



February 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 Bennett Woods 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 Lauren Schefke for assistance.

The AER is available for you to review electronically by visiting the following website: [Annual Education Reports](#), 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 group 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 was not identified with any designation or label. We would also like to report some additional information that may be of interest to parents and community members.

According to our data, we are continuing to address gaps in student growth, especially for our economically disadvantaged students and students of color. In order to address these gaps, our school has a "Learning Center" that uses research based interventions and supports to address learning needs for students who have been identified as needing additional support 5 days a week. Additionally, Bennett Woods has a Title I reading teacher who supports students needing additional

instruction in reading. All students participate in targeted skills-based groups for 30-minutes daily and are based on a variety of student data sources.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to our school by the neighborhoods in which they live. We have an in-district transfer program allowing students to attend elementary schools other than the one they are assigned to if space allows. We also accept School of Choice students from outside the district if space allows. There are specific policies and procedures that are followed for both in-district transfers and School of Choice.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Members of Bennett Woods Elementary School are actively involved in our continuing improvement process led by the building School Improvement Team. The School Improvement Team meets regularly throughout the school year to review student needs and determine the impact of our school's instructional program on student achievement. The team is composed of classroom teachers, specialists, support staff, and the principal who serve the varied needs of the students. Members serve as contacts for other building staff to convey information, seek input, or discuss concerns. The building School Improvement Team uses a variety of data sources to establish ongoing improvement goals and evaluate progress made toward those goals. Parent and staff input into goals and strategies are solicited through formal and informal methods.

CORE CURRICULUM

The format for curriculum review in Okemos Public Schools involves committees of teachers and administrators and generally operates on a seven-year cycle. Our curriculum is currently aligned with the Michigan Academic Standards which serve to outline learning expectations for all students. They are used as a framework by our schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by our local community. Furthermore, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards. Curriculum summaries are presented to parents at all grade levels. The district has developed an aligned assessment plan and a written calendar for all standardized assessments for the core academic content areas.

The performance of students in grades 3-8 is assessed using data from the M-STEP (Michigan Student Test of Educational Progress). Students scoring in the lower

quartile receive specific instructional support. During the 2024-25 school year we administered the NWEA MAP Growth Reading and Math (K-4) and Reading Fluency (K-1) as a universal screener in the areas of early literacy, early numeracy, reading comprehension, math computation, and math concepts and applications. These screening assessments are administered to K-4 students three times during the school year. This data assists us as we further our implementation of Response to Intervention/Multi-Tiered Systems of Support. The district continues to identify students of high-ability and provide instructional differentiation in the classroom with the support of the Gifted and Talented Coordinator. Alternative measures of assessment are also used, for example: spelling inventories, non-routine problem-solving approaches, projects, writing portfolios, etc. Criteria have also been established for identifying students who are failing or at risk of failing.

STUDENT ACHIEVEMENT RESULTS

M STEP Reading

Grade	2022-2023% at or above proficiency	2023-2024% at or above proficiency	2024-2025% at or above proficiency
3	56.1%	52.6%	50.4%
4	77.1%	68.6%	63.3%

M STEP Math

Grade	2022-2023% at or above proficiency	2023-2024% at or above proficiency	2024-2025% at or above proficiency
3	57.5%	57.4%	61.1%
4	57.3%	60.0%	67.3%

PARENT-TEACHER CONFERENCE PARTICIPATION

We continually seek feedback from members of our school community about the effectiveness of our instruction. Many opportunities are available for parents to become involved in our school and district decisions and programs. Parent opportunities to give feedback include parent-teacher conferences, school and district committees, individualized educational planning meetings, school improvement meetings, the public comment portion of school board meetings, Family Council (Parent Organization) meetings, email exchanges, fall curriculum nights, and our open-communication policy with classrooms and the principal's

office. Parents have many opportunities to volunteer at Bennett Woods in roles such as academic tutors, classroom helpers, "picture person," field trip chaperones, library helpers, guest speakers, Junior Achievement, family activities, and in a variety of Family Council (Parent Organization) events. We participate with families in many ways to support our students, including Multicultural Night, Bennett Woods PBIS Celebrations, Mileage Club, Open House, Science Night and Field Day.

Percentage of Students Represented by Parents Attending Parent-Teacher Conferences at Bennett Woods		
	Fall	Spring
2022-2023	97%	94%
2023-2024	95%	93%
2024-2025	86%	90%

The Okemos Public Schools are committed to working in partnership with the community to provide broad, comprehensive educational opportunities and a superior quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love of learning. We welcome you to join us in the continued pursuit of our district's mission – **Together educating with excellence, empowering every learner for life.**

Sincerely,



Lauren Schefke, Bennett Woods Elementary Principal