



## **2025-2026 School Annual Education Report (AER) Cover Letter**

January 31, 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 Wyoming Intermediate 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 Principal Steven Reynolds for assistance.

The AER is available for you to review electronically by visiting the following website: [MI School Data](#) 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.

Wyoming Intermediate was not given one of the aforementioned labels for the 2024-25 school year.

### **State law requires that we also report additional information.**

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

Students residing within Wyoming Public Schools are assigned to schools based on established geographic attendance boundaries. Families may also request placement at an alternate in-district school through the Wyoming Public Schools School of Choice process.

In addition, students who reside outside the district may apply for enrollment through the Kent County Schools of Choice Plan.



## **2. The Status of the 3-5 Year School Improvement Plan**

Wyoming Intermediate School continues to make strategic progress toward the goals outlined in its School Improvement (SI) Plan. For the 2025–2026 school year, the school remains focused on two core priorities: cultivating a Culture of Safety and Belonging and ensuring Mastery of Standards for all scholars.

To support academic achievement, WIS is prioritizing consistent implementation of the Wyoming Public Schools Board-approved curriculum, sustained professional learning, and a structured Professional Learning Community (PLC) framework. These efforts are designed to strengthen instructional practice, promote collective efficacy among staff, and ensure scholars receive high-quality, standards-aligned instruction.

Progress toward the SI goals will continue to be monitored through multiple measures, including scholar performance data, instructional practice indicators, and climate and culture metrics. The school remains committed to meeting established, measurable targets related to scholar growth and proficiency while continuously refining systems and practices to support improved outcomes for all learners.

## **3. A Brief Description of Each Specialized School**

Wyoming Public Schools does not operate specialized schools; rather, all schools are designed to serve the diverse academic, social, and emotional needs of all scholars. Wyoming Intermediate School is committed to an inclusive, comprehensive educational model that ensures every scholar is supported, challenged, and provided equitable access to high-quality instruction.

At Wyoming Intermediate School, teaching and learning are grounded in a commitment to academic achievement, personal growth, and a strong sense of safety and belonging. This work is supported through intentional instructional practices, school-wide systems, and collaborative partnerships with families and the broader community. Together, these efforts ensure that all scholars are prepared for continued success as they progress through their educational journey.



**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 aligns instruction to the State of Michigan Academic Standards and to state-adopted national standards, depending on the subject area. These standards define learning expectations for students and serve as the foundation for curriculum development across all content areas. The district's curriculum is aligned to these standards and is supported by instructional resources, teaching strategies, and learning progressions that reflect local values and the needs of the Wyoming community. Brief descriptions of the standards are available on the district website. The full district curriculum is available for review upon request at the school building.

**5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests**

Aggregate student achievement results from state and nationally normed assessments, including M-STEP and other state-adopted assessment systems, are available through the Wyoming Intermediate School Annual Education Report on MI School Data. Aggregate student achievement results are available for you to review electronically by visiting the following website: [MI School Data](#)

**6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences**

Wyoming Intermediate School values the essential partnership between families and educators in supporting scholar learning and success. During the most recent Parent-Teacher Conference cycle, just over 50% of enrolled scholars were represented by a parent or guardian at scheduled conferences.

While the school recognizes and appreciates the families who participated, WIS remains focused on increasing overall family engagement to ensure that all scholars benefit from strong home-school collaboration. To support participation, the school utilizes multiple communication methods, including phone calls, email, and digital platforms, to ensure families receive timely and accessible information regarding conference opportunities.



In addition, language interpretation services are provided to support the needs of a diverse school community and to reduce barriers to participation. Wyoming Intermediate School remains committed to strengthening family engagement practices and expanding access to meaningful communication opportunities in order to build a stronger, more inclusive partnership between home and school.

Wyoming Intermediate School scholars continue to demonstrate academic growth in targeted areas, reflecting the collective efforts of our teachers, support staff, families, and community partners. This progress is supported by a sustained focus on high-quality, standards-aligned instruction; the intentional use of instructional data; and the implementation of academic and behavioral interventions designed to meet the diverse needs of learners.

Through collaborative Professional Learning Communities, educators analyze student performance, refine instructional practices, and adjust supports to ensure scholars are progressing toward mastery of priority grade-level standards. These efforts are complemented by targeted intervention strategies and differentiated instruction that aim to close achievement gaps while maintaining high expectations for all scholars.

While the school recognizes the need for continued growth across all content areas, Wyoming Intermediate School remains committed to continuous improvement grounded in equity, engagement, and instructional excellence. By fostering a learning environment that emphasizes safety, belonging, and academic rigor, the school works to ensure that scholars are supported both academically and socially.

Moving forward, Wyoming Intermediate School will continue to strengthen instructional systems, deepen family partnerships, and refine support structures to enhance scholar outcomes. Together, these efforts reinforce our shared commitment to creating an environment in which every scholar is empowered to learn, grow, and reach their full potential.

Sincerely,

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