



INDIAN HILL ELEMENTARY

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February 11th, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2025-26 educational progress for Indian Hill 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 Mr. Tim Stein, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.mischooldata.org/parent-dashboard-page?PageUrl=https://legacy.mischooldata.org/ParentDashboard/ParentDashboardSchoolOverview.aspx?LocationId=S%2c8329%2c1178%2c80>, 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 the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2025-26. 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, 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. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Indian Hill Elementary continues to pursue professional development for its staff based on the data that is provided from state and local assessments. Our district has invested in additional academic interventionists to help close the learning loss gap from the previous year. We also have behavior coaches in each building as well as social-emotional groups in our building to help give students an outlet to their emotional needs. We know the previous years presented students and families with many new challenges and these two additional supports have helped to ease students struggling with things in school and at home. With these being new positions, we will continue to monitor them yearly and adjust to meet the building's needs.

State law requires that we also report additional information below:

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

Resident students attend the school in the attendance area of the Grand Blanc Community School District in which they reside. The Grand Blanc Community School District does have a policy and a process for School of Choice requests. Copies of this policy and procedures are available through the Central Administration Office.

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

All schools in our district were awarded continued accreditation in 2016 by AdvancED, the fourth year of a five year cycle. Our district is also very proud of our robust Strategic Plan updated by our steering committee of community stakeholders in 2018.

Indian Hill Elementary has continuously reviewed and revised our School Improvement Plan based on our review of data and student needs. Our professional learning communities use our teacher/district assessments, M-STEP, and other data to determine student's needs. Teachers utilize best practices and targeted instruction to ensure all students are making progress and achieve goals. We have written specific goals to close the achievement gap in math, reading, writing, science, and social studies, as well as to address school culture and social-emotional learning.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Grand Blanc Community Schools offers students the opportunity to apply for admission to the Bobcat Innovation In-Person Program (formerly Perry Innovation Center), a 2nd-8th Grade Lower and Upper School. The school format affords opportunities in extending the regular elementary and middle school curriculum in a purpose-based and blended learning environment. However, in the strides our district has made with technology saturation and best practices, all of our buildings are utilizing these innovative strategies to meet the needs of our learners.

In response to increased demand for exclusively online teaching and learning, Grand Blanc Community Schools established the Bobcat Innovation Virtual Program (previously Bobcat Virtual). This is an online educational program established for families with students in grades K-12 looking for a robust, fully virtual option for their child(ren). Bobcat Innovation Virtual classes are facilitated by our Grand Blanc Community Schools' own certified teachers. The classes are fully endorsed, accredited, and supported by the Grand Blanc Community School district. If they choose to do so, students who attend Bobcat Innovation Virtual may participate in extracurricular activities including athletics.

To meet the needs of families wanting even more flexibility of programming, Grand Blanc Community Schools developed and established the Bobcat Innovation Hybrid Program. This program was created at the 2nd-5th grade level for the 24-25 school year. The Hybrid Program utilizes the same virtual courses, curriculum, and teachers that our virtual program offers. Students work through the curriculum from home on Mondays, Wednesdays, and Fridays, but attend school in person on Tuesdays and Thursdays. Hybrid students may also participate in extracurricular activities including athletics. 6th-12th grade students also will have a hybrid option as they can take both virtual, and in-person classes.

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

The district has worked diligently to incorporate the state core curriculum, including the Common Core Standards for ELA and Math along with the Michigan standards and benchmarks, in other areas of the district's curriculum offerings. Core curriculum areas necessitating such attention include: Social Studies, Science, Health, Physical Education, Foreign Language, and Technology. The district's core curriculum is available for review at the district's administration building or on our district website under "Departments" and then "Curriculum".

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

See: <http://bit.ly/2Rt2WWx>

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

2025 Fall Conferences – 99% Attendance Rate
2026 Spring Conferences – 99% Attendance Rate

As you can see last year staff and students showed their resilience by adapting to remote and in-person learning. Even with the multiple changes in schedules students still made growth and we have a lot to be proud of at Indian Hill. We are excited to see results from the additions of our behavior specialists and social-emotional support with our students. On behalf of the Indian Hill staff, we would like to thank our community for their continued support.

Sincerely,

Timothy S. Stein

Indian Hill Principal