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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 2023-24 educational progress for Harlan. 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 Jill Ghiardi-Coignet for assistance at JGhiardi-Coignet@birmingham.k12.mi.us.

The AER is available for you to review electronically by visiting the following website MI School Data, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. 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% or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. Harlan has not been given a label.

Harlan analyzes data at the classroom, district, and state levels annually. In this data, we have found that we need to continue working on English language arts and mathematics instruction. Our data shows that the areas of focus on vocabulary and informational text. Our classroom teachers, Academic Interventionist and Teaching and Learning Specialist work to ensure our instruction in these areas is on target. Data is taken and students who need additional assistance in these areas are given extra support. We utilize the building Student Support Plans (SSP) to target these areas. In addition, we are utilizing a new foundational skills curriculum in all grades K – 2 and a new Ela curriculum in grades K – 5. We have seen growth in our students after instruction with these new resources.

In mathematics, our students have shown the need for improvement in geometry. This was shown in our fall iReady assessments. Our school is focusing on this as well as overall growth in all domains which is highlighted in our School Improvement Goals. Our classroom teachers, Academic Interventionist and Teaching and Learning Specialists are focusing on this with students. Students have received small group support, and some have received outside intervention through High Dosage Tutoring.

We also analyzed data from our climate survey taken by our students in grades 3-5. It indicated that our school safety will increase. Our goal is to feel safe and demonstrate respect and provide the best and most positive learning environment for all. To increase our sense of safety and respect, we implemented the RULER approach from Mark Bracket. All classrooms created class charters and have consistent language around behavior. Students were taught lessons in their classroom and Townhall or Husky Packs (cross grade level student groupings). In addition, classrooms have been provided time and activities for their daily morning meeting. All of our teaching staff have been trained in restorative practices which are utilized to help toward problem solving and community building. This will assist our students in

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understanding how their behavior affects others. In addition, all classrooms utilize classroom charters to create expectations and utilize the Mood Meter to check in on students' feelings throughout the day.

Some key initiatives have been the adoption of the following programs: we are in year 3 of a District- wide implementation of our math curriculum, Illustrative Mathematics, professional development on the new curriculum, continued implementation of a multi-tiered system of supports (MTSS), district-wide implementation of restorative practices. In addition, we have a district wide adoption of Foundational Skills curriculum resource in grades K – 2, Magnetic, and English Language Arts Curriculum resource in grades K – 5, Arts & Letters.

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. Harlan Elementary is continuously working on improving student learning. Our School Improvement Plan consists of three primary goals. The first goal is to increase reading proficiency for all students. Our second goal is to increase math proficiency. Our final goal is for all students to feel safe and demonstrate respect.

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 are not 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 with 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 www.michigan.gov/mde. 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,

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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:

iReady	Year	Subject	Score
Harlan	Spring 2023	Reading	79%
Harlan	Spring 2023	Math	75%
Harlan	Spring 2024	Reading	76%
Harlan	Spring 2024	Math	69%
Harlan	Spring 2025	Reading	84%
Harlan	Spring 2025	Math	81%

6. At Harlan Elementary School, during the 2024-2025 school year conferences were held in person. Conference attendance was 97 percent. During the 2023-2024 school year conferences were held either virtually or in person based on parent preference. Conference attendance was 98 percent.

We thank the Harlan Elementary school community for their continued support for their programs and activities. We are pleased to present this report for your review. Please contact the district at 248.203.3000 for more information about our achievements.

Sincerely,

Jill Ghiardi-Coignet
Principal