



Inspiring and Building Futures,
One Student at a Time

Johnson Elementary

February 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Johnson 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 Principal Josh Gignac for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/39p95gN>, or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Johnson Elementary did not receive one of these labels.

At Johnson, we continue to take a "go slow to go far approach," focusing on strategically choosing a few growth areas to do well vs. doing too many things unsuccessfully and at once. At the center of everything we do is our mission of inspiring, empowering and growing leaders. Student success is our end in mind. We continually work to improve on what we are currently doing, as well as introduce and refine new strategies, structures, or programs to make us better each day, week, month, and year. Over the course of the past three years, we have narrowed our continual improvement focus to three buckets: leveraging our MTSS model to meet the academic and social needs of all learners, character development through the implementation of Jaguar P.R.I.D.E, and helping every student reach their academic personal best. According to the M-STEP state data spanning the past two years, as a percent proficient, for SY 2021-2022, 44% of our students were proficient in ELA.

Dr. Paul Salah, Superintendent



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This was just above the state average of 43%. For math, and as a school, we scored 40.3% proficient. This puts us approximately 8% above the state average of 35.6% proficiency. For the 2022-2023 school year, we recognized a slight dip in our scores. For Math, we were at 37% proficient which is at the state average. For ELA, we fell 2% under the state average of 43%, scoring 41%.

Our biggest challenge continues to be helping our sub-groups, specifically our EL and ED population, reach proficiency. To help support our students and staff, we are a Title 1 Targeted Assisted building. This designation allows us to allocate funds to support the emotional, behavioral, and academic needs of our most at-risk students. This was mainly done by increasing FTE in social work, adding two PBIS paraprofessionals and a 0.5 PBIS Coordinator, designating a parent-outreach coordinator, and purchasing supplies such as games, reading intervention activities, sensory items, and technology to assist those identified for Title 1 support. Beyond that, we are reimagining how our literacy instruction with a greater focus on phonics and phonological awareness. We are already seeing the fruits of this labor in our lower elementary grades via DIBEL scores that are much higher than in previous years. Staff has also begun implementing more differentiation for math by incorporating iReady pathways that are geared to meet individual students at their level. We believe that this will lay a foundation for improved M-STEP scores in the future and when our students reach grades 3-5.

ASSIGNING PUPILS TO THE SCHOOL:

Students are assigned to Johnson Elementary School if they are residents in the Johnson attendance area or have completed an application through the District's open enrollment or Schools of Choice processes. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the District that is not in their attendance area. Schools of Choice enrollment is offered to non-residents based on available openings. Information about these options is available at <https://www.hvs.org/page/enrollment-information>

SCHOOL IMPROVEMENT:

In regards to school improvement, we are in year two of a three to five year plan. All public LEAs in the state of Michigan have moved to the MICIP or Michigan Continuous Improvement Plan. Similar to previous year's plans, we continue to stay dedicated to using best instructional practices to deliver curriculum in a way that ensures all students are successful. Through our three-tier intervention model, including our district wide Tier II W.I.N (What I Need) literacy intervention, every student gets the support that he or she needs. In comparing our state assessment data for SY 2021-2022 to schools across the state, according to schooldigger.com we continue to outperform 43.3% of the schools in Michigan.

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Although this is down from the previous year, we believe our increased focus on literacy, SEL and EL support and targeted intervention will lead to an immediate increase in scores moving forward.

In 2020-2021, we collaboratively developed a new focus for character education and SEL in our building. Over the past two years, the plan has crystallized and come to life as we implemented our building-wide Jaguar P.R.I.D.E initiative with pride being an acronym for Perseverance, Respect, Integrity, Dependability, and Empathy. To begin the year, each teacher explicitly taught each trait and, to deepen their understanding of PRIDE, students completed activities in the PRIDE workbooks. Building wide, students are recognized for acts of PRIDE receiving PRIDE Tickets, a PRIDE pencil, being recognized on our morning announcements and being added a drawing for our monthly Pizza Party with the Principal celebration. If you were to walk the halls of our building you would hear, see and ultimately feel a culture where showing Jaguar PRIDE is valued.

CORE CURRICULUM:

Johnson Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Teaching, Learning and Technology School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible via the online platform Atlas, at your child's school or by contacting Huron Valley Schools Teaching, Learning, and Technology Department.

PARENT-TEACHER CONFERENCES

- 2019-20 - 97% of parents participated
- 2020-21 - 98% of parents participated
- 2021-22 - 97% of parents participated
- 2022-23 - 96% of parents participated
- 2023-24 - 98% of parents participated

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In closing, Johnson has shown continued growth since the initial M-STEP assessment in 2015 to now. Of course, we are very proud of this continued success and with a laser-like focus on the goals outlined in our MICIP, supporting our mission through Jaguar P.R.I.D.E, and additional instructional and SEL Title 1 supports, we believe the future is bright for Johnson Elementary. We are proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. Lastly, we are thankful for the continued support of our parents and community. On behalf of the entire educational team at Johnson Elementary, we are honored to work with your child and look forward to working as a team to continue to grow and improve.

Sincerely,

Josh Gignac, Principal
Johnson Elementary School

Dr. Paul Salah, Superintendent