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School Annual Education Report (AER) Cover Letter

January 20, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Twin Rivers 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 Twin Rivers Principal Paul Frost (616-522-0005) for assistance.

The AER is available for you to review electronically by visiting the following [LINK TO TWIN RIVERS' COMBINED REPORT](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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.

One of the key challenges for Twin Rivers 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

TWIN RIVERS ELEMENTARY SCHOOL School Improvement Plan 2022-2023

ELA Goal: All students will be proficient in English Language Arts

Measurable Objectives:

- 60% of KG-5th grade students will be in the Acadience “no risk” category based on the composite score by the end of the school year.
- 65% of KG-5th grade students will meet their projected NWEA RIT score at the end of the school year.
- 65% of 3rd-5th grade students will be proficient on the 2021 ELA M-STEP assessment.

Strategy #1: Instructional staff will utilize the Reading Wonders material to teach at least a daily 90 minute ELA block.

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 Literacy Essentials #3 & 4 – Instructional staff 3 members will implement key strategies from the Michigan Literacy Essentials

Activities:

- Improving Tier I Instruction using ECRI and Heggarty phonics programs
- Take Home Reading program for KG & 1st grade students and families
- Individualized Reading Plans for KG-3rd grade students, as needed.
- Title I Paraeducators and Interventionist will support differentiated instruction and provide additional instructional support
- After School Learning Club for Reading and Math
- Technology-Enhanced Instruction

Math Goal: All students will be proficient in Mathematics

Measurable Objectives:

- 55% of 3rd-5th grade students will be proficient on the 2021 M-STEP assessment
- 70% of KG-5th grade students will meet their projected Math RIT score at the

end of the year

- 80% of KG-5th grade students will score an average of 70% or above on the Math Expressions unit math assessments

Strategy #1: Instructional staff will utilize the Math Expressions material to teach a 60-minute math block.

Strategy #2: Math Expressions Interventions – Teachers, paraeducators and/or interventionists will provide differentiated instruction for each student at their level.

Activities:

- Paraeducators and/or Interventionists will provide additional math support to students
- After School Learning Club for Reading & Math
- Technology-Enhanced Instruction
- Truancy

Science Goal: All students will be proficient in Science

Measurable Objective: 40% of 5th grade students will be proficient on the 2020 Science M-STEP

Strategy #1: Teachers will utilize Mystery Science to teach the Michigan Science Standards.

Activities: Teachers will continue to explore new units and discuss and problem solve around the positive and negatives of the program.

Social Studies Goal: All students will be proficient in Social Studies

Measurable Objective: 30% of 5th grade students will be proficient on the social studies 2020 MSTEP.

Strategy #1: Teachers will utilize the Studies Weekly curriculum and the provided resources.

Activities: Teachers will investigate best practices for teaching the Studies Weekly curriculum

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Twin Rivers Elementary School is a KinderStart-Fifth grade school and is 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, 2021-2022

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 installing 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 begun 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 was purchased and 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.

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 of Student Achievement and HR, Wayne Piercefield, at 616-527-9280.

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As seen above, the core curriculum focus for the previous school year (2020-2021) was very similar to the focus for the 2021-2022 school year. The main difference to note is the mention of Bridges Math (included above in paragraph 4 of the 2021-2022 curriculum development section).

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 2021/2022	Average N.W.E.A. Reading RIT Score 2020/2021
1 st Grade	168.4 (Norm - 171.4)	168.6 (Norm - 171.4)
2 nd Grade	174.3 (Norm - 185.6)	181.2 (Norm - 185.6)
3 rd Grade	189.9 (Norm - 197.1)	194.4 (Norm - 197.1)
4 th Grade	197.5 (Norm - 204.8)	201.1 (Norm - 204.8)

5 th Grade	206.4 (Norm - 211.0)	207.1 (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 2021/2022	Average N.W.E.A. Math RIT Score 2020/2021
1 st Grade	177.4 (Norm - 176.4)	177.8 (Norm - 176.4)
2 nd Grade	180.3 (Norm - 189.4)	185.0 (Norm - 189.4)
3 rd Grade	188.1 (Norm - 201.1)	193.7 (Norm - 201.1)
4 th Grade	199.7 (Norm - 210.5)	205.5 (Norm - 210.5)
5 th Grade	211.9 (Norm - 218.7)	207.5 (Norm - 218.7)

As seen above, the aggregate student reading and math achievement data for the end of the 2021/2022 school year (as measured by the N.W.E.A.) was comparable to the data for the 2020/2021 school year (as measured by the N.W.E.A.).

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

2021-2022 School Year

October 2021	% Attendance	# Students	March 2022	% Attendance	# Students
Kinderstart	100%	15		72%	18

Kindergarten	100%	33		97%	31
1 st Grade A	94%	17		100%	17
1 st Grade B	94%	17		100%	13
2 nd Grade	77%	27		93%	27
3 rd Grade	100%	34		97%	33
4 th Grade	88%	32		100%	27
5 th Grade	100%	25		100%	27
		200			193

2020-2021 School Year

October 2020	% Attendance	# Students	March 2021	% Attendance	# Students
Kinderstart	100%	11		100%	10
Kindergarten	93%	28		100%	29
1 st Grade	89%	25		84%	22
2 nd Grade	100%	25		100%	22
3 rd Grade	100%	24		100%	24
4 th Grade	96%	22		100%	18
5 th Grade	100%	23		100%	23
Total Students		158			151

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2021</u>	<u>March 2022</u>
Number of Students	200	193
Number of Conferences	188	184

Percentage Attending	94%	95.3%
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	<u>October 2020</u>	<u>March 2021</u>
Number of Students	163	155
Number of Conferences	158	151
Percentage Attending	96.9%	97.4%

As seen above, parent attendance at October (fall) parent-teacher conferences for the 2021-2022 school year is very similar (only 2.9% less) to parent attendance at October (fall) parent-teacher conferences for the 2020-2021 school year. In addition, parent attendance at March parent-teacher conferences for the 2021-2022 school year was very similar (2.1% less) than parent attendance at March (spring) parent-teacher conferences for the 2020-2021 school year.

Thank you to the hard-working students, parents, and staff at Twin Rivers Elementary School. Test results show that Twin Rivers' students are doing a solid job learning the taught curriculum, but there is room for much improvement. I look forward to the next 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,

Paul Frost

Paul Frost, Principal
Twin Rivers Elementary School