



January 30, 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 Hevel 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 Paul Essian for assistance.

The AER is available for you to review electronically by visiting the following website: [Hevel Elementary 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.

Our school was identified as has not been given one of these labels.

This year, we will be in the third year of implementing our reading program called CKLA Amplify, but the first year of edition 3. CKLA is built upon the premise that students who have more background knowledge are better readers than those who simply have great reading skills alone. The [Baseball Study](#) supports this idea. Additional reading around the notion of core knowledge as a means to build better readers can be found [here](#).

CKLA is:

- Focused on foundational skills—including phonics and fluency, oral language
- Development through read-alouds and interaction—and comprehension in the context of background knowledge;
- Adopted in all 50 states across the country and used by more than 2.7 million students in communities with a wide range of political persuasions; and
- Top-ranked by EdReports, an independent curriculum review nonprofit, which rates ELA programs on three gateways: text quality, building knowledge, and usability
- CKLA is diverse, but not divisive. It presents historical content in a straightforward, factual, and unbiased manner to enhance students' reading skills and critical thinking

**OFFICE OF THE SUPERINTENDENT**

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capabilities. Historical and scientific facts are presented in a manner that allows and encourages students to form their own opinions and think for themselves.

This year, our students will utilize IXL Language Arts. The students are regularly assessed in the Diagnostics Arena for targeted practice in the areas of vocabulary, grammar and mechanics, reading strategies and writing strategies. We encourage 60 minutes of practice a week depending on grade level. We have also incorporated a dedicated 30-minute intervention/enrichment block for every grade level. At this time, students take a break from new learning and focus on skills in all academic areas for intervention or enrichment. This daily block of time is designed to close achievement gaps for all students.

In the area of math, we use EngageNY math, which provides a focus on fractions, decimals, and geometry. This year we have also implemented Number Corners through the Bridges math curriculum. Number Corners is a targeted intervention and differentiation component within the Bridges in Mathematics program. They are designed to support students who need additional practice, reinforcement or enrichment beyond the core lessons. Our students use Math IXL to increase their fluency of math while focusing on intervention and enrichment at individual levels. The students utilize the Diagnostics Arena for targeted practice in the areas of numbers and operations, algebra and algebraic thinking, fractions, geometry, measurement, and data, statistics and probability. We encourage 60 minutes per week depending on the grade level. We have also incorporated a dedicated 30-minute intervention/enrichment block for every grade level. At this time, students take a break from new learning and focus on skills in all academic areas for intervention or enrichment. This daily block of time is designed to close achievement gaps for all students.

State law requires that we also report additional information.

#### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students have been assigned to Hevel Elementary based on predetermined boundaries which divide the Romeo School District into five elementary school zones. In addition, students come to Hevel Elementary via external school of choice.

#### THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Hevel Elementary stakeholders collaborate to analyze data, identify goals, and determine strategies to improve learning for all students as part of our school improvement plan. We continue to refine the school improvement plan based on our growth data.

#### A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Hevel Elementary is a building that serves students kindergarten through grade five. Hevel Elementary also houses the kindergarten through fifth grade Intensive Resource Room program for the district.

#### IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

To access information about our curriculum and its implementation at Hevel, please visit our website at <https://romeok12.org/>.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS  
OR NATIONALLY NORMED ACHIEVEMENT TESTS

Beginning in the 2018-2019 school year, our school started using the NWEA MAP Growth Assessment as a local measure of student performance. In the Spring of 2024, our students' aggregate performance was at the 68th percentile in NWEA MAP Growth Math and at the 67th percentile in NWEA MAP Growth Reading.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT  
PARENT-TEACHER CONFERENCES

Hevel Elementary offers parent-teacher conferences twice a school year. Over the past two years we continue to see between 93%-95% of the parents scheduled.

Hevel Elementary is committed to educating, empowering, embracing and engaging all students with quality academic experiences. Our staff strives to grow as educational leaders while providing a safe environment for students. We are excited for another successful year of growth and achievement. Thank you to our students, parents, staff and community for all of your continued support in our efforts!

Sincerely,

Paul Essian

Principal of Hevel Elementary