HOUGHTON-PORTAGE TOWNSHIP SCHOOLS

HOUGHTON ELEMENTARY SCHOOL

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COLE KLEIN – Principal | **PATRICK ALDRICH** – Assistant Principal

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Houghton Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Cole Klein for assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/49msUV5 or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been identified with any of these labels.

Our challenge in addressing achievement gaps comes as teachers work to address the needs of very high achieving students and provided interventions for students needing help to reach proficient levels. We are very proud of our overall achievement, which historically puts us scoring in the top 10% of all other schools in Michigan. We strive to make sure we meet the needs of every student every day.

State law requires that we also report additional information.

Many variables are considered when determining a student's placement each year. Reading levels, math levels, combination classroom assignments, separating certain children, and providing a proper male/female ratio in each classroom are considered. The building staff works hard to place every child in a good educational environment. Houghton Elementary School meets with staff and gathers input from stakeholders in developing a school improvement plan. Below is a summary of goals and objectives set for the upcoming school year.

Goal 1: All students will demonstrate proficiency in reading.
Measurable Objective 1: A 5% increase of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency as measured by M-Step assessment in Reading by 06/30/2026 as measured by closing the gap between economically disadvantaged and non-economically disadvantaged students as measured by the M-Step reading test.

Strategy 1: Instructional strategies for engaging males - Teachers will use the Daily 5 method for teaching reading instruction to help males engage in interest during reading and gain stamina in reading as outlined Boushey, G., & Moser, J. (2006). The Daily 5: Fostering literacy independence in the elementary grades. Portland, ME: Stenhouse.

Strategy 2: Research Based Reading interventions - Students identified by Acadience benchmark testing and CBA's will be given research base interventions in reading in their deficient areas (INTO Reading – Structured Literacy, UFLI Foundations, Phonics for Reading, REWARDS, Read Naturally).

Strategy 3: Parent Involvement - Title I Parent nights will be held to educate parents in helping their children in reading. Category: English/Language Arts Research Cited: Bauch, P. A., & Goldring, E. B. (1995). Parent involvement and school responsiveness: Facilitating the home–school connection in schools of choice. Educational Evaluation and Policy Analysis, 17(1), 1-21.

Strategy 4: Teaching Vocabulary - Kindergarten and 1st grade teachers will target vocabulary instruction in ELA and help students gain vocabulary, helping economically disadvantaged students. Category: English/Language Arts Research Cited: Lubliner, S., & Smetana, L. (2005). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. Journal of Literacy Research, 37(2), 163-200.

Goal 2: All students will demonstrate proficiency in math.
Measurable Objective 1: A 5% increase of Economically Disadvantaged students will demonstrate a proficiency as measured by the M-Step test in Mathematics by 06/30/2026 as measured by closing the gap between economically disadvantaged students as measured by the M-STEP math test.

Strategy 1: Teachers will use learning targets in math with students to build increased engagement and focus. Classroom Instruction that Works by Marzano et al identifies the use of setting objectives through learning targets as an effective way to increase learning and ensure that students will eventually learn to do the tasks independently.

Strategy 2: Developing a Multi-Tiered System of Support in Math - We will develop a multi-tiered system of support in mathematics in kindergarten through 5th grade. We will use CBA's and technology-based math benchmark testing (Front Row Ed) to find deficient areas and identify Tier 3 students and provide interventions with additional time targeted to tier 3 students to increase proficiency in target areas.

Goal 3: All students will demonstrate proficiency in science.

Measurable Objective 1: A 5% increase of Economically Disadvantaged students will demonstrate a proficiency on M-STEP in Science by 06/30/2026 as measured by M-Step science assessment.
Strategy 1: Reading for Information in Content Area - Teachers will use Daily 5/ CAFE reading strategy to help improve reading for information in the science content area.

Goal 4: All students will demonstrate proficiency in social studies.

Measurable Objective 1: 80% of Bottom 30% students will demonstrate an increase in proficiency level in Social Studies by 06/30/2026 as measured by M-Step social studies assessment.
Strategy 1: Improve reading for information in content area - Students will improve reading for information in this content area. Teachers will achieve with Daily 5 reading strategy.

Additionally, we have established a district goal with our Michigan Integrated Continuous Improvement Plan to strengthen our Tier 1, 2, and 3 supports in order to decrease the number of students that we have identified as Tier 2 and 3 for both academic and behavior. Tier 2 and 3 students are identified using Acadience, FastBridge, SWIS, and EWI data, which is reviewed by Grade Level Teams and Tier 2/3 Intervention Teams (Student Assistance Team and/or Behavioral Health Assessment Team).

Houghton Elementary School houses all Houghton Portage Township Schools kindergarteners through 5th graders. We have either 4 or 5 sections of each grade level with average class sizes of approximately 22 students.

HES provides an exceptional learning experience aligned to the Michigan Grade Level Content Expectations (GLCE's) and Common Core Standards. Information can be found at the school's website: https://hpts.us/elementary-handbook.php

For the 2025-26 school year, 96% of our parents attended our fall conferences, which were held in-person or by phone.

Please call or email if you have questions or concerns. cklein@hpts.us 906-482-0456 ext. 3000. We are very proud of our school and all that we are accomplishing as a school community. Thank you for your continued support.

Sincerely,

Cole Klein
Principal