



February 1, 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 Gladiola 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 Dana Stein for assistance.

The AER is available for you to review electronically by visiting [Link](#) 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 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 2024-25. 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 2024-25. Gladiola Elementary was not given one of the aforementioned labels for the 2025-26 school year.

As a school, we have several challenging issues that need to be considered when developing our school improvement plan:

- 78.21% of Gladiola Elementary's students qualify for free/reduced lunch. Our building supports students with 22 teachers, 2 English Language Teachers, 8 paraprofessionals, a social worker, speech and language pathologist, school psychologist and a student advocate.
- Gladiola provides intervention services with one reading interventionist to address students below grade-level in reading. We also continue to use the MTSS model to ensure that each student has access to rigorous learning opportunities and other necessary interventions.



- Gladiola's student population is very diverse, with approximately 41% of students identified as English Language (ELL) Learners. We also analyze data on a yearly basis to determine the effectiveness of our EL instruction using WIDA testing.
- Our student achievement results as measured by the M-STEP test have not yet reached our expectations. Building, state, and district data is provided in the chart below. Proficiency percentages did increase in some areas from 2023-2024 to 2024-25.

Subject	Group	2022-23 % proficient	2023-24 % proficient	204-25 % proficient
3rd ELA	State	40.9%	39.6%	38.9%
3rd ELA	District	20.6%	24.8%	22.5%
<b>3rd ELA</b>	<b>Gladiola Elementary</b>	<b>22.2%</b>	<b>17.3%</b>	<b>27.3%</b>
4th ELA	State	44.3%	43.3%	42.4%
4th ELA	District	21.7%	21.3%	25.4%
<b>4th ELA</b>	<b>Gladiola Elementary</b>	<b>23.5%</b>	<b>23.6%</b>	<b>24.5%</b>
3rd Math	State	42.9%	43.4%	42.7%
3rd Math	District	26.0%	32.1%	18%
<b>3rd Math</b>	<b>Gladiola Elementary</b>	<b>29.6%</b>	<b>24.5%</b>	<b>18.1%</b>
4th Math	State	38.6%	39.1%	39.4%
4th Math	District	24.3%	25.2%	23.8%
<b>4th Math</b>	<b>Gladiola Elementary</b>	<b>25.0%</b>	<b>29.1%</b>	<b>24.5%</b>



State law requires that we also report additional information:

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

Wyoming students are assigned by geographic area to a school, and are openly accepted by an in-district school of choice to attend a different school of their parent's choice. Students from outside the district are accepted each Spring/Summer as part of the Kent County School of Choice Plan.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**

Our School Improvement Team meets monthly (at a minimum) to reflect on academic goals and the culture of the building to best support the school's philosophy and student learning. Our School Improvement Team consists of six teachers representing grade levels, an SI chair and the principal. The team uses data and research to develop goals and action plans for addressing the goals. Academic goals are set in each content area and progress monitored throughout the academic year.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

Wyoming Public Schools does not have "specialized schools." The primary mission for Gladiola Elementary is teaching and learning for all. Equally important to our staff is that all students will be cared for and supported by meeting their individual needs. We believe in a strong partnership between community, families and school. We provide our students and families with valuable resources through family engagement opportunities and parent teacher conferences.

**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:**

Wyoming Public Schools utilizes the State of Michigan Grade Level Content Expectations and other state documents, which are aligned through work with the Kent County and Wyoming curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are available on the district website, <http://www.wyoming.k12.mi.us>. The full curriculum is available for review through requesting it at the building or central office.



## 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Gladiola Elementary measures student achievement locally using the Quick Phonics Screener (QPS) and Acadience Reading. These data sources indicate an increase of achievement from the beginning to the end of the academic year.

Beginning in 2021/22, Wyoming Public Schools began administering the NWEA MAP Test. Below you will find a summary of students in each percentile band by grade-level using Spring 2025 data.

Spring 2025 NWEA	Lo	Lo-Avg	Avg	Hi-Avg	Hi
Grade/Subject	< 21%ile	21-40%ile	41-60%ile	61-80%ile	>80%ile
All Grades Reading	25%	20%	19%	24%	12%
All Grades Math	18%	17%	25%	25%	15%
4th - Reading	28%	26%	18%	23%	5%
4th - Math	19%	20%	32%	23%	11%
3rd - Reading	35%	16%	23%	19%	7%
3rd - Math	28%	23%	14%	12%	23%

2nd - Reading	22%	20%	18%	24%	16%
2nd - Math	18%	20%	29%	20%	13%
1st - Reading	19%	13%	12%	42%	14%
1st - Math	8%	14%	25%	41%	12%
K - Reading	19%	24%	25%	14%	18%
K - Math	19%	8%	26%	30%	17%

According to end-of-year MAP data, 79% of students achieved their personalized growth target in math and 62% of students met their growth target in reading.



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

Gladiola Elementary believes that family engagement is an integral component to supporting student achievement and providing a quality learning experience. Gladiola Elementary had 79.125% of parents participate in parent-teacher conferences in the Spring of 2024 & 71.78% participate in the Fall of 2025.

Gladiola Elementary students continue to demonstrate academic growth, which is guided by our dedicated teachers, support staff, and parents. We also recognize the need to improve our achievement in all content areas so that our students will possess the skills to be leaders in the 21st century. Thank you for all you do to continue to support the achievement of our students!

Sincerely,

Dana Stein  
Principal, Gladiola Elementary