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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for the Emerson 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 Kara Moore (616-527-8018) for assistance.

The AER is available for you to review electronically by visiting the following web site: [Emerson Elementary School's Combined Annual Education Report](#), or you may review a copy in the main office at Emerson.

For the 2023-24 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 2022-23. 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 2021-22. 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 2021-22. 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.

Emerson 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, Emerson 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, interventionists 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 Emerson staff to assess student progress and make adjustments to instruction in a timely manner.

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

Emerson Elementary School Improvement Goals, Objectives, Strategies, and Activities for 2022-2023

***Student Goal Statement #1:** All students will be proficient in ELA.

Measurable Objectives:

- A 50% 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 06/09/2023 as measured by the Acadience Composite.
- 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate proficiency on the NWEA Reading Assessment by 06/09/2023 as measured by meeting or exceeding their RIT growth projection.
- 65% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/09/2023 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.
- 65% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/09/2023 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.
- 65% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in English Language Arts by 06/09/2023 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.

Strategy #1: Instructional staff will utilize provide English Language Arts instruction to all students for at least 150 minutes every day using the Reading Wonders program

Strategy #2: Implementation of Reading Interventions – Instructional staff will provide 30 minutes of daily supplemental/differentiated reading instruction to all students.

Strategy #3: Implementation of District Literacy Expectations and Literacy Essentials – Instructional staff members will implement key strategies from the Michigan Literacy Essentials

Activities: Student Support Teams, Student Writing Samples Shared With Parents, Daily Language Review and/or Direct Grammar Instruction, Writing in Science and Social Studies, Technology Enhanced Instruction, Grade Level Problem Solving Meetings, Response to Intervention (JRI time), Interventionist Support, 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, Individual Reading Plans

***Student Goal Statement #2:** All students will be proficient in math.

Measurable Objectives:

- 60% of KG-5th grade students will meet their projected Math RIT score at the end of the year
- A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in math achievement in mathematics by 06/09/2023 as measured by the M-STEP Third, Fourth, and Fifth Grade Math assessments.

Strategy: Teachers will continue the use of the Math Bridges program and resources to teach the math curriculum in a more conceptual manner to all students for at least 80 minutes every day.

Activities: Student Support Teams, Title 1 Teacher Interventionists and Para educators, Double Immersion of Individual Education Plan Students, Utilization of NWEA Reports to Individualize Instruction, Response To Intervention, Bridges Materials/Resources, Number Corner Talks, Truancy, and Technology Enhanced Instruction

***Student Goal Statement #3:** All students 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 06/09/2023 as measured by the M-STEP Science Assessment.

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: Writing to Learn in Science, Expanded Use of Informational Text, Field Trips, Science Materials/Resources, Technology Enhanced Instruction

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

Measurable Objective Statement(s) to Support Goal:

- A 5% increase of Fifth grade students will demonstrate a proficiency in achievement in social studies in Social Studies by 06/09/2023 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: Writing to Learn in Social Studies, Expanded Use of Informational Text, Field Trips, Social Studies Materials/Resources, Technology Enhanced Instruction

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While Emerson Elementary School does house a district-wide preschool program called Great Start Readiness Program (GSRP), Early Childhood Special Education program (ECSE), and a Mild Cognitive Impairment program (MICI), 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, 2022-2023

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 continued 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).

Bridges Math continues to be implemented by all kindergarten through fifth grade teachers. This curriculum will equip teachers to fully address state standards in a rigorous, engaging, and accessible manner. It will help students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places, and Number Corner.

New this school year was the implementation of a social emotional learning curriculum called TRAILS. TRAILS stands for Transforming Research into Action to Improve the Lives of Students. This curriculum equipped classroom teachers to deliver 20 brief, developmentally-appropriate lessons which align with Michigan's focus on student safety, health, and wellness.

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 Human Resources, Wayne Piercefield III, at 616-527-9280.

5. THE AGGREGATE STUDENT ACHIEVEMENT 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		
	Average N.W.E.A. Reading RIT Score 2022/2023	Average N.W.E.A. Reading RIT Score 2021/2022
1 st Grade	170.3 (Norm - 171.4)	169.8 (Norm - 171.4)
2 nd Grade	176.8 (Norm - 185.6)	182.0 (Norm - 185.6)
3 rd Grade	194.8 (Norm - 197.1)	188.9 (Norm - 197.1)
4 th Grade	205.5 (Norm - 204.8)	200.0 (Norm - 204.8)
5 th Grade	206.5 (Norm - 211.0)	208.2 (Norm - 211.0)
AGGREGATE STUDENT ACHIEVEMENT RESULTS ON NATIONALLY NORMED MATH ACHIEVEMENT TESTS NEAR THE END OF THE SCHOOL YEAR		
	Average N.W.E.A. Math RIT Score 2020/2021	Average N.W.E.A. Math RIT Score 2020/2021
1 st Grade	178.5 (Norm - 176.4)	177.7 (Norm - 176.4)
2 nd Grade	182.9 (Norm - 189.4)	180.5 (Norm - 189.4)
3 rd Grade	202.2 (Norm - 201.1)	191.2 (Norm - 201.1)
4 th Grade	203.6 (Norm - 210.5)	209.9 (Norm - 210.5)
5 th Grade	212.0 (Norm - 218.7)	210.9 (Norm - 218.7)

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

2022-2023 School Year

Conferences	Fall 2022		Spring 2023	
Grade Level	%Attendance	# Students	%Attendance	# Students
KinderStart	100	19	100	19
Kindergarten	90	20	82	22
1 st Grade	95	21	95	21
2 nd Grade	92	25	96	26
3 rd Grade	100	25	100	25
4 th Grade	100	27	100	28
5 th Grade	100	16	100	16
MICI	100	12	91	11
IRR	88	8	88	8
Total Students	96%	173	95%	176

2021-2022 School Year

Conferences	Fall 2021		Spring 2022	
Grade Level	%Attendance	# Students	%Attendance	# Students
KinderStart	100	14	100	14
Kindergarten	76	21	79	19
1 st Grade	100	24	100	24
2 nd Grade	88	24	92	25
3 rd Grade	100	27	100	26
4 th Grade	100	14	100	15
5 th Grade	100	23	82	15
MICI	82	11	100	11
IRR	100	8	100	8
Total Students	94%	166	95%	157

We are proud to share that Emerson Elementary School has received Reward School recognition from the Michigan Department of Education. This prestigious honor is a testament to the dedication and hard work of our students, teachers, staff and Emerson families. We are committed to providing an exceptional education and creating a nurturing environment where every student can thrive. I look forward to the upcoming school year as we continue to work together, implement the strategies and activities to maximize instruction and provide focused and intentional intervention/enrichment to all students. It is our goal to provide all the elements our students need to S.O.A.R.

Sincerely,

Kara Moore

Kara Moore, Principal
Emerson Elementary School