January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the 2019-20 Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Hickory Woods 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 Principal Patricia Chinn for assistance.

The AER is available for you to review electronically by visiting the following web site, https://goo.gl/4vk81r or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

The staff at Hickory Woods Elementary are engaged in continuous improvement throughout the school year partnering with our district and with our local education agency, Oakland Schools. Although students at Hickory Woods continue to perform well on achievement data as compared to schools throughout the state, we continue to seek ways to improve these scores as indicated in our School Improvement Plan (SIP). After analyzing our building’s data portfolio further including relevant achievement gaps in our subgroups, we have identified strategies necessary to address our key challenges.

- Staff are utilizing the Units of Study from Lucy Calkins for reading and writing K-5 and phonics in K-1. This work comes with targeted professional learning opportunities for all staff to become proficient with the new lesson components and to focus on supporting students through small groups within the classroom.
- Professional Learning Community (PLC) work has been focused on promoting depth of understanding as part of our cultures of thinking initiative. Teams of teachers utilized the Collaborative Inquiry Process to conduct research around our learning and assess its impact on student growth.
- Our PBIS Team continues to support the implementation of the anchor tools from Yale University Social Emotional Learning (SEL) program, RULER. All classrooms utilize these
tools as a means to better support our students in their understanding of their emotions and the emotions of their peers, including how to respond to those emotions when they arise. These tools are reviewed/practiced monthly through our multi-age Nest program. This is a multi-year initiative.

- Staff continue to use Everyday Math open response and re-engagement lessons and promote the Standards for Mathematical Practices (SMP) as a means to improve proficiency in math problem-solving.
- As a district, we continued to expand upon the opportunities that students have to engage in Science instruction and moved forward with our efforts to align our curriculum and instruction to the Michigan Science Standards including the development of benchmark assessments that provide a focus on problem-solving for grades 3, 4, and 5 and match the new curriculum.
- Our building-level support staff meets regularly through our Multi-Tiered Systems of Support (MTSS) process to support instructional staff with developing and implementing individualized interventions for behavioral and academic needs, with a specific focus on those students that are falling below grade level expectations academically, socially, and behaviorally and/or are included in our achievement gap subgroups. Time, staffing, and student mobility continue to be a challenge within this process.

State law requires that we also report additional information.

**Student Enrollment | School Assignment**
Walled Lake Schools enrolls and assigns schools to students based on the attendance areas in which they reside. Maps and information on the District enrollment process is available on the District website at: [http://wlcsd.org/parents/enrollment/](http://wlcsd.org/parents/enrollment/).

**School Improvement Plan**
Hickory Woods Elementary is accredited by AdvancED (formerly the North Central Association) and is continuing to maintain and enhance our five year School Improvement Plan. [Hickory Woods Elementary School Improvement Plan](http://wlcsd.org/parents/enrollment/).

**Specialized School Report**
In addition to the regular K-12 program, our School District provides educational alternatives and opportunities for students as well as meeting special education needs. The “Specialized Schools Report” is available in our school office or on the District website at [www.wlcso.org](http://www.wlcso.org).

**Core Curriculum**
The Walled Lake Consolidated Schools’ Board of Education has officially adopted Michigan Academic Standards in all Core content areas. Please visit the following websites for a listing of academic standards.

Michigan Department of Education | Michigan Academic Standards
[https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)
Walled Lake Schools’ | Understanding the Common Core State Standards
http://wlcsd.org/academics/-understanding-the-common-core-state-standards/

**Achievement Testing**
At the elementary level, the Walled Lake Schools has a balanced assessment program to gauge students' progress and provide valuable information to teachers, parents, and students. Kindergarten through third grade students take the Developmental Reading Assessment (DRA) several times per year to determine students’ progress in reading. For grades K-5 in writing, we utilize rubrics that are aligned with our writing curriculum which assess student growth with narrative, informational, and opinion writing. Lastly, the i-Ready mathematics diagnostic is given to students in grades K-5, and the i-Ready reading diagnostic is given to students in grades 2-5. This balanced assessment plan provides teachers and schools with valuable information about each child’s growth and allows our professional educators to individualize instruction to meet every child’s needs.

**Parent-Teacher Conferences**

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<tr>
<th>2018-19</th>
<th>2017-18</th>
<th>School Year</th>
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<tbody>
<tr>
<td>580</td>
<td>578</td>
<td>Number of Hickory Woods Elementary students represented by parents at parent-teacher conferences.</td>
</tr>
<tr>
<td>99%</td>
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The purpose of the Hickory Woods Elementary School Community is to ensure that all children learn, grow, and become safe, respectful, and responsible citizens in our school, our community, and in the world. On behalf of the entire Hickory Woods Elementary instructional team, I would like to thank our school community for partnering with us to support our daily efforts for student growth emotionally, socially, and academically.

Sincerely,

Patricia I. Chinn, Ed.S.
Principal