HURON SCHOOL DISTRICT

Frank W. Brown 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 2024-25 educational progress for Frank W. Brown Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Carrie Fisher or Becki Graybeal for assistance.

The AER is available for you to review electronically by visiting the following website: BES_AER Report 25-26, 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 their performance in previous years, using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in the 2024-25 school year. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. Our school has not been given one of these labels.

The key challenges that we have identified at Brown include increasing scores in literacy and math and closing the achievement gap. We are noticing that our students in subgroups like Economically Disadvantaged, English Language Learners, Students with Disabilities, Hispanic, and Two or more races (multiracial) are not performing as well. Our goal is to close the gap while raising all students' performance. We monitor student progress with the use of the Star Renaissance Assessment Suite and other assessments. Below are some of the strategies we have implemented to address our needs.

- Section 35j of the FY 2024 State School Aid Act provides $140,000,000 to Local Educational Agencies (LEAs) and Intermediate School Districts (ISDs) to improve literacy instructional practices by investing in quality, research-based best practices and professional learning. HSD was fortunate to have the 35J assist in the implementation of the CKLA Amplify resources and professional development.

- In addition to the adoption of the CKLA Amplify, we are also now using CKLA Boost. Boost Reading helps K–5 educators meet the needs of every reader with personalized literacy instruction based on the Science of Reading.

- CKLA representatives are providing on-site support to ensure teachers can maximize the impact of the curriculum.

- To further our commitment to foundational literacy, all instructional staff have completed UFLI training, equipping them with evidence-based tools for effective phonics lessons.

- All staff were trained in the Science of Reading.

- Another element of the 35J grant that has benefited the students of Huron School District is the participation in the Wayne RESA Early Literacy Coaching Educator on Loan Initiative.

- This is our sixth year of implementation of the Michigan Early Literacy Coaching Model to support teachers in 1st-5th grades. The literacy coaching model is a research-supported approach that sets forth the essentials of high-quality coaching for Michigan educators. The model is designed to build both teacher and coach capacity and sustainability around effective literacy instruction and is evidence of Michigan's commitment to improving literacy in the state. Early Literacy Coaching Model - Michigan Department of Education. We have modified the positions slightly to serve as a Lower Elementary Literacy Coach and an Upper Elementary Literacy Coach, and both positions provide services to both Brown and Miller Elementary Schools. This continues to strengthen our work on creating a guaranteed and viable curriculum.

- Our Literacy Coaches are dedicated to a mentorship-based approach, providing teachers with the personalized support needed to maximize classroom impact.

- We continue to prioritize the acquisition of foundational reading skills through well-designed and explicit instruction. We use the Essential Instructional Practices in Early Literacy, Essential Instructional Practices in Early Literacy: Grades K to 3 to guide our decision-making and practices. This year, we have continued with Literacy Essential 5 on Phonics and focused specifically on Literacy Essential 9 with the creation of our assessment plan. We have also started some additional strategies for Literacy Essential 10,

Collaboration with families, caregivers, and the community in promoting literacy.

- As part of our Assessment systems, we have implemented the use of the Renaissance Assessment Suite, which provides STAR Early Literacy Assessment, STAR Reading, STAR Math, and STAR curriculum-based measures to help with progress monitoring of students. In addition,n we are also using the CORE PHONICS Assessment and Numeracy Screeners with our students.

- Lower Elementary Interventionists will continue to use the Phonics First program to address the needs of students in intervention.

- Upper Elementary Interventionists piloted the "95% Group" Systematic Phonics Program to provide targeted, Tier 2 and Tier 3 intervention for students requiring additional support in foundational literacy skills

- As an effort to address College and Career Readiness standards, Brown has implemented a six-week career rotation series for each grade level. These rotations are taught by our building specialists, and students are able to choose the career area that they are interested in.

- Brown has continued the use of the Watchdog Dad Program, whose overall goal is to help provide positive male role models for the students, demonstrating by their presence that education is important. Brown Elementary has worked in collaboration with our Math Instructional Coach, and we are using our WatchDog Dads as a Tier 2 Math Intervention. The dads who participate come in and play math games with small groups that are designed to strengthen various math skills, depending on the grade level and needs of students.

- We are maintaining the usage of the IXl program. IXL is a program that provides personalized learning. IXL offers a comprehensive K-12 curriculum in English Language Arts, Math, Science, Social Studies, and Spanish. It also provides individualized guidance and real-time analytics, helping to meet the unique needs of each learner.

- The full-time English Language Learner teacher is in her fourth year supporting the instruction of our ELL students.

- Teachers continue to focus on ongoing professional development, focusing on improving Tier 1 Instruction and Formative Assessment throughout the school year.

- This is also our third year with a 1-5 Math Coach to work with both district elementary schools.

- Through PLC's, instructional staff are narrowing our instructional focus to grade-level priority standards, utilizing common assessments to drive data-informed decisions and provide targeted support where it is needed most.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Brown Elementary School served approximately 500 students in grades 1-5. We assign grade 1-5 students to Brown Elementary based on district attendance lines. We do not discriminate in which students are assigned to our school and accepted over 34 out-of-district students in grades Y5-12, as school of choice students this year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

This is our fourth year using the MICIP (Michigan Integrated Continued Improvement Process). MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. With the MICIP process, we begin by setting the district goals, strategies, and initiatives, and then focus on our individual buildings. The MICIP team is made up of members from all stakeholder groups. Our goal is to create a consistent district-wide MTSS process in order to increase the rate of students graduating with their freshman year cohort by 1%.

SPECIALIZED SCHOOLS

We provide services for over 80 students with Individual Education Plans. Brown does not have any self-contained classrooms at this time.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Brown's core curriculum is directly aligned to the Common Core State Standards (CCSS) and can be accessed on our school website, at parent-teacher conferences, or by visiting our school office. We implement the curriculum by providing an interactive, hands-on, and technology-enriched program with the goal of success for all students. In addition, as a district, we have been working on building a curriculum site to include the Michigan Curriculum Standards broken down by course, with resources used to teach them. We are continuing this work to include learning targets - this work will be ongoing in our PLCs. The learning targets, curricular adjustments, and updating of resources when new resources are adopted will be updated at designated times throughout the school year. Some page links are still under development and will be updated as well. Huron Curriculum Website

AGGREGATE STUDENT ACHIEVEMENT RESULTS

To demonstrate student growth, we assess all grade 3-5 students with the Michigan Student Test of Educational Progress (M-Step) test starting in April and going through May (disaggregated data is available in AER). Building-wide students take STAR Reading, STAR Early Literacy, STAR Math, and STAR Curriculum-Based Measures in Math and Reading each trimester, as well as using assessments from the CKLA Amplify Resources. The Elementary Literacy Assessment Plan can be reviewed by clicking on the link https://bit.ly/3vEKD8M. We are happy to report that the results of all of these assessments have shown positive growth over the last several years. In both the Fall and Winter Assessment Windows, we identified 5% of our student population needed urgent intervention.

PERCENT OF STUDENTS REPRESENTED AT PARENT-TEACHER CONFERENCES

Parents were given the opportunity to choose either a virtual parent-teacher conference or a face-to-face conference. We are pleased to report that 94% of our students attended parent-teacher conferences this year. This was down by two percent from the previous year; however, we still feel that this is a good participation rate. We have maintained an average participation rate of 94% in parent-teacher conferences since the 2019-2020 school year.

Brown Elementary continues to make significant strides in student achievement, particularly within our core areas of reading and math. This progress is a testament to our focused implementation of the Literacy Essential Skills program and our robust early education initiatives. We believe these efforts are effectively equipping our students for success on the Michigan State Assessments. We are incredibly proud of the collaborative spirit shared by our students, staff, and the wider community. The exemplary achievements we celebrate today are only possible through the dedicated collaboration of our entire school family—from our students and staff to our parents, board members, and the wider community. As we move forward, we remain steadfast in our goal to generate even more reasons for pride, staying true to our district mission of being 'Completely Committed to Kids!'

With pride in our school,

Carrie Fisher

Carrie Fisher
Principal