



2024-2025 School Annual Education Report (AER) Cover Letter

February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Gladiola Elementary. 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 [this link](#) or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2023-24. 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 2023-24. Gladiola Elementary was not given one of the aforementioned labels for the 2024-25 school year.

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

- 56.3% of Gladiola Elementary's students qualify for free/reduced lunch and 92% of our students qualify as at-risk as defined by Section 31a of the State School Act. Our building supports students with 21 teachers, six paraprofessionals, one social worker, a student advocate, and a school-community coordinator.
- Gladiola provides intervention services with two reading interventionists 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 42% of students identified as English Language (EL) Learners. Over 19 students scored below a 1.9 on the WIDA test, which identifies students as early English



language learners. Because of these facts, we provide additional support for these students with two EL teachers and a full-time EL paraprofessional. 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 2022-23 to 2023-24.

Subject	Group	2022-23 % proficient	2023-24 % proficient
3rd ELA	State	40.9%	39.6%
3rd ELA	District	20.6%	24.8%
3rd ELA	Gladiola Elementary	22.2%	17.3%
4th ELA	State	44.3%	43.3%
4th ELA	District	21.7%	21.3%
4th ELA	Gladiola Elementary	23.5%	23.6%
3rd Math	State	42.9%	43.4%
3rd Math	District	26.0%	32.1%
3rd Math	Gladiola Elementary	29.6%	24.5%
4th Math	State	38.6%	39.1%
4th Math	District	24.3%	25.2%
4th Math	Gladiola Elementary	25.0%	29.1%

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 month (minimally) 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 all 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 Fountas & Pinnell testing, 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 2024 data:

Spring 2024	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	28%	22%	15%	19%	16%
All Grades Math	23%	15%	21%	25%	16%
4th - Reading	32%	22%	22%	22%	2%
4th - Math	24%	16%	26%	27%	7%
3rd - Reading	44%	27%	11%	10%	8%
3rd - Math	37%	21%	17%	15%	10%



2nd - Reading	35%	17%	14%	16%	18%
2nd - Math	33%	17%	16%	25%	9%
1st - Reading	16%	25%	12%	26%	21%
1st - Math	13%	9%	24%	27%	27%
K - Reading	15%	20%	14%	22%	29%
K - Math	9%	14%	22%	30%	25%

According to end-of-year MAP data, 78% of students achieved their personalized growth target in math and 65% 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 67.94% of parents participate in parent-teacher conferences in the Spring of 2024 & 72.41% participate in the Fall of 2024.

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