HOLLAND PUBLIC SCHOOLS

District Administration Building
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February 9, 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 the Holland Language Academy. 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 Iliana Vasquez for assistance.

The AER is available for you to review electronically by visiting the following web site https://bit.ly/34kWGHT, 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 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 identified as "**a school that has not been given one of these labels"** for 2019-2020.

Based on M-STEP data from the 2018-2019 school year, math has been identified as an area of need. Teachers in third, fourth and fifth grade implement Differentiated Instructional Groups in math as well as math intervention groups in order to address specific student needs.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**
   Board Policy 5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE for Holland Public Schools

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

1. School Assignment/Transfer
    a. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.
    b. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.
    c. Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.
    d. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.
    e. When families relocate from one neighborhood to another within the District during the school year, the children affected may continue their education at their original school if parents provide transportation to/from school.
2. Class and Grade Assignment/Transfer
    a. Assignments to class and grade shall be made by the principal after consultation with relevant staff.
    b. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.
    c. Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are

assigned to classes and/or teachers or are transferred after initial assignment.

3. The following procedures shall be followed in a transfer of a student within a school:
    a. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.
    b. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Holland Language Academy has a School Improvement Plan in place for the current school year. With the many limitations of this school year, we continue to focus our attention on our two main goals being math and reading. We continue to follow  our progress monitoring calendar, and are using the data to create instructional groups.

Further, we identified the need for additional Tier II providers to support across grade levels and we were able to fulfill those positions. We will continue to monitor the impact of such supports and revise plans as needed.

We are in the process of completing a School Improvement Plan for 2021-22.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

1. Severe Multiple Impairments Classrooms

Two Special Education Programs designed to serve elementary age students with Severe Multiple Disabilities.  These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1748).

2. Early Childhood Special Education Classrooms

Three Special Education Programs designed to serve Preschool age students (3 through 5 years) with Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1755).

3. Classrooms for students with Hearing Impairments

Three Special Education Programs designed to serve preschool through 12th grade students with Hearing Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1742).

4. Autism Spectrum Disorder Classrooms

Three Special Education Programs designed to serve preschool through 12th grade students with ASD. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1758).

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

The framework for developing curriculum is established through the Michigan Department of Education (MDE). Within that framework, local schools adopt the core curriculum as designed, or modify the curriculum to address local needs. Currently, our district has written curriculum maps Pre-K-12 for Math and ELA that are aligned to the Michigan Academic Standards. The Grade Level Content Expectations (GLCE's) in the area of Social Studies will continue to be used through 2020.

Our curriculum is aligned with the State of Michigan content standards, which are contained in the Michigan Academic Standards Page, on the State of Michigan website: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html. Pacing guides and curriculum guides are available on the district website or through the Office of School Improvement. Holland Public Schools has a defined

guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**
   Due to the unique nature of the 19-20 academic year, the state of Michigan requested a waiver for state testing. Along with this, our local STAR benchmarks were not administered in the spring to allow for fall to spring growth reports.

6. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**
   In the fall of 2020 287 students were enrolled at Holland Language Academy, 279 students were represented by parents at parent teacher conferences, for a total of 97% participation.

Holland Language Academy has a dynamic staff dedicated to student achievement. We pride ourselves in having high levels of parent participation. Historically, admittance to the program has been determined by a lottery process. The growth of the program is a result of the strong partnership that exists among school, home and community.

Sincerely,

Iliana Vásquez-Ochoa