



Benjamin Gurk, Superintendent
Alicia Thorlund, Executive Director of Instructional Services

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January 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 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 2024-25 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 2023-24. 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 2023-24. 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 2023-24. 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.

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 2024-2025

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

Measurable Objectives:

- 60% of KG-5th grade students will be in the Acadience “no risk” category based on the composite score by the end of the school year.
- 60% of KG-5th grade students will meet their projected NWEA RIT score at the end of the school year.
- A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading achievement in English Language Arts by 06/6/2025 as measured by the MStep Third, Fourth, and Fifth Grade Math tests.

Strategy #1: Instructional staff will utilize the Reading Wonders material to teach at least a daily 90 minute ELA block.

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), 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, Tier Engagement Book Study,

*Student Goal Statement #2: All students at Jefferson Elementary School 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 06/6/2025 as measured by the MStep Third, Fourth, and Fifth Grade Math tests.

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, Before/After School Math Club, Title 1 Para educators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Utilization of NWEA Reports to Individualize Instruction, Response To Intervention, Bridges Materials/Resources, Number Corner 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 06/6/2025 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: Writing to Learn in Science, 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 5% increase of Fifth grade students will demonstrate a proficiency in achievement in social studies in Social Studies by 06/6/2025 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 (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) and MOCI program, 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 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. The integration of Reading Wonders and the Literacy Essentials was the main focus of the almost monthly Grade Level Meetings for the school year. 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.

Staff continued with the implementation of the social emotional learning curriculum called TRAILS. TRAILS stands for **T**ransforming **R**esearch into **A**ction to **I**mprove the **L**ives of **S**tudents. 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 Executive Director of Instructional Services, Alicia Thorlund, at 616-527-9280.

Curriculum Development at Ionia Public Schools – Elementary Schools, 2022-2023

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New this school year was the implementation of a social emotional learning curriculum called TRAILS. TRAILS stands for **T**ransforming **R**esearch into **A**ction to **I**mprove the **L**ives of **S**tudents. This curriculum equipped classroom teachers to deliver 20 brief, developmentally-appropriate lessons which align with Michigan's focus on student safety, health, and wellness.

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As seen above, the core curriculum focus for the previous school year (2022-2023) was very similar to the focus for the 2023-2024 school year.

The main difference is the mention of the Grade Level Meeting focus of the integration of Reading Wonders and the Literacy Essentials (included above in paragraph 3 of the 2023-2024 curriculum development section).

Also different is the listing of Alicia Thorlund as the Ionia Public Schools' Core Curriculum access person (listed in above in paragraph 7 of the 2023-2024 curriculum development section).

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 2023/2024	Average N.W.E.A. Reading RIT Score 2022/2023
1 st Grade	170 (Norm – 171.4)	172 (Norm – 171.4)
2 nd Grade	184 (Norm – 185.6)	179 (Norm – 185.6)
3 rd Grade	195.7 (Norm – 197.1)	190.2 (Norm – 197.1)
4 th Grade	206 (Norm – 204.8)	199.8 (Norm – 204.8)
5 th Grade	204.2 (Norm – 211.0)	203.6 (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 2023/2024	Average N.W.E.A. Math RIT Score 2022/2023
1 st Grade	173.2 (Norm – 176.4)	178.3 (Norm – 176.4)

2 nd Grade	191 (Norm – 189.4)	186.2 (Norm – 189.4)
3 rd Grade	197.5 (Norm – 201.1)	193.6 (Norm – 201.1)
4 th Grade	208.4 (Norm – 210.5)	204 (Norm – 210.5)
5 th Grade	209.5 (Norm – 218.7)	206 (Norm – 218.7)

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

2023-2024 School Year

October 2023	% Attendance	# Students	March 2024	% Attendance	# Students
Kinderstart	100%	13		91%	12
Kindergarten	93%	44		95.5%	45
1 st Grade	95.5%	44		95.5%	44
2 nd Grade	90.5%	43		95.5%	46
3 rd Grade	89%	36		91.5%	36
4 th Grade	96%	51		94%	47
5 th Grade	92%	50		94%	49
Totals	93%	281		94%	279

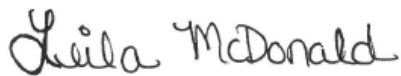
2022-2023 School Year

October 2022	% Attendance	# Students	March 2023	% Attendance	# Students
Kinderstart	100%	19		88%	18
Kindergarten	89%	45		85%	46
1 st Grade	88%	50		94%	47
2 nd Grade	93.5%	45		98%	44
3 rd Grade	92%	52		88%	55
4 th Grade	100%	47		100%	48
5 th Grade	93%	55		93%	55
Totals	94%	313		93%	313

As seen above, parent attendance at October (fall) parent-teacher conferences for the 2023-2024 school year is very similar to parent attendance at October (fall) parent-teacher conferences for the 2022-2023 school year. In addition, parent attendance at March parent-teacher conferences for the 2023-2024 school year was very similar to parent attendance at March (spring) parent-teacher conferences for the 2022-2023 school year.

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,

A handwritten signature in cursive script that reads "Leila McDonald". The ink is dark and the handwriting is fluid.

Leila McDonald, Principal
Jefferson Elementary School