



Holly Area Schools

Excellence in Action!

February 18, 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 Holly 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 Aimee Schwartz, Principal for Holly Elementary School at 248-328-3600 for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,1226,106,0 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 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.

Our school has not been given one of these labels.

The Holly Elementary staff works diligently to deliver a challenging academic program aligned to State standards using research-based instructional practices and interventions to accelerate learning for struggling students. Some of the key initiatives being undertaken at Holly Elementary school to accelerate student achievement and narrow gaps in achievement include:

- Delivery of Science of Reading aligned English Language Arts curriculum
- Adoption of new Mathematics curriculum to support high quality Tier 1 learning for all.
- Multi-Tiered System of Support with a focus on high quality classroom instruction Tier 1 instruction for all, as well as Tier 2 and Tier 3 intervention and extension support for targeted students.
- Frequent monitoring of student achievement through formative, interim and summative assessments.
- Improving student self monitoring and social/emotional learning through our PBIS (Positive Behavior Interventions and Supports) to help promote positive behavior

Holly Elementary

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Aimee Schwartz, Principal

and SEL (Social Emotional Learning) with the support of our building Behavior Interventionist.

- Instructional coaching to support instruction in the classroom.

State law requires that we also report additional information.

1. Process for assigning pupils to the school

Students are assigned to the school based on their home addresses. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to schools based on space availability.

2. The Status of the 3-5 year school improvement plan

Holly Area Schools is proud to have achieved Cognia systems accreditation. Our School Improvement plan has been revised to reflect prior years achievement. Our staff remains dedicated to improving the critical skills necessary to be successful in life. These include communication, collaboration, critical thinking, content knowledge, creativity, innovation, and confidence. Our instructional staff engages in frequent and specific analysis of our student achievement data as a way to inform our decisions regarding instruction as well as the identification of students who are in need of specific intervention. We also have surveyed students and staff to better understand our strengths and opportunities to grow and then address those areas within our school improvement goals. Currently our school improvement and professional learning are focused on these areas:

- Use of the Holly Area Schools data protocol to identify needs and plan for improvement.
- Improving problem solving through the use of modeling
- Improving reading/writing workshop model
- Improving student self monitoring and social/emotional learning

3. A brief description of each specialized school

Holly Area Schools offers K-5, 6-8, and 9-12 buildings. We have one specialized school located within the high school for post-secondary special services.

4. Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of any variance from the state's model.

Holly Area Schools core curriculum is fully aligned with the State of Michigan standards in all subject areas. Our teachers with the support of the Office of Curriculum and Instruction review and update our curriculum, which is maintained electronically using the Atlas Rubicon platform. A [copy of the curriculum](#) is available online.

5. The aggregate student achievement results for local competency tests and nationally normed achievement tests are located at the end of this letter.

Holly Area Schools administers the iReady Diagnostic assessment in the fall, winter and spring to help make data driven decisions and personalize educational programming based on student need.

- Learn more about the iReady Diagnostic Assessment by following [THIS LINK](#)
- Holly Area Schools iReady data can be viewed by following [THIS LINK](#)

6. Identify the number and percentage of students represented by parents at parent-teacher conferences:

Holly Elementary has a high level of parent participation. Holly Elementary has a student population of 315 students, with 289 students having representation at Parent Teacher Conferences. We are proud of the 91% participation rate and the opportunity to partner with our families through Student-Led Conferences. We believe that school-parent partnership is vital to student success.

During the 2012-2013 school year, Holly Elementary School adopted a leadership model, entitled The Leader In Me. The Leader In Me receives national recognition for helping students to become equipped to succeed in the 21st century, with critical skills and characteristics as: trustworthiness, strong work ethic, motivation, problem-solving skills, goal setting, effective interpersonal skills, a sense of teamwork, academic achievement, and valuing diversity in a global market.

We appreciate the continued support of students, parents, staff and community in our continued effort to not only improve the academic achievement of all students but also our quest to empower all students to develop their leadership qualities. We were pleased to be awarded the distinction of becoming a Leader in Me Lighthouse School during the 2014-2015 school year. In March of 2023, Holly Elementary was again recognized and re-certified as a Leader in Me Lighthouse School. This honor recognizes the work we have done in developing the leadership skills of our students and staff. The work of the Holly Elementary Staff to build leadership capacity in our students for the past 10 years is an integral part of the work that we do at Holly Elementary.

Should you have any questions, please contact me at 248-328-3600 or via email aimee.schwartz@hask12.org

Sincerely,
Aimee Schwartz