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School Annual Education Report (AER) Cover Letter

January 15, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 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 accountability, student assessment, 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 website: [<LINK TO RATHER ELEMENTARY SCHOOL'S ANNUAL EDUCATION 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 at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status 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 2024-2025

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

Measurable Objective Statements to Support Goal: 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 06/06/2025 as measured by the Acadience Composite. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Reading Test by 06/06/2025 as measured by meeting or exceeding their RIT growth projection. 70% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/06/2025 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 70% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/06/2025 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 70% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in English Language Arts by 06/06/2025 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 (containing a 90 minute block dedicated to reading) using the Reading Wonders program and differentiated reading instruction/activities to all students for at least 30 minutes every day. In addition, teachers will use multiple strategies - such as time, space, structure, and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies (3.CP.4).

Activities: Elementary Intervention System, 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, MTSS PBIS Tier 1, Tier 2, and Tier 3, Reading During Transitional Times, Individual Reading Plans for K – 5, MTSS Reading Tier 1, Tier 2, and Tier 3, Enhanced Core Reading Instruction Program and Heggerty Phonemic Awareness Program, Learning A To Z, Professional Learning Communities, Reading Wonders Program Training, Enhanced Core Reading Instruction Program Training, 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 Statements 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 06/06/2025 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 06/06/2025 as measured by meeting or exceeding their RIT growth projection. 57% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in mathematics by 06/06/2025 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests. 57% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in mathematics by 06/06/2025 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests. 57% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in mathematics by 06/06/2025 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests.

Strategy Statement: Teachers will use the Bridges Math program and resources to teach the math curriculum in a more conceptual manner to all students for at least 60 to 75 minutes every day. In addition, teachers will provide student talk opportunities that are predominantly student-to-student. Talk will reflect discipline-specific knowledge and ways of thinking. Students will be put in talk situations where they need to provide evidence to support their thinking and press on their thinking to expand ideas for themselves and others (2.SE.5).

Activities: 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 Bridges Math Discussions

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

Measurable Objective Statements to Support Goal: 80% of Fourth and Fifth grade students will demonstrate a proficiency by earning a # or 1 in Science by 06/06/2025 as measured by their semester report cards. 50% of fifth grade students will demonstrate a proficiency in achievement in science by 06/06/2025 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, Mystery Science Program Training, Science Curriculum/Lesson Development, Classroom Learning Labs, Coaching

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

Measurable Objective Statements to Support Goal: 80% of Fourth and Fifth grade students will demonstrate a proficiency by earning a # or 1 in Social Studies by 06/06/2025 as measured by their semester report cards. 20% of fifth grade students will demonstrate a proficiency in achievement in social studies by 06/06/2025 as measured by the Fifth Grade M-STEP Social Studies Test.

Strategy Statement: Teachers will use the Studies Weekly program and district-provided materials/resources to teach the social studies curriculum.

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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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 use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis (3.CP.3).

Activities: Elementary Intervention System, 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, MTSS PBIS Tier 1, Tier 2, and Tier 3, Reading During Transitional Times, Individual Reading Plans for K – 5, MTSS Reading Tier 1, Tier 2, and Tier 3, Enhanced Core Reading Instruction Program and Heggerty Phonemic Awareness Program, Learning A To Z, Professional Learning Communities, Reading Wonders Program Training, Enhanced Core Reading Instruction Program Training, and Heggerty Phonemic Awareness Program Training, Staff Meeting Time for Reading Wonders Discussions

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Strategy Statement: Teachers will use the Bridges Math program and resources to teach the math curriculum in a more conceptual manner to all students for at least 60 to 75 minutes every day. In addition, lessons will be clearly linked to previous and future lessons and a broader purpose or transferable skill. Students will explain how lessons build on each other in a logical progression (1.P.2).

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Strategy Statement: Teachers will use the Studies Weekly program and district-provided materials/resources to teach the social studies curriculum.

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

As seen above, the school improvement plan focus for the 2024-2025 school year was very similar to the school improvement plan focus for the previous school year (2023-2024).

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 (or kinderstart) 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 using 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. The implementation of Bridges Math was the main focus of the almost monthly Grade Level Meetings for the first half of the school year while the focus of the Grade Level Meetings for the second half of the school year was curriculum/pacing guide work.

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 Associate Superintendent/Executive Director of Instructional Services, Alicia Thorlund, at 616-527-9280.

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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).

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As seen above, the core curriculum focus for the 2024-2025 school year was very similar to the core curriculum focus for the previous school year (2023-2024).

The main difference is the Grade Level Meeting focus which was Bridges Math and curriculum/pacing guide work (included above in paragraph 4) for the 2024-2025 school year while the Grade Level Meeting focus was the integration of Reading Wonders and the Literacy Essentials (included above in paragraph 3) for the 2023-2024 school year.

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 2024-2025	Average N.W.E.A. Reading RIT Score 2023-2024
1 st Grade	167.6 (Norm - 171.4)	170.9 (Norm - 171.4)
2 nd Grade	179.5 (Norm - 185.6)	183.1 (Norm - 185.6)
3 rd Grade	197.9 (Norm - 197.1)	203.8 (Norm - 197.1)
4 th Grade	205.6 (Norm - 204.8)	204.3 (Norm - 204.8)
5 th Grade	210.7 (Norm - 211.0)	210.5 (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 2024-2025	Average N.W.E.A. Math RIT Score 2023-2024
1 st Grade	173.9 (Norm - 176.4)	178.4 (Norm - 176.4)
2 nd Grade	186.2 (Norm - 189.4)	192.5 (Norm - 189.4)
3 rd Grade	201.0 (Norm - 201.1)	203.5 (Norm - 201.1)
4 th Grade	214.2 (Norm - 210.5)	211.4 (Norm - 210.5)
5 th Grade	216.3 (Norm - 218.7)	211.4 (Norm - 218.7)

As seen above, the aggregate student reading and math achievement data for the end of the 2024-2025 school year (as measured by the N.W.E.A.) was fairly comparable to the data for the end of the 2023-2024 school year (as measured by the N.W.E.A.). It is worth noting that in reading, student achievement at two out of five grade levels (fourth and fifth grade) at the end of 2024-2025 school year was higher than that at the end of the 2023-2024 school year. The same trend is seen in math achievement as well as two out of five grade levels (fourth and fifth grade) at the end of the 2024-2025 school year were higher than that at the end of the 2023-2024 school year.

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

2024-2025 School Year

October 2024	% Attendance	# Students	March 2025	% Attendance	# Students
Kinderstart	100	13		100	13
Kindergarten A	100	20		100	20
Kindergarten B	100	21		95	21
1 st Grade A	100	24		100	24
1 st Grade B	92	24		96	24
2 nd Grade A	90	20		90	20
2 nd Grade B	100	23		100	21
3 rd Grade A	100	26		96	26
3 rd Grade B	100	25		92	26
4 th Grade A	100	26		100	26
4 th Grade B	100	25		88	25
5 th Grade A	100	29		93	29
5 th Grade B	100	30		93	30
Resource Room	94	17		81	16
Total Students		306			305

2023-2024 School Year

October 2023	% Attendance	# Students	March 2024	% Attendance	# Students
Kinderstart	100	14		100	14
Kindergarten A	96	25		100	26
Kindergarten B	91	23		96	25
1 st Grade A	100	23		100	22
1 st Grade B	100	23		96	23
2 nd Grade A	100	26		100	26
2 nd Grade B	100	25		100	26
3 rd Grade A	100	27		100	26
3 rd Grade B	100	24		96	25
4 th Grade A	100	28		93	29
4 th Grade B	100	29		93	29
5 th Grade A	100	29		97	29
5 th Grade B	96	23		91	23
Resource Room	94	17		94	17
Total Students		319			323

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2024</u>	<u>March 2025</u>
Number of Students	306	305
Number of Conferences	302	291

Percentage Attending	98.69%	95.41%
	<u>October 2023</u>	<u>March 2024</u>
Number of Students	319	323
Number of Conferences	315	313
Percentage Attending	98.75%	96.90%

As seen above, parent attendance at October parent-teacher conferences for the 2024-2025 school year was slightly lower (0.06% less) than parent attendance at October parent-teacher conferences for the 2023-2024 school year. In addition, parent attendance at March parent-teacher conferences for the 2024-2025 school year was lower (1.49% less) than parent attendance at March parent-teacher conferences for the 2023-2024 school year.

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 2025-2026 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

Darin W. Magley