



February 10, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the 20-21 school year. 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, Ms. Cheryl Corpus for assistance.

The AER is available for you to review electronically by visiting the following web site [Gladiola AER](#), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified 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. 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. 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%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given a label.

The following challenges have been identified: **Math:** As measured by the 2019 M-Step assessment 39% of our 3rd graders and 31% of our 4th graders are at least proficient in the area of mathematics. With regard to our 2019- 2020 district math screener, the following year-end proficiency percentages were identified: 50% (1st grade); 58% (2nd grade); 57%(3rd grade); and 51% (4th grade). Overall, 57% of our K-4 students are proficient as measured by our district math screener. **Reading:** As measured by the 2019 M-Step assessment 22% of our 3rd graders and 30% of our 4th graders are at least proficient in the area of language arts. As measured by the Dibels Assessment the following year-end proficiency percentages were identified in the spring of 2020: 43 (1st grade); 40% (2nd grade); 45% (3rd grade); and 45% (4th grade). Overall, 48% of our K-4 students are proficient as measured by our elementary Dibels assessment. We are continually challenged to ensure each student is at grade level by the end of the academic year. **Writing:** Although not measured separately on the M-Step, writing has been an area of difficulty for our student

State law requires that we also report additional information. In order to continue to address the aforementioned challenges, the following initiatives are being undertaken at Gladiola Elementary to improve student achievement and close gaps in achievement; implementation of Reading and Writing Workshop, students talk to promote student interaction and academic discourse, a component of SIOP, writing across all content areas (reading, math, science, and social studies); explicitly teaching problem solving strategies in the area of math; and implementing a literacy block including phonics instruction and curriculum teaching critical thinking and reading strategies. Additionally, staff will organize and implement engaging parent evenings to get more parents involved in their child's education. Continuing into the next school year is response to intervention in literacy and math. Intervention will provide small groups to students who have been identified as at-risk and achieving below grade level.

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, but are openly accepted by 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 twice a month (minimally) to reflect on academic goals and the culture of the building to best support the school's philosophy and student learning. The Gladiola Elementary SI team bases its decisions on the mission and vision of the school, guided by the principles in which they firmly believe. Through discussion, decisions are conceptualized and brought before the entire staff for consensus building. Our School Improvement Team consists of seven teachers representing the core content areas and non-core areas, one parent, and the principal. The team uses data and research to develop goals and action plans for addressing the goals. Below is a brief description of our goals and how they are being addressed.
- 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** At Gladiola Elementary, we embrace the philosophy of brain-based learning in the classroom environment. Gladiola Elementary promotes a noncompetitive, cooperative, caring atmosphere, where children grow at their natural development rate utilizing learning styles and areas of an integrated curriculum. Specific practices that are implemented daily include meaningful content, choices, adequate time enriched learning environment, collaboration, immediate feedback, mastery learning, life skills, and common building-wide procedures.
- 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 the work with the Kent County and Wyoming Curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are 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 Scholastic Reading Inventory (SRI), Fountes & Pinell (F & P). Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and district standard assessments. The data indicates an increase of achievement from the beginning to the end of the academic year.
- 6. IDENTIFY THE NUMBER AND THE PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT_TEACHER CONFERENCES:** Gladiola Elementary prides itself on high attendance rates at both fall and spring parent-teacher conferences. Over the past two years, we have averaged 95% or higher attendance at parent/teacher conferences. Attending parent-teacher conferences is one of many ways parents continually support and enhance the learning of Gladiola students.

Gladiola Elementary students continue to demonstrate strong academic achievement, which is guided by our dedicated teachers, support staff, and parents. We 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 and will continue to provide ongoing and in depth professional development to our teaching staff to ensure they have the best tools to teach our students with. Thank you for all you do to continue to support academic achievement.
Sincerely,

Ms. Cheryl Corpus
Principal



WYOMING PUBLIC SCHOOLS

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