



# ROUND ELEMENTARY SCHOOL

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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 2016-17 educational progress for Hartland Round 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 Dorothy Hottum for assistance.

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

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given a label.

Round Elementary is home to kindergarten through fourth grade and has an enrollment of 392 students for the 2016-2017 school year. The culture at Round Elementary is one of collaboration and team work. Since instituting Professional Learning Communities (PLC) and Intervention initiatives (Multi-Tiered System of Support, MTSS), the school improvement process has become more effective and collaborative. Teachers work together for the success of all Round Elementary students. Collection of data, intervention methods (Intervention Blocks, Reading Recovery and the Instructional Consultation Team (ICT)) and increased communication have increased the effectiveness of the Round Elementary School Improvement process. Increased collaboration among our staff is integral to the success of the school improvement process.

The Hartland Consolidated School district is a districting school district. Students are assigned to schools based on their residential address within the district boundary. School of choice students are placed by the Assistant Superintendent for Personal and Student Services based on the available openings in each building.

School Improvement Committees, consisting of staff and community members, use data analysis to determine the focus for each committee and the appropriate achievement goal. These committees along with building PLC's develop strategies to obtain the goals and monitor progress throughout the year. Round Elementary has a goal for reading, writing, mathematics and social emotional learning. Round engages in a process of continuous improvement; constantly reviewing and revising our strategies to maximize student achievement.

Reading Goal: All students at Round Elementary School will be proficient readers.

Strategy: The Round Elementary staff will analyze all reading intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of reading data, ICT, PLC, Intervention Block, lab classrooms, Reader's Workshop, and technology integration.

Writing Goal: All students at Round Elementary School will be proficient writers.

Strategy: The Round Elementary staff will analyze all writing intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of writing data, ICT, PLC, intervention block, lab classrooms, Reader's Workshop, and technology integration.

Math Goal: All students at Round Elementary School will be proficient mathematics.

Strategy: The Round Elementary staff will analyze all math intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of math data, ICT, PLC, intervention block, lab classrooms, Reader's Workshop, and technology integration.

Social Emotional Learning Goal: All Students at Round Elementary School will become engaged in monitoring their social and emotional responses to daily school situations.

Below you will see the percentage of Round Elementary students that were proficient on the M-STEP compared to the state average in 2016 and 2017.

	State 2016	Round 2016	State 2017	Round 2017
3 <sup>rd</sup> grade English Language Arts:	46%	57%	44%	59%
3 <sup>rd</sup> grade Mathematics:	45%	53%	47%	64%
4 <sup>th</sup> grade English Language Arts:	46%	65%	44%	69%
4 <sup>th</sup> grade Mathematics:	44%	59%	42%	59%
4 <sup>th</sup> grade Science:	15%	28%	14%	25%

The State of Michigan core standards and benchmarks can be found on the Hartland Consolidated Schools website. Specific questions about the core curriculum can be directed to the district curriculum director or building principal. Parent/Teacher conferences at Round Elementary have always been extremely well attended. During the 2016-2017 school year 98% of students were represented at conferences.

I would like to congratulate the staff, students and parents of the Round Elementary School family for their dedication to our school and the emphasis we give to student success. I encourage the Round School family to continue supporting our young people through their educational years.

Sincerely,

Dorothy E. Hottum  
Round Elementary Principal