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## School Annual Education Report (AER) Cover Letter

January 16, 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 Boyce 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 Principal Heather Charon (616-527-0571) for assistance.

The AER is available for you to review electronically by visiting the following website [LINK TO BOYCE ELEMENTARY SCHOOL'S COMBINED REPORT](#) 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 subgroup in 2024-25. 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 2024-25. 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%, or failed to exit ATS status 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.

Boyce 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, Boyce 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 WIN (What I Need) time in reading or math 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 this time staff look at progress monitoring data and create groups of students based on their needs. This allows the Boyce 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

## Boyce Elementary School School Improvement Plan 2025-2026

### **Goal 1: All Boyce students will be proficient in Reading**

**Strategy: Instructional staff will implement Reading Wonders during a non-negotiable 90 minutes per day. This will include whole group instruction, independent reading time and differentiated small group instruction.**

#### Measurable Objective:

- 55% of 3rd, 4th, and 5th grade students will demonstrate a proficiency in achievement in reading by 6/2026 as measured by M-STEP.
- 80% of all students will demonstrate a proficiency in achievement in reading by 6/2026 as measured by Acadience Composite Score.
- 60% of all students will demonstrate proficiency by meeting their end of the year projected RIT score in reading by 6/2026 as measured by NWEA.
- 55% of 3rd, 4th, and 5th grade economically disadvantaged students will demonstrate a proficiency in achievement in reading by 6/2026 as measured by M-STEP.
- 55% of 3rd, 4th, and 5th grade students with disabilities will demonstrate a proficiency in achievement in reading by 6/2026 as measured by M-STEP.

#### Activities

- Grade Level Problem Solving Meetings
- Response to Intervention (WIN time)
- Paraprofessional Support
- Literacy Essentials
- PLC work time
- Take Home Reading

- Classroom Libraries
- MTSS/PBIS supports
- 5D+ of Teaching and Learning
- Curriculum Nights
- Individual Reading Plans
- 100% Conference Contact

**Goal 2: All Boyce students will be proficient in Math**

Strategy: Instructional staff will implement Into Math for 60 minutes per day. This will include whole group instruction, independent work and differentiated small group instruction.

Measurable Objective:

- 45% of 3rd, 4th, and 5th grade students will demonstrate a proficiency in achievement in mathematics by 6/6/2025 as measured by M-STEP.
- 60% of all students will demonstrate proficiency by meeting their end of the year projected RIT score in mathematics by 6/2026 as measured by NWEA.
- 80% of all students will demonstrate a proficiency in achievement in mathematics by 6/2026 as measured by unit math tests.
- 45% of 3rd, 4th, and 5th grade economically disadvantaged students will demonstrate a proficiency in achievement in mathematics by 6/2026 as measured by M-STEP.
- 45% of 3rd, 4th, and 5th grade students with disabilities will demonstrate a proficiency in achievement in mathematics by 6/2026 as measured by M-STEP.

Activities

- Response to Intervention (WIN time 4th/5th)
- Paraprofessional Support
- PLC work time (4th/5th)
- MTSS/PBIS supports
- 5D+ of Teaching and Learning
- Curriculum Nights
- Number Talks
- 100% Conference Contact

**Goal 3: All Boyce students will make positive behavior choices.**

Strategy: All staff will consistently implement a proactive and positive approach to school and classroom management which includes teaching expectations through planned and explicit lessons. Staff will teach expectations according to building schedule, based on data, and use lessons written by staff. This proactive approach will be documented and shared with all stakeholders through the handbook, behavior matrix and communication

with parents. A system for acknowledgements and a continuum of consequences will be school-wide.

Measurable Objective:

- A 5% increase of all students will demonstrate a behavior that is appropriate based on the positive behavior intervention and support system by 6/2026 as measured by SWIS.

Activities

- Fidelity Checks
- SWIS data reviews (SMART Goals)

**Goal 4: All Boyce students will be proficient in Science**

Strategy: All instructional staff will implement the Mystery Science program that was created specifically to address the New Michigan Science Standards (NGSS) which was based on the framework for K-12 science education.

Measurable Objective:

- 20% of 5th grade students will demonstrate a proficiency in achievement in science by 6/2026 as measured by M-STEP.

Activities

- Curriculum Committees
- 5D+ of Teaching and Learning
- Paraprofessional Support
- 100% Conference Contact

**Goal 5: All Boyce students will be proficient in Social Studies.**

Strategy: All instructional staff will implement the Studies Weekly program while teaching the social studies curriculum. The program contains engaging activities and articles and also lends itself to cross-curricular learning.

Measurable Objective:

- 20% of 5th grade students will demonstrate a proficiency in achievement in social studies by 6/2026 as measured by M-STEP.

Activities

- Curriculum Committees
- 5D+ of Teaching and Learning
- Paraprofessional Support
- 100% Conference Contact

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While Boyce does house one Emotionally Impaired Classroom, it is primarily 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, 2024-2025

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.

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

	Mean RIT (Reading) 2024/2025	Mean RIT (Math) 2024/2025
K	153.1 (Norm 153.09)	160.2 (Norm 157.11)

1st	170 (Norm 171.4)	179 (Norm 176.4)
2nd	175 (Norm 185.57)	184(Norm 189.42)
3rd	192 (Norm 197.12)	192 (Norm 201.08)

4th	199 (Norm 204.83)	204 (Norm 210.51)
5th	203 (Norm 210.98)	212 (Norm 218.75)

	Mean RIT (Reading) 2023/2024	Mean RIT (Math) 2023/2024
K	153.1 (Norm 153.09)	160.2 (Norm 157.11)
1st	171.9 (Norm 171.4)	176.7 (Norm 176.4)
2nd	183.8 (Norm 185.57)	192.5 (Norm 189.42)
3rd	192.6 (Norm 197.12)	198.4 (Norm 201.08)
4th	198.3 (Norm 204.83)	207.9 (Norm 210.51)
5th	206.3 (Norm 210.98)	216.3 (Norm 218.75)

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

2024-2025 School Year

	Fall Conferences	% Attendance	Spring Conferences	% Attendance
kinderstart	NA	NA	NA	NA
kindergarten A	22/22	100%	22/22	100%
kindergarten B	22/22	100%	23/23	100%
1st grade A	16/16	100%	15/15	100%
1st grade B	20/20	100%	19/19	100%
2nd grade A	22/22	100%	23/23	100%
2nd grade B	22/22	100%	22/22	100%
3rd grade A	23/23	100%	22/22	100%
3rd grade B	21/22	95%	22/22	100%

4th grade A	27/27	100%	25/25	100%
4th grade B	25/25	100%	24/24	100%
5th grade A	25/27	93%	25/29	86%
EI room	4/4	100%	4/4	100%

2023-2024 School Year

	Fall Conferences	% Attendance	Spring Conferences	% Attendance
kinderstart	NA	NA	NA	NA
kindergarten A	21/21	100%	18/19	95%
kindergarten B	18/21	86%	19/19	100%
1st grade A	18/18	100%	22/22	100%
1st grade B	19/20	95%	20/20	100%
2nd grade A	21/23	92%	21/23	92%
2nd grade B	26/26	100%	24/24	100%
3rd grade A	25/27	93%	26/26	100%
3rd grade B	25/25	100%	26/26	100%
4th grade A	28/28	100%	28/28	100%
4th grade B	N/A	N/A	N/A	N/A
5th grade A	22/22	100%	22/25	88%%
5th grade B	23/23	100%	24/25	96%
EI room	3/3	100%	0/4	0%
	249/257	97%	250/261	96%

Many congratulations to the hard-working students, parents and staff of Boyce Elementary School. Test results show that Boyce students are doing a solid job learning the taught curriculum. While achievement levels are high, 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,

Heather Charon  
 Boyce Elementary School  
 Principal