



Holbrook Elementary School
Kathryn Farr / Principal

February 17, 2025

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 Holbrook 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 Kat Farr, Principal of Holbrook Elementary for assistance.

The AER is available for you to review electronically by visiting the following website www.GLcomets.net/AER4Holbrook or you may review a copy in the main office at your child's school.

For the 2024-25 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 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 2023-24. 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 2023-24. 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.

Holbrook Elementary is focused on continual improvement in student achievement and closing the achievement gap. During the 2023-24 school year, our staff continued our work towards improving teaching and learning through identified building SMART goals established in our District School Improvement Team (DSIT), as well as in our grade-level Professional Learning Communities (PLCs). In addition to PLCs, our School Improvement team worked in the areas of ELA, Math, PBIS, and MTSS to engage in adult learning and collaboration to identify proven, practical, and doable teaching practices to be implemented building-wide. These committees also identified areas of need for continued professional collaboration learning for the 2024-2025 school year.

Lastly, our building MTSS team is continuously working to implement our re-designed process for school-wide tiers of support for students identified as needing differentiated supports in academic and behavioral contexts. As part of our MTSS process, our teachers, interventionist, and support staff meet once a trimester for half-day data analysis meetings. These meetings help to identify students in need of additional academic and behavioral interventions, as well as identifying students who need enrichment. During these data analysis meetings, our teams review and analyze many data points that include DIBELS, NWEA, M-STEP, and behavior log entries. This data is used to help guide decisions about which students need additional support.

Instructional coaching sessions were also scheduled throughout the year with grade level teachers. Staff also scheduled individual meetings with the instructional coaches as needed to assist with implementing effective instructional practices. Grade level leads met monthly to refine instructional practices of teaching essentials. This team created scales that aligned essential learning targets to student demonstrated proficiencies. Additional

information about our district and school is provided below as State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Elementary students in Kindergarten through 4th grade attend one of four elementary schools in the district and are assigned an elementary building based upon the attendance area of their primary residence.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Every year, a team of teachers along with the principal study the school’s data, identify achievement gaps and revise the school improvement plan to include strategies and interventions that will increase student achievement. Throughout the 2023-2024 school year, the district worked through the MiCIP process to identify areas and strategies at each level that will provide students with the most overall growth.

DESCRIPTION OF EACH SPECIALIZED SCHOOL

All Grand Ledge Schools are inclusive schools with programming for all students. We have support programs for students with special education needs as well as students in need of second language support. All students are provided the least restrictive environment to meet their educational needs.

DESCRIPTION OF THE CORE CURRICULUM AND ITS IMPLEMENTATION

More information about the district’s curriculum can be found at the following link:
<https://www.glcomets.net/ourdistrict/administrativedepartments/academicservices/curriculum/>

The district has been utilizing Journeys as the core literacy program for many years. Reveal Math was adopted as the core mathematics program at the end of the 2021-2022 school year. Teachers receive professional development and have access to district coaches to ensure the programs’ scope and sequence are delivered with fidelity. The literacy and mathematics curriculum are aligned to the Standards and Benchmarks. Science and Social Studies are aligned with the Michigan Department of Education Grade Level Content Expectations. We have also implemented a standards-based report card that is aligned with the Standards for Literacy and Mathematics.

Michigan Student Test of Educational Progress (M-STEP) School Achievement Data

School Percent Students Proficient					
Third Grade	ELA	Math	Fourth Grade	ELA	Math
2021 - 2022	39.20%	39.20%	2021 - 2022	48.10%	37.70%
2022 - 2023	44.20%	51.90%	2022 - 2023	40.00%	28.8%
2023 - 2024	38.7%	43.0%	2023-2024	50.6%	40.8%

PERCENTAGE OF PARENTS ATTENDING CONFERENCES

Grade	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2024
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K	97%	92%	98%	96%	96%
1	96%	92%	91%	93%	98%
2	94%	83%	95%	93%	91%
3	92%	81%	96%	91%	89%
4	83%	74%	91%	87%	97%
Total (number and percent)	379/417 91%	351/416 84%	432/453 95%	416/451 92%	475/503 94%

Our staff at Holbrook Elementary work hard to make sure students make adequate progress in all academic areas and social skills. Students who are not making progress receive additional support from the classroom teachers, or, if needed, additional support from our interventionist and support staff. Through partnership with our families, Holbrook Elementary students are making strides in their achievement. I believe the Annual Education Report for Holbrook Elementary School demonstrates that we are continuously improving to provide an outstanding academic learning environment for students. Moving forward, we will continue to strive as a staff to improve. Our district's mission to provide every student a high-quality education, critical thinking skills, and social development to reach their highest potential in a safe and inclusive environment will motivate us toward higher and higher levels of excellence. Our school improvement goals will continue to focus on areas that reflect student academic needs. We will continue to work to provide the very best school for your child.

Sincerely,

Kathryn Farr

Kathryn Farr
Principal, Holbrook Elementary School
Grand Ledge Public Schools