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School Annual Education Report (AER) Cover Letter

February 2, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for the Jefferson 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 Leila McDonald (616-527-2740) for assistance.

The AER is available for you to review electronically by visiting the following web site: www.ioniaschools.org or you may review a copy in the main office at your child's school.

For the 2021-22 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 subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

*Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Jefferson Elementary School continues to ensure all students grow academically. One of the key challenges, as evidenced by the data contained in this report, is to accelerate the growth of all students, including our economically disadvantaged students and students with disabilities subgroups in reading, math, science and social studies. This school year we will use Title 1

resources to implement our school-wide plan. In the area of reading, students receive 90 minutes of daily uninterrupted reading instruction. During the 90 minute duration, Jefferson staff provide whole group instruction, tier 1 differentiated small group instruction and our K-3 classrooms integrate a systematic phonics based curriculum (ECRI) for all students. All students receive 30 minutes of JRI (Just Right Instruction) time in reading intervention. This is a Tier 2 intervention where students work with teachers and paraprofessionals in a small group setting on their individual needs. Our school has developed an articulated MTSS plan to help staff and students reach their potential in the areas of reading and behavior. Our staff participates in a grade level problem solving process during our Positive Learning Community (PLC) professional development days. During this time staff look at progress monitoring data and create groups of students based on their needs. This allows the Jefferson staff to assess student progress and make adjustments to instruction in a timely manner. We continue to improve our use of data and have developed an intervention grid to provide consistency for our whole building. Our school-wide Success Criteria has been focusing on reading, using our data to target interventions, and implementation of a school-wide behavior system (PBIS) to increase student engagement and time on task.

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

Jefferson Elementary School Improvement Goals, Objectives, Strategies, and Activities for 2020-2021

*Student Goal Statement #1: All students at Jefferson Elementary School will be proficient in ELA.

Measurable Objective Statement(s) to Support Goal:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading achievement in English Language Arts by 06/04/2021 as measured by the M-Step ELA Test.

Strategy Statement: Supplemental and Differentiated Reading Instruction - The instructional staff will provide ELA instruction to all students for at least 90 minutes every day and differentiated reading instruction/activities to all students for at least 30 minutes every day using the Reading Wonders program. In addition, teachers will communicate the ELA learning targets through verbal and visual strategies, check for understanding of the learning targets, and reference the learning targets throughout instruction.

Activities: Student Support Teams, Student Writing Samples Shared With Parents, Daily Language Review and/or Direct Grammar Instruction, Writing in Science and Social Studies, Career Day Speakers To Talk About Writing, Technology Enhanced Instruction, Grade Level Problem Solving Meetings, Response to Intervention (JRI time), Paraprofessional Support, Literacy Essentials, PLC work time, Enhanced Core Reading Instruction Program, and Heggerty Phonemic Awareness Program Training, Take Home Reading, Classroom Libraries, MTSS/PBIS supports, 5D+ of Teaching and Learning, Curriculum Nights, Individual Reading Plans

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

Measurable Objective Statement(s) to Support Goal: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in math achievement in Mathematics by 06/04/2021 as measured by the MStep Third, Fourth, and Fifth Grade 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.

Activities: Student Support Teams, Career Day Speakers to Talk About Math, Recess Math Club, Title 1 Para educators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Fall Parent/Teacher Information Night, Utilization of NWEA Reports to Individualize Instruction, Pyramid Response To Intervention, High-Yield Strategies for Low-Income Students, Math Expressions Materials/Resources, Number Talks, Truancy

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

Measurable Objective Statement(s) to Support Goal: A 5% increase of Fourth grade students will demonstrate a proficiency in science achievement in Science by 06/04/2021 as measured by the M-Step Science Test.

Strategy Statement: Next Generation Science Standards - Teachers will continue learning about the 8 Science and Engineering Practices and how to incorporate them into their current science curriculum/instruction (Mystery Science).

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 Jefferson Elementary School will be proficient in social studies.

Measurable Objective Statement(s) to Support Goal: A 10% increase of Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in social studies in Social Studies by 06/04/2021 as measured by the fifth grade state Social Studies Test.

Strategy Statement: All grade level teachers will continue implementation of the Social 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)

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

*Student Goal Statement #1: All students at Jefferson Elementary School will be proficient in ELA.

Measurable Objective Statement(s) to Support Goal:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading achievement in English Language Arts by 06/08/2020 as measured by the M-Step ELA Test.

Strategy Statement: Supplemental and Differentiated Reading Instruction - The instructional staff will provide ELA instruction to all students for at least 90 minutes every day and differentiated reading instruction/activities to all students for at least 15 to 30 minutes every day using the Reading Wonders program. In addition, teachers will communicate the ELA learning targets through verbal and visual strategies, check for understanding of the learning targets, and reference the learning targets throughout instruction.

Activities: Instructional Consultation Teams, Student Writing Samples Shared With Parents, Daily Language Review and/or Direct Grammar Instruction, Writing in Science and Social Studies, Career Day Speakers To Talk About Writing, Technology Enhanced Instruction, MTSS

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

Measurable Objective Statement(s) to Support Goal: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in math achievement in Mathematics by 06/08/2020 as measured by the MStep Third, Fourth, and Fifth Grade 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.

Activities: Instructional Consultation Teams, Career Day Speakers to Talk About Math, Recess Math Club, Title 1 Para educators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Fall Parent/Teacher Information Night, Utilization of STAR Reports to Individualize Instruction, Pyramid Response To Intervention, High-Yield Strategies for Low-Income Students, Math Expressions Materials/Resources, Number Talks, Truancy

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

Measurable Objective Statement(s) to Support Goal: A 5% increase of Fourth grade students will demonstrate a proficiency in science achievement in Science by 06/08/2020 as measured by the M-Step Science Test.

Strategy Statement: Next Generation Science Standards - Teachers will continue learning about the 8 Science and Engineering Practices and how to incorporate them into their current science curriculum/instruction.

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 Jefferson Elementary School will be proficient in social studies.

Measurable Objective Statement(s) to Support Goal: A 10% increase of Fifth grade Economically Disadvantaged students will demonstrate a proficiency in achievement in social studies in Social Studies by 06/01/2019 as measured by the fifth grade state 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)

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While Jefferson Elementary School does house a district-wide preschool program called Great Start Readiness Program (GSRP), it is primarily a pre-kindergarten through fifth grade elementary school, not a specialized school. It was primarily a pre-kindergarten through fifth grade elementary school, not a specialized school, the previous school year as well.

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, 2021-2022

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).

Into Math was piloted by all teachers during this school year because of its high level of compatibility with virtual instruction which did occur for an extensive period of time (approximately nine weeks) during November, December, and the first half of January. A much smaller period of virtual instruction (about a week and a half) was held in April shortly after spring break.

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 Student Achievement and HR, Wayne Piercefield, at 616-527-9280.

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

Aggregate student data can be found with this AER on the Jefferson Elementary website.

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 2020/2021	Average N.W.E.A. Reading RIT Score 2019/2020
1 st Grade	162.3 (Norm – 171.4)	166.9 (Norm – 171.5)
2 nd Grade	178 (Norm – 185.6)	184 (Norm – 184.2)
3 rd Grade	190.2 (Norm – 197.1)	193 (Norm – 195.6)
4 th Grade	202.6 (Norm – 204.8)	197.6 (Norm – 203.6)
5 th Grade	204.5 (Norm – 211.0)	202 (Norm – 209.8)

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 2020/2021	Average N.W.E.A. Math RIT Score 2019/2020
1 st Grade	167.1 (Norm – 176.4)	170.4 (Norm – 173.8)

2 nd Grade	182.5 (Norm – 189.4)	185 (Norm – 186.4)
3 rd Grade	190.8 (Norm – 201.1)	191.8 (Norm – 198.2)
4 th Grade	203.7 (Norm – 210.5)	196.9 (Norm – 208.7)
5 th Grade	204.6 (Norm – 218.7)	205.2 (Norm – 217.2)

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

2019-2020 School Year

November 2019	% Attendance	# Students	March 2020	% Attendance	# Students
Kinderstart	100	20		N/A - COVID	20
Kindergarten	90	58		N/A – COVID	58
1 st Grade	75	52		N/A – COVID	52
2 nd Grade	80	55		N/A – COVID	55
3 rd Grade	95	57		N/A – COVID	57
4 th Grade	100	54		N/A – COVID	54
5 th Grade	90	59		N/A - COVID	59
Totals	90%	355			355

2020-2021 School Year

November 2020	% Attendance	# Students	March 2021	% Attendance	# Students
Kinderstart	69%	13		83%	12
Kindergarten	75%	44		74%	38
1 st Grade	80%	49		78%	45
2 nd Grade	91%	46		86%	42
3 rd Grade	87%	52		76%	41
4 th Grade	91%	54		100%	54
5 th Grade	70%	44		83%	44
Totals	80.4%	302		83%	276

As seen above, parent attendance at October (fall) parent-teacher conferences for the 2020-2021 school year is approximately 10% less than parent attendance at October (fall) parent-teacher

conferences for the 2019-2020 school year. This is likely due to the COVID-19 pandemic. The parent attendance at March parent-teacher conferences for the 2020-2021 school year cannot be compared to parent-teacher conference attendance for the 2019-2020 school year since March 2020 conferences were canceled due to COVID-19.

Many congratulations to the hard-working students, parents, and staff of Jefferson Elementary School. Test results show that Jefferson students are doing a solid job learning the taught curriculum, but there is a long way to go. While achievement levels are steady, there is still room for much improvement. I look forward to the next 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,

Leila McDonald, Principal