

# Walled Lake Consolidated School District

## Walled Lake 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 Walled Lake 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 Julie Amann](#) 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. Walled Lake Elementary has not been given one of these labels.

Walled Lake 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. Walled Lake Elementary student growth percentage rate is significantly above the state and county averages.

Current challenges include the elimination of the achievement gap between sub-groups, specifically, economically disadvantaged, students with an identified

disability, and multi-language learners, in relation to overall proficiency scores. In addition, finding highly qualified staff to fulfill speciality vacancies continues to be a challenge.

Our efforts are currently concentrated on the following:

- Implementation of trauma-informed practices within our school to support the social-emotional needs of our students.
- Use of *Second Step* curriculum, including a recently adopted Anti-Bullying Unit, to develop the social-emotional skills of our students.
- Increase in the use of Tier 1, small group instruction to target individual student needs across mathematics and literacy.
- Increase in the use of data to drive tiered interventions in a Multi-Tiered System of Supports.
- Building the vocabulary base of our students through the implementation of Word Love, a vocabulary curriculum that highlights tier-two words within the Reading Units of Study.
- Utilization of the Teachers College Units of Study checklists and rubrics as a way to help students understand learning intentions and success criteria.
- Build digital literacy skills and keyboarding abilities.
- A focus on the creation and facilitation of the *productive struggle* in lessons to build students' capacity for problem-solving and perseverance.
- A focus on inclusive practices across school settings.

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.

In addition to classroom instruction provided by highly-qualified teachers, identified students are supported with services such as Reading Recovery, literacy groups, small group instruction in math, and one-to-one literacy support provided by our Title I Interventionists. This multi-tiered system of support also provides scaffolded instruction for students with disabilities and Multi-Language Learners. Moreover, we provide multiple opportunities to engage parents and guardians in their child's learning, including the provision of strategies and materials that can be utilized at home to support student progress.

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 Walled Lake 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, the Walled Lake Consolidated 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](http://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 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**

- 280 of Walled Lake Elementary students were represented by parents at parent-teacher conferences in 2023-24.
- 261 of Walled Lake Elementary students were represented by parents at parent-teacher conferences in 2024-25.
- 91% of Walled Lake Elementary students were represented by parents at parent-teacher conferences in 2023-24.
- 88% of Walled Lake Elementary students were represented by parents at parent-teacher conferences in 2024-25.

The Walled Lake Elementary School Community works to ensure that all students achieve high levels of learning. On behalf of the entire Walled Lake Elementary staff, I would like to express our gratitude to our wonderful school community for their support and collaboration to ensure learning for every child, every day.

Sincerely,

Principal Julie Amann

[Walled Lake Elementary Annual Education Report](#)