

## Holt Public Schools 2025-26 Annual Education Report (AER)

January 2026

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 Wilcox 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 Traci Heuhs at [theuhs@hpsk12.net](mailto:theuhs@hpsk12.net) for assistance.

The AER is available for you to review electronically by visiting the following website: [Annual Education Report](#) 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.

At Wilcox Elementary, all students participate in academic assessments to determine their strengths and instructional needs. Reading fluency, math, social-emotional skills, and attendance continue to emerge as areas of focus according to our student data. Students who require catch-up growth in addition to annual growth are identified. Through data analysis, we diagnose lagging skills and develop interventions to close achievement gaps. We are working to provide more opportunities for students to acquire the skills they are lacking in these areas. A variety of intervention groups are established to target lagging skills. This additional small group instruction is provided by

classroom teachers, resource teachers, specials teachers, interventionists, and our social worker for students that show a need. The intervention groups are for Tier II and Tier III students.

All children receive face-to-face core instruction with a focus on the Common Core State Standards. The instruction includes our core math program (Go Math) and our core literacy programs (Wit & Wisdom, 95 Core Phonics, Reading Street). The core programs are used building-wide (K-5).

For social-emotional skill support, all Wilcox teachers have been trained to implement the Michigan Model for Health Curriculum. Our staff, in collaboration with a comprehensive school health coordinator, have targeted Michigan Model lessons specific to strengthening the social-emotional skills of our students. Our Social Worker also provides Second Step intervention group lessons to identified students.

Additionally, the Wilcox staff continue to implement the district adopted Conscious Discipline model to better understand and support the variety of lagging social-emotional skills.

For attendance support, the district attendance policy is implemented. Parent contacts are made, personal meetings with parents are set-up, and students that exhibit truancy are reported to IISD's truancy officer. Wilcox works consistently with its staff and building schedule to try and meet the needs of all students.

<b>WILCOX ELEMENTARY</b>		
<b>Parent Teacher Conference</b>		
<b>Attendance (in percentages)</b>		
Grade	Fall 2024	Spring 2025
K	97	99
1	99	99
2	99	100
3	100	100
4	100	100
5	100	97
<b>Bldg Avg:</b>	<b>595</b>	<b>595</b>
<b>Bldg Avg:</b>	<b>99.16666667</b>	<b>99.16666667</b>

Sincerely,

Traci Heuhs, Principal

Wilcox Elementary School