-23 Actual Growth Goal	23-24 Growth Goal: School/Grade levels with increase growth proficiency scores by 4%
School-wide	30%	75%	79%
K	31%	84%	88%
1	18%	64%	68%
2	32%	72%	76%
3	23%	69%	73%
4	33%	75%	78%
5	44%	85%	89%

6 . During to 2022-2023 school year, 100% of families participated in a parent-teacher conference.

Harlan is excited about where we have come from and where we are headed. We are proud of the efforts of our teaching staff and our Huskies. They have done the hard work to be successful and it has shown that it will continue down that path.

Sincerely,

Blair Klco, Principal