



Benjamin Gurk, Superintendent
Alicia Simons, Associate Superintendent

www.ioniaschools.org

250 E. Tuttle Road
Ionia, MI 48846
616-527-9280

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Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER), which provides key information on the 2024-25 educational progress at 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 Dustin Gill (616-527-8018) for assistance.

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

For the 2025-26 school year, schools were identified based on their performance in previous years, using definitions and labels as required by 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 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 Professional Learning Community (PLCs) on 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 2023-2024

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

Measurable Objectives:

- A 50% increase in kindergarten, first, second, third, fourth, and fifth grade students will demonstrate proficiency as shown by improvement from the at-risk category to the some-risk or no-risk categories in English Language Arts by 06/02/2025 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 06/02/2025 as measured by meeting or exceeding their RIT growth projection.
- 65% of third, fourth, and fifth-grade students will demonstrate proficiency in achievement in English Language Arts by 06/02/2025 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 06/02/2025 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 06/02/2025 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 06/02/2025, 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 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 06/02/2025 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 by 06/02/2025 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, 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 Bulldog Beginnings (BB), 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, for 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, 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 that 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.

Curriculum Development at Ionia Public Schools – Elementary Schools, 2023-2024

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.

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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 2023/2024	Average N.W.E.A. Reading RIT Score 2024/2025
1 st Grade	168.9 (Norm - 171.4)	166 (Norm - 171.4)
2 nd Grade	172 (Norm - 185.6)	177 (Norm - 185.6)
3 rd Grade	191.7 (Norm - 197.1)	190 (Norm - 197.1)
4 th Grade	197.4 (Norm - 204.8)	206 (Norm - 204.8)
5 th Grade	205.9 (Norm - 211.0)	210 (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 2023/2024
1 st Grade	175.4 (Norm - 176.4)	174 (Norm - 176.4)
2 nd Grade	175.2 (Norm - 189.4)	184 (Norm - 189.4)
3 rd Grade	196.6 (Norm - 201.1)	197 (Norm - 201.1)
4 th Grade	205.3 (Norm - 210.5)	212 (Norm - 210.5)
5 th Grade	211.8 (Norm - 218.7)	214 (Norm - 218.7)

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

2023-2024 School Year

Conferences	Fall 2024		Spring 2025	
Grade Level	%Attendance	# Students	%Attendance	# Students
KinderStart	100	7	92	11
Kindergarten	100	18	94	15
1 st Grade	88	21	100	23
2 nd Grade	92	23	100	25
3 rd Grade	91	21	96	23
4 th Grade	96	24	100	26
5 th Grade	100	27	100	27
MICI	100	7	100	7
IRR	100	9	100	9
Total Students	95%	157	98%	166

2022-2023 School Year

Conferences	Fall 2023		Spring 2024	
Grade Level	%Attendance	# Students	%Attendance	# Students
KinderStart	100	16	100	15
Kindergarten	100	22	100	22
1 st Grade	100	22	100	26
2 nd Grade	95	21	92	24
3 rd Grade	86	21	96	22
4 th Grade	100	23	100	23
5 th Grade	96	26	100	27
MICI	100	13	100	13
IRR	100	11	100	9
Total Students	97%	175	99%	181

We are dedicated to delivering an outstanding education and fostering a supportive environment where every student can succeed. We take great pride in the strong partnership between our Emerson families and staff, who work together to support our students. Our impressive 99% attendance rate reflects this shared commitment. As we celebrate our achievements this year and look ahead to the next, our team remains focused on collaboration, implementing effective strategies, and maximizing instruction. Through targeted intervention and enrichment, we strive to ensure every student has the resources they need to S.O.A.R.

Sincerely,

Dustin Gill

Dustin, Principal
Emerson Elementary School