

Walled Lake Consolidated School District

Wixom Elementary School

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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 Wixom 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 Carrie O'Connell](#) for assistance.

The AER is available for you to review electronically by visiting the [MI School Data website](#) 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 has at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that has 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 is in the lowest 5% of all schools in the state or has 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 label is given. Wixom Elementary has not been given one of these labels and continues to show improvement.

The staff at Wixom Elementary are committed to continuous improvement to increase student achievement and support the challenges we face. Wixom Elementary continues to monitor student proficiency and student growth. Our students demonstrated an increase in proficiency and continue to outperform state and county Proficiency Percentages in English Language Arts, Mathematics, Science and Social Studies.

Current challenges include the elimination of the achievement gap between sub-groups, including economically disadvantaged, special services, and multi-language learners, in relation to overall proficiency scores. While we have shown improvements with these students, we continue to have a number of intervention programs in place that are helping to close those gaps in reading, math, and social emotional learning.

Through our MTSS (Multi-Tiered System of Supports) process, a team of general education and special education staff members meet weekly to analyze the needs of our students who need additional intervention. The members of the team work closely with our classroom teachers, social worker, and special services staff to plan and implement additional support for our struggling students.

We are also working to improve student reading scores across all grades by strengthening our small group reading instruction. By working with students in small groups, teachers can help to meet the needs of all learners and provide more targeted Tier 2 instruction. We also provide targeted reading interventions using our Instructional Specialist for individual and small group reading interventions along with our Title I funded reading intervention paraprofessionals working with our at-risk readers.

We also continue to focus on improving the social-emotional well-being of our students. This year, we launched a new SEL program called the Positivity Project. The Positivity Project provides grade-level, targeted lessons on social-emotional learning and character strengths. We have also incorporated trauma-informed practices throughout our school to better support the social-emotional needs of our students. Research shows that children who feel safe, supported, and connected to their school are better equipped to succeed academically.

We are committed to closing the achievement gap by maintaining a rigorous and challenging curriculum for all students across all ability levels, while also supporting students who may need more time and support to achieve higher competency.

State law requires that we also report the following additional information.

Student Enrollment | School Assignment

Walled Lake Schools enrolls and assigns schools to students based on the attendance areas in which they reside. Maps and information on the District enrollment process is available on the District website at:

<https://www.wlcsd.org/families/enrollment>

School Improvement Plan

At Wixom Elementary we continue to focus our school improvement efforts on supporting the District Improvement goals of student success in literacy and math as well as maintaining a positive school climate. We are focusing on small group instruction using actionable data from multiple assessments supported by our district professional development plans. We are also focusing on our school-wide positive behavior intervention and supports to ensure a positive school climate for all.

Specialized School Report

In addition to the regular K-12 program, our School District provides educational alternatives and opportunities for students as well as meeting special education needs. The "[Specialized Schools Report](#)" is available in our school office or on the District website at www.wlcsd.org.

Core Curriculum

The Walled Lake Consolidated Schools' Board of Education has officially adopted Michigan Academic Standards in all Core content areas. Please visit the following websites for a listing of academic standards.

[Michigan Department of Education | Michigan Academic Standards](#)

[Walled Lake Schools' | Understanding the State Standards](#)

Achievement Testing

At the elementary level, the Walled Lake Schools has a balanced assessment program to gauge students' progress and provide valuable information to teachers, parents, and students.

The i-Ready mathematics and reading diagnostics are given to students in grades K-5 three times per year. This balanced assessment plan provides teachers and schools with valuable information about each child's growth and allows our professional educators to individualize instruction to meet every child's needs.

Kindergarten through third grade students who are identified as needing an Individual Reading Improvement Plan take the Developmental Reading Assessment (DRA) several times per year to determine students' progress in reading.

For grades K-5 in writing, we utilize rubrics that are aligned with our writing curriculum which assess student growth with narrative, informational, and opinion writing. Last spring all Walled Lake Consolidated Schools students in grades 3-5 participated in the M-STEP state assessments.

Parent-Teacher Conferences

- 429 of Wixom Elementary students represented by parents at parent-teacher conferences in 2023-24.

- 431 of Wixom Elementary students represented by parents at parent-teacher conferences in 2024-25.
- 95% of Wixom Elementary students represented by parents at parent-teacher conferences in 2023-24.
- 96% of Wixom Elementary students represented by parents at parent-teacher conferences in 2024-25.

As our Vision Statement says, "Wixom Elementary provides a kind and supportive environment that prepares students to be well-rounded critical thinkers who will make a positive impact on the world." We believe that we must all work together to educate all of our Wixom Elementary students. We are proud of our students' academic achievements and of the plans we have in place to improve academic progress and social emotional learning. With the support of our staff, PTA, and parent community, we continue to promote kindness toward all and critical thinking, problem-solving, creativity, and perseverance in learning. Through the collaborative efforts of everyone in our Wixom Elementary School Family, we will achieve our goal of meeting the needs of *every child, every day*.

We are thankful to everyone who makes Wixom Elementary such a wonderful and kind place for our children to learn and grow. Please feel free to contact me with any questions you may have at (248) 956-3432 or by email at CarrieOConnell@wlcsc.org.

Sincerely,

Carrie O'Connell, Principal

[Wixom Elementary School Annual Education Report](#)