



January 25, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Hollywood 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 Natalie Macerata for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2M947vC> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 three or more underperforming student subgroups. 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 has not been given one of these labels.

Hollywood School will continue to focus on our district-wide literacy initiative focused on the reader's workshop model of instruction through continuous training and continue building our classroom libraries and working with K-3 WIN groups to address specific reading needs of all students. We also added K-2 phonics. In addition to our professional learning community meetings on Late Start Wednesdays, teachers hold quarterly "Data Day" meetings to review student progress and plan support for identified students. The Fountas & Pinnell Leveled Literacy Program is utilized as our Tier 2 instructional support material and we address lagging skills through intervention based on assessment results. Our continued analysis of student achievement data identified the areas of reading comprehension, writing and mathematical number sense for school improvement. Student data notebooks will continue to be utilized to employ students to track and own their own academic progress. Hollywood Elementary will also focus on having a routine, structured and comprehensive response to intervention program, including regular response to intervention meetings for both academics and social-emotional learning. Those intervention meetings are called "Child Study Process" and happen weekly for those students identified as having difficulties. A team of teachers, interventionists, and the principal meet together and review data, create plans, and put in place interventions to support student learning.

Our staff is proud to have earned the designation of Lighthouse status for Leader in Me and all staff have been trained to become a Leader in Me school based on the 7 Habits for Healthy Kids by Stephen Covey.



We feel this focus addresses motivation, responsibility and ownership for one's own learning—impacting achievement significantly.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** - Hollywood Elementary School houses approximately 400 Y5 – 5th grade students. Each student is assigned to a particular classroom teacher based on his/her age and previous school record, if any. Elementary students are assigned to one of three school buildings according to geographic boundaries established and modified from time to time, to assure full utilization of the district's teaching and facility resources. To provide an equal educational opportunity to all elementary students, it is sometimes necessary to transfer some students from one attendance area to another.
 2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** - A complete copy of the School Improvement Plan is located on the Hollywood School website at: www.lakeshoreschools.k12.mi.us
 3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** - Some Lakeshore Public School students who are identified as having one or more handicaps are able to receive educational services at specialized schools and centers. The programs are operated by Berrien RESA and/or Lakeshore Public Schools. The decision to place a student in a special education program is made by an Individualized Educational Plan Committee (IEPC) which includes at least one of the student's parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student's educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include: Autism, Emotionally Impaired, Cognitively Impaired, Moderate to Severely Mentally Impaired, Hearing Impaired, and Early Childhood Developmental Delay (ECDD).
 4. **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF ANY VARIANCES FROM THE STATE'S MODEL** - As mandated by the State of Michigan, Lakeshore Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, and the Common Core State Standards. Copies of core curriculum are available at all buildings and at the district office.
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1. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS** - At Hollywood, we utilize a Data Room to visually keep student achievement data at the forefront as we plan interventions and extensions for individual student success. Fall, winter and spring reading targets/benchmarks using the Fountas and Pinnell running record assessments quickly identify students making appropriate growth. Our scores show that approximately



two thirds of our students are at or above grade level. Our third, fourth, and fifth grade students also participate in the M-STEP each year as results indicate below.

	<u>2018-19 Results</u>
3 rd Grade Math	69%
3 rd Grade ELA	59%
4 th Grade Math	55%
4 th Grade ELA	51%
5 th Grade Math	60%
5 th Grade ELA	67%
4th Grade Science	NA
5 th Grade Social Studies	22%

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

2019-20 School Year
Fall Conferences: 97%
Spring Conferences: 95%

2020-21 School Year
Fall Conferences: 95%

The information enclosed in this report is just a snapshot of the student achievement data that indicates the success we are achieving at Hollywood Elementary School. We invite you to go to our website for further information where we detail many of our special programs and opportunities for students. As always, please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Natalie Macerata
Principal
Hollywood Elementary School