



Auburn Elementary School
2900 Waukegan Street
Auburn Hills, MI 48326
248-537-6500

February 6, 2024

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 Auburn 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 Jackie Allison for assistance.

The AER is available for you to review electronically by visiting the following website [MI School Data](#), 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.

This year our Targeted Support and Improvement (TSI) label has been removed.

We were pleased with the growth our students made on the NWEA and M-STEP assessment during the 2022-2023 school year. We are constantly striving to increase proficiency and close achievement gaps identified by state and local assessments. Our biggest challenge lies in closing our achievement gaps. Gaps exist between our Economically Disadvantaged students, Black/African American students, English Language Learners and our Special Education students as compared to their counterparts.

In order to address these challenges, we have implemented the following initiatives:

- Implemented small group reading instruction for TK-5th graders

- Utilized Behavior and Literacy Interventionists full-time to support our TK-5th graders.
- Implemented Advisory to directly and explicitly teach Kelso's Choice problem solving strategies
- Provided literacy coaching to teachers for tier one instruction support
- Provided professional development to all staff in the areas of Equity, Differentiated Instruction, Explicit Instruction, Trauma Informed Practices, Neuroscience, Phonics Instruction and Social-Emotional Learning.
- Continuation of PLCs at each grade level and early-release days to provide collaboration opportunities.
- Utilization of FOSS Kits for physical, life, and earth science at all grade levels.
- NWEA Map Assessments and analysis three times per year to monitor student progress and to design instruction.
- Scheduled regular data meetings for grade-levels to review data.
- Utilized a Behavior Interventionist full time to support conflict resolution
- Implemented small class sizes
- Continuation of No Place For Hate
- Established schoolwide common instructional language-Advisory, P2, Reading Comprehension Strategies, Numeracy, Number Sense, Phonemic Awareness, Phonics
- Implemented school wide assessments: SRSS-Student Risk Screening Scale, Brainspring Phonics
- Continuation of MTSS(Multi-Tiered Systems of Supports) Process

State law requires that we also report additional information.

1. Process for assigning students to the school: The Avondale School district designates enrollment areas for each of its four elementary buildings. Residents in the Auburn attendance area attend our school. When space permits, parents may apply to have their child attend another district elementary school. Auburn also has many School of Choice students as part of Avondale's limited School of Choice offerings.

2. Status of the 3-5 Year School Improvement Plan: The Avondale School District has adopted a strategic plan "Avondale 2025". The district's plan provides the general framework for Auburn Elementary's individual school improvement efforts. A focus on equity, access, anti-biased practices and restorative practices are at the core of the goals. The three main goals of the school improvement plan are: 1) Increase student growth and achievement, 2) Increase student, family and staff sense of inclusion, and 3) Maintain a healthy fund balance while serving students and staff. A copy of Avondale's strategic plan can be found at www.avondaleschools.org.

3. Core Curriculum: Core Curriculum is defined as those educational outcomes that are important for all students to attain as they progress through school. The Michigan Department of Education provides an academic core curriculum that specifies the standards, benchmarks, and content expectations at each grade level and content area K-12. We follow the Common Core State Standards in English

Language Arts and Math, and the Next Generation Science standards. The Avondale School District strives to provide all students with a comprehensive curriculum consistent with the State of Michigan's core curriculum that meets their diverse needs and prepares them for a productive future. Information on the core curriculum is available at www.mi.gov/mde or in our school office.

4. Achievement Testing: All Avondale TK-5th grade students have taken the nationally normed NWEA Map Assessment for Math and Reading. This standardized assessment is given three times a year and data is used to drive instructional practices.

Reading		Math
Grade	% Met/Exceeded Growth RIT	% Met/Exceeded Growth RIT
TK/K	81.98	91.23
1st	90	100
2nd	72.38	82.02
3rd	77.77	74.34
4th	83.53	74.19
5th	73.33	80

5. Parent-Teacher Conference Data: For the past two years, Auburn had approximately 82% attendance at Parent Teacher Conferences. We offer conferences in the Fall and Spring through face-to-face meetings, zoom, and/or via phone conversation.

The strength of Auburn Elementary School is found in the dedication of our students, parents, and educators working together in a cooperative spirit. As a community of diverse learners, we are focused on the successes of our students as they prepare for the world of tomorrow.

Sincerely,



Jackie Allison
Teacher in Charge