HOLLAND PUBLIC SCHOOLS

District Administration Building
320 West 24th St
Holland, MI 49423
(616) 494-2000

February 11, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Holland West. 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 Chad Tolson for assistance.

The AER is available for you to review electronically by visiting the following website: https://www.mischooldata.org/(see Q.7 and Q.8 of the 2025-26 AER FAQ document for directions), 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 for: **Our school has not been given a label.**

At Holland West, our goal is to improve student learning every year. We work hard to assist our students in reaching their learning goals. We know that there are challenges for some of our learners, but we are determined to overcome those challenges. The staff at Holland Heights work tirelessly to support the learning of our students and go above and beyond in working to improve student achievement. Tier One instruction is something we are always working to make stronger, which we know will improve student achievement. This year we are continuing to strategically increase Tier 2 support with our Title One Intervention Team. This team consists of a Title One Teacher and 2 Instructional Assistants to assist in providing reading interventions for our

students. This team will also provide some math intervention with grade levels that show a need for more math support. The focus in grades TK-2 is early literacy and as we are in year 2 of implementing a new curriculum we started last year. The title team is very helpful in supporting our students who may need a little boost to grow as a learner. The students who need the most support at Holland Heights are our Students with Disabilities, EL learners and our Economically Disadvantaged students. We continue to provide support for those learners academically and social-emotionally. State law requires that we also report additional information.

Process for Assigning Pupils to the School

Board Policy 5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE for Holland Public Schools

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

- School Assignment/Transfer
    - Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.
    - When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.
    - Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.
    - When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.
    - When families relocate from one neighborhood to another within the District during the school year, the children affected may

continue their education at their original school if parents provide transportation to/from school.

- Class and Grade Assignment/Transfer
    - Assignments to class and grade shall be made by the principal after consultation with relevant staff.
    - Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.
    - Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are assigned to classes and/or teachers or are transferred after initial assignment.

- The following procedures shall be followed in a transfer of a student within a school:
    - A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.
    - After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

1. **The Status of the 3-5 Year School Improvement Plan**

Holland West continues to make progress on our 3–5 year School Improvement Plan, with a sustained focus on English Language Arts, Math and the Whole Child. In ELA, ongoing curriculum work is supported through Professional Learning Communities (PLCs) and vertical alignment with the other elementary schools to ensure coherence, rigor, and continuity across grade levels. Math is in the process of looking at a new curriculum for next year or enhancing our current curriculum. PLCs focus on essential standards, common formative assessments, and instructional planning. Data conferences occur three times annually to guide

targeted instructional adjustments and intervention planning. Professional development in PBIS classroom practices and the Science of Reading has strengthened Tier 1 instruction, supported by learning walks, fidelity inventories, and ongoing feedback cycles.

To support a strong Multi-Tiered System of Supports (MTSS), the Building Leadership Team has been refined to more intentionally coordinate Tier 1 systems and intervention structures. The MTSS and Tier 2 teams use multiple data sources to monitor academic progress, attendance, and behavior. Family engagement initiatives and ongoing communication strengthen partnerships with families and reinforce shared responsibility for student success.

Our Whole Child focus emphasizes engagement, belonging, and attendance, with continued attention to reducing chronic absenteeism. Weekly SEL lessons and a universal SEL screener support student well-being, while PBIS systems and consistent classroom practices promote positive behavior and engagement. Together, these coordinated efforts reflect Holland Heights' commitment to continuous improvement, aligned systems, and ensuring every student is supported academically, socially, and emotionally.

2. A Brief Description of Each Specialized School

1. Severe Multiple Impairments Classrooms

Two Special Education Programs designed to serve elementary age students with Severe Multiple Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1748).

2. Early Childhood Special Education Classrooms

Three Special Education Programs designed to serve Preschool age students (3 through 5 years) with Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1755).

3. Classrooms for students with Hearing Impairments

Three Special Education Programs designed to serve preschool through 12th grade students with Hearing Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1742).

4. Autism Spectrum Disorder Classrooms

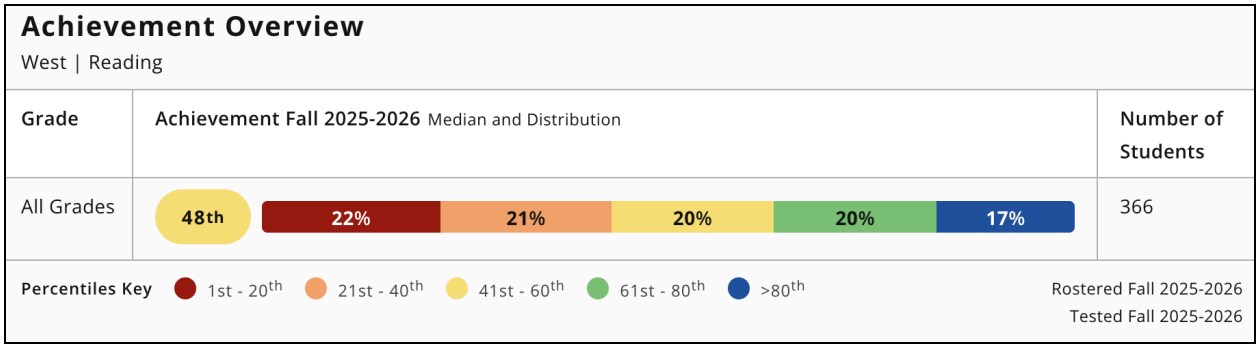
Three Special Education Programs designed to serve preschool through 12th grade students with ASD. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1758).

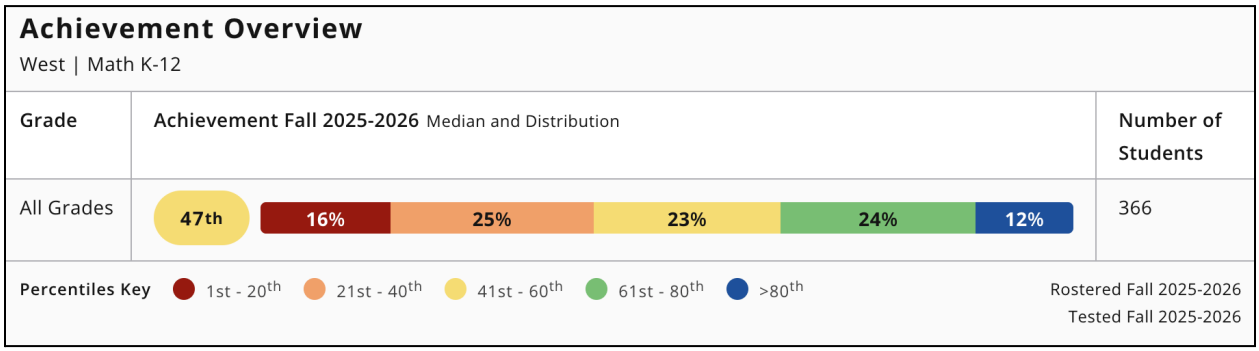
3. Identify How to Access a Copy of the Core Curriculum, a Description of Its Implementation, and an Explanation of the Variances from the State's Model

The framework for developing curriculum is established through the Michigan Department of Education (MDE). Within that framework, local schools adopt the core curriculum as designed, or modify the curriculum to address local needs. Currently, our district has written curriculum maps Pre-K-12 for Math and ELA that are aligned to the Michigan Academic Standards. The Grade Level Content Expectations (GLCE's) in the area of Social Studies will continue to be used through 2020.

Our curriculum is aligned with the State of Michigan content standards, which are contained in the Michigan Academic Standards Page, on the State of Michigan website: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html. Pacing guides and curriculum guides are available on the district website or through the Office of School Improvement. Holland Public Schools has a defined guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

4. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests





5. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences

Fall 2024 - Conferences TK - 5

TK - 100%
Kindergarten - 100%
1st Grade - 94%
2nd Grade - 98%
3rd Grade - 95%
4th Grade - 95%
5th Grade -92%

Spring 2025 - Conferences TK-5

TK - 98%
Kindergarten - 95%
1st Grade - 91%
2nd Grade - 94%
3rd Grade - 92%
4th Grade - 90%
5th Grade - 98%

At Holland West, our staff is committed to fostering strong, meaningful relationships with our students and their families to support the academic and personal growth of every child. We are intentional about reflecting on and strengthening our instructional practices to ensure we are meeting the needs of our learners each day. We are proud of the enthusiastic students who walk through our doors ready to learn, and we deeply value the ongoing support of our families. Strengthening this home–school partnership remains a priority because we know that when we work together, students thrive. Our daily focus on Pursuing Excellence encourages both academic progress and positive behavioral choices, challenging each of us to grow a little more every day. I am continually appreciative of a staff that goes above and beyond to serve our students and families, making Holland West Elementary a true community of learners.

Sincerely,

Chad Tolson
Principal