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School Annual Education Report (AER) Cover Letter

January 20, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Rather Elementary School. 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 Rather Principal Darin Magley (616-527-1720) for assistance.

The AER is available for you to review electronically by visiting the following web site [<LINK TO RATHER ELEMENTARY SCHOOL'S COMBINED REPORT>](#) , or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

One of the key challenges for Rather Elementary School, as evidenced by the data contained in this report, is to accelerate the growth of our economically disadvantaged student subgroup in math, reading, science, and social studies. This school year we will again be using our Title 1 resources to help provide differentiated reading instruction to all students for at least thirty minutes each day in an attempt to help accelerate student achievement and close persistent gaps in achievement.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Ionia Public Schools has five neighborhood elementary schools. Student assignment is based primarily upon geographic location. Class size, special education needs, and transportation availability are other factors that are also considered when students are placed at district elementary schools by Central Office personnel. This process is consistent from year to year and has been in place for several years.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

School Improvement Goals, Objectives, Strategies, and Activities for 2019-2020

*Student Goal Statement #1: All students at Rather Elementary School will be proficient in English Language Arts.

Measurable Objective Statement(s) to Support Goal: A 60% increase of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency as shown by improvement from the at-risk category to the some-risk or no-risk categories in English Language Arts by 06/03/2020 as measured by the DIBELS Composite. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Reading Test by 06/03/2020 as measured by meeting or exceeding their RIT growth projection. 75% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/03/2020 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 75% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/03/2020 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 75% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in English Language Arts by 06/03/2020 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.

Strategy Statement: Instructional staff will provide English Language Arts instruction to all students for at least 150 minutes every day using the Reading Wonders program and differentiated reading instruction/activities to all students for at least 30 minutes every day. In addition, teachers will verbally connect the lesson to previous and future lessons and have students explain how lessons build upon each other in a logical progression.

Activities: Instructional Consultation Teams, Career Day Speakers to Talk About Reading, Expanded Use of Informational Text, Family Accelerated Reader Nights, Double Immersion of Individual Education Plan Students, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Reading Wonders Materials/Resources, Older Students Tutoring Younger Students, Summer Reading Challenge, Learning A To Z, MIBLSI PBIS Tier 1, Tier 2, and Tier 3, Reading During Transitional Times, Individual

Reading Plans for K – 3, MIBLSI Reading Tier 1, Tier 2, and Tier 3, Heggerty Phonemic Awareness Program and Enhanced Core Reading Instruction Program, Professional Learning Communities, Reading Wonders Program, Enhanced Core Reading Instruction Program, and Heggerty Phonemic Awareness Program Training, Staff Meeting Time for Reading Wonders Discussions

*Student Goal Statement #2: All students at Rather Elementary School will be proficient in math.

Measurable Objective Statement(s) to Support Goal: 80% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency by scoring at an average of at least 70% or above in mathematics by 06/03/2020 as measured by the Unit Math Tests. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Math Test by 06/03/2020 as measured by meeting or exceeding their RIT growth projection. 62% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in mathematics by 06/03/2020 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests. 62% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in mathematics by 06/03/2020 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests. 62% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in mathematics by 06/03/2020 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests.

Strategy Statement: Teachers will continue the use of the Math Expressions program and resources to teach the math curriculum in a more conceptual manner to all students for at least 60 minutes every day and provide students with meaningful talk opportunities that reflect their knowledge and allows them to provide evidence to support their arguments.

Activities: Instructional Consultation Teams, Career Day Speakers to Talk About Math, Recess Math Club, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Number Talks, Math Expressions Materials/Resources, Truancy, Technology Enhanced Instruction, Conceptual Math Training, Professional Learning Communities, High Quality Math Instructional Labs, Math Lesson Study, Staff Meeting Time for Math Expressions Discussions

*Student Goal Statement #3: All students at Rather Elementary School will be proficient in science.

Measurable Objective Statement(s) to Support Goal: 80% of Third, Fourth and Fifth grade students will demonstrate a proficiency by earning an A, B, or C in Science by 06/03/2020 as measured by their semester report cards. 30% of fifth grade students will demonstrate a proficiency in achievement in science by 06/03/2020 as measured by the Fifth Grade M-STEP Science Test.

Strategy Statement: Teachers will use the Mystery Science Program to teach the Next Generation Science Standards core ideas, incorporating the Science and Engineering Practices and cross-cutting concepts as appropriate.

Activities: Science Curriculum Committee, Writing to Learn in Science, Title 1 Family Fun Science Night, Expanded Use of Informational Text (Reading Wonders), Science Materials/Resources, Mystery Science Program, Science Curriculum/Lesson Development – Professional Learning, Classroom Learning Labs, Coaching

*Student Goal Statement #4: All students at Rather Elementary School will be proficient in social studies.

Measurable Objective Statement(s) to Support Goal: 80% of Third, Fourth and Fifth grade students will demonstrate a proficiency by earning an A, B, or C in Social Studies by 06/03/2020 as measured by their semester report cards. 30% of fifth grade students will demonstrate a proficiency in achievement in social studies by 06/03/2020 as measured by the Fifth Grade M-STEP Social Studies Test.

Strategy Statement: All grade level teachers will begin implementing the Studies Weekly Social Studies Curriculum using the district-provided materials/resources.

Activities: Social Studies Curriculum Committee, Writing to Learn in Social Studies, Expanded Use of Informational Text (Reading Wonders), Studies Weekly Social Studies Program Training

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Measurable Objective Statement(s) to Support Goal: A 60% increase of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency as shown by improvement from the at-risk category to the some-risk or no-risk categories in English Language Arts by 06/05/2019 as measured by the DIBELS Composite. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Reading Test by 06/05/2019 as measured by meeting or exceeding their RIT growth projection.

77% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 77% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 77% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in English Language Arts by 06/05/2019 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.

Strategy Statement: Instructional staff will provide English Language Arts instruction to all students for at least 150 minutes every day using the Reading Wonders program and differentiated reading instruction/activities to all students for at least 30 minutes every day. In addition, teachers will ask students to rephrase the ELA learning targets in their own words and to explain why the learning targets are important.

Activities: Instructional Consultation Teams, Career Day Speakers to Talk About Reading, Expanded Use of Informational Text, Family Accelerated Reader Nights, Double Immersion of Individual Education Plan Students, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Reading Wonders Materials/Resources, Older Students Tutoring Younger Students, Summer Reading Challenge, Learning A To Z, MIBLSI – PBIS Tiers 1, 2, 3, Reading During Transitional Times, Individual Reading Plans for K – 3, MIBLSI Reading Tier 1 Implementation, Heggerty Phonemic Awareness Program for K – 2

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Strategy Statement: Teachers will continue the use of the Math Expressions program and resources to teach the math curriculum in a more conceptual manner to all students for at least 60 minutes every day and lead students in a Number Talk at least once a week.

Activities: Instructional Consultation Teams, Career Day Speakers to Talk About Math, Recess Math Club, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Math Expressions Materials/Resources, Truancy, Technology Enhanced Instruction

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Strategy Statement: Teachers will use the Mystery Science Program to teach the Next Generation Science Standards core ideas, incorporating the Science and Engineering Practices and cross-cutting concepts as appropriate.

Activities: Science Curriculum Committee, Writing to Learn in Science, Family Fun Science Night, Expanded Use of Informational Text (Reading Wonders), Science Materials/Resources

*Student Goal Statement #4: All students at Rather Elementary School will be proficient in social studies.

Measurable Objective Statement(s) to Support Goal: 80% of Third, Fourth and Fifth grade students will demonstrate a proficiency by earning an A, B, or C in Social Studies by 06/05/2019 as measured by their semester report cards. 30% of fifth grade students will demonstrate a proficiency in achievement in social studies by 06/05/2018 as measured by the Fifth Grade M-STEP Social Studies Test.

Strategy Statement: All grade level teachers will continue implementation of the updated MC3 Social Studies Curriculum using the district-provided materials/resources.

Activities: Social Studies Curriculum Committee, Writing to Learn in Social Studies, Expanded Use of Informational Text (Reading Wonders)

As seen above, the school improvement plan for the previous school year (2018-2019) contained the four same goals as the school improvement plan for 2019-2020. When the plan was updated for 2019-2020 (in February/March, 2019), some of the objectives, strategies, and activities were adjusted slightly but most remained the same.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While in past years Rather Elementary School has housed a district-wide preschool program called Bulldog Beginnings and a county-wide Severely Cognitively Impaired classroom, it has primarily been a kindergarten through fifth grade elementary school, not a specialized school.

4. 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

Curriculum Development at Ionia Public Schools – Elementary Schools, 2019-2020

Curriculum development at Ionia Public Schools is a process that requires a large commitment from the teachers and administrators involved. These stakeholders must accept the responsibility for interpreting and aligning the Michigan Standards. They are developing or have developed essential component curriculum maps and learning targets from these standards in math and ELA. These stakeholders were also involved in researching and recommending materials.

The district continues to commit to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. Also, the research shows that the greatest gains are for at-risk students. The district has committed to continuing to expect high achievement for all

while closing the existing achievement gaps. We have established minimum instructional time expectations for math, English Language Arts, science, and social studies.

The curriculum focus continues to be the implementation of Reading Wonders and the integration of the Literacy Essentials. Data shows that the skills of our students are increasing. We have begun supporting grade-level problem solving for reading and behavior. Elementary teachers are working hard to support students with the five essential reading components (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension).

In the spring, all schools in Michigan closed due to COVID-19. During this time, staff worked in grade-level teams to create student lessons and activities for at-home learning. These lessons included ELA, math, science, social studies, and specials (art, music, physical education).

Academic success and improvement are of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Associate Superintendent of Instructional Services, Jennifer Burns, at 616-527-9280.

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The district continues to make a commitment to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. In addition, the research shows that the greatest gains are for at-risk students. The district has made a commitment to continuing to expect high achievement for all while closing the existing achievement gaps. We have established minimum instructional time expectations for math, English Language Arts, science and social studies.

The curriculum focus for this year continues to be the implementation of Reading Wonders and integration of the Literacy Essentials. Data shows that the skills of our students are increasing. We have begun supporting grade level problem solving for reading and behavior. Elementary teachers are working hard to support students with the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary development and reading comprehension).

Academic success and improvement is of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

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As seen above, the core curriculum focus for the previous school year (2018-2019) was very similar to the focus for the 2019-2020 school year. One of the main differences to note is the mention of what the staff did to meet students' educational needs during the spring closure of all schools in Michigan which is mentioned above in paragraph four of the 2019-2020 curriculum development section.

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

AGGREGATE STUDENT ACHIEVEMENT RESULTS ON NATIONALLY NORMED READING ACHIEVEMENT TESTS NEAR THE END OF THE SCHOOL YEAR (MIDDLE OF THE SCHOOL YEAR FOR 2019/2020 DUE TO COVID-19 SCHOOL CANCELLATION)		
	Average N.W.E.A. Reading RIT Score 2019/2020	Average N.W.E.A. Reading RIT Score 2018/2019
1 st Grade	174.7 (Norm - 171.5)	184.2 (Norm - 177.5)
2 nd Grade	186.2 (Norm - 184.2)	196.7 (Norm - 188.7)
3 rd Grade	199.6 (Norm - 195.6)	197.9 (Norm - 198.6)
4 th Grade	201.5 (Norm - 203.6)	209.2 (Norm - 205.9)
5 th Grade	209.4 (Norm - 209.8)	213.6 (Norm - 211.8)
AGGREGATE STUDENT ACHIEVEMENT RESULTS ON NATIONALLY NORMED MATH ACHIEVEMENT TESTS NEAR THE END OF THE SCHOOL YEAR (MIDDLE OF THE SCHOOL		

YEAR FOR 2019/2020 DUE TO COVID-19 SCHOOL CANCELLATION)		
	Average N.W.E.A. Math RIT Score 2019/2020	Average N.W.E.A. Math RIT Score 2018/2019
1 st Grade	171.8 (Norm – 173.8)	185.6 (Norm – 180.8)
2 nd Grade	191.6 (Norm – 186.4)	204.6 (Norm – 192.1)
3 rd Grade	199.6 (Norm – 198.2)	202.2 (Norm – 203.4)
4 th Grade	201.3 (Norm – 208.7)	214.3 (Norm – 213.5)
5 th Grade	214.2 (Norm – 217.2)	216 (Norm – 221.4)

As seen above, because the aggregate student reading and math achievement for 2019-2020 (as measured by the N.W.E.A.) is from the middle of the school year, it isn't really comparable to the 2018-2019 end of the school year reading and math aggregate achievement data (as measured by the N.W.E.A.)

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

2019-2020 School Year (March Conferences for 2019-2020 were cancelled due to COVID-19)

October 2019	% Attendance	# Students	March 2020	% Attendance	# Students
Kindergarten A	100	27			

Kindergarten B	100	26			
1 st Grade A	91	23			
1 st Grade B	100	27			
2 nd Grade A	100	30			
2 nd Grade B	100	28			
3 rd Grade A	100	25			
3 rd Grade B	96	25			
4 th Grade A	97	30			
4 th Grade B	93	30			
5 th Grade A	100	30			
5 th Grade B	97	30			
Resource Room	100	9			
Total Students		331			

2018-2019 School Year

November 2018	% Attendance	# Students	March 2019	% Attendance	# Students
Kindergarten A	96	26		100	26
Kindergarten B	100	26		100	25
1 st Grade A	100	27		100	29
1 st Grade B	96	28		93	28
2 nd Grade A	100	27		100	28
2 nd Grade B	93	29		92	26
3 rd Grade A	100	30		93	30
3 rd Grade B	97	29		97	29
4 th Grade A	100	27		96	28

4 th Grade B	93	29		96	28
5 th Grade A	100	29		90	30
5 th Grade B	100	30		97	29
Resource Room	100	12		100	15
Total Students		337			336

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2019</u>	<u>March 2020</u>
Number of Students	331	
Number of Conferences	324	
Percentage Attending	97.89	

	<u>November 2018</u>	<u>March 2019</u>
Number of Students	337	336
Number of Conferences	330	323
Percentage Attending	97.92	96.13

As seen above, parent attendance at October (fall) parent-teacher conferences for the 2019-2020 school year is very similar (only 0.03% less) to parent attendance at November (fall) parent-teacher conferences for the 2018-2019 school year. However, parent attendance at March parent-teacher conferences for the 2019-2020 school year is not available for comparison with March parent-teacher conference attendance for the 2018-2019 school year since March 2020 conferences were cancelled due to COVID-19.

Many congratulations to the hard-working students, parents, and staff of Rather Elementary School. The most recent test results show that Rather students are doing a solid job learning the taught curriculum. While achievement levels are very good, there is still room for much improvement. I look forward to the 2020-2021 school year as we implement the strategies and activities of our School Improvement Plan and continue to work together to inspire our students to even greater levels of achievement.

Sincerely,

Darin W. Magley

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