



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

February 10, 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 Wyoming Intermediate 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 Steven Reynolds for assistance.

The AER is available for you to review electronically by clicking [this link](#). You may also access a PDF copy by clicking [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 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%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Wyoming Intermediate 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:

Wyoming Intermediate School (WIS) is committed to addressing key challenges in student achievement by focusing on academic growth, student engagement, and school-wide support systems. Based on data from the Annual Education Report, areas of concern include math and literacy proficiency, as measured by M-STEP, as well as literacy and numeracy performance on the NWEA MAP assessment.

To accelerate student achievement and close persistent gaps, WIS has implemented several key initiatives that support academic growth:

- Professional Learning Communities (PLCs) for Tier 1 Instruction Improvement-

PLCs at WIS play a crucial role in strengthening Tier 1 instruction by fostering teacher collaboration, data-driven decision-making, and instructional alignment with priority standards. During structured PLC meetings, teachers analyze student performance data, identify learning gaps, and develop targeted instructional strategies to meet the diverse needs of scholars. By continuously refining their teaching methods and implementing research-based best practices, educators enhance the consistency and effectiveness of classroom instruction, leading to improved student outcomes and a more cohesive approach to learning across grade levels.



- Positive Behavioral Interventions and Supports (PBIS)

WIS has implemented a structured PBIS system to create a positive and focused learning environment that directly supports academic success. By reinforcing safe, respectful, and responsible behaviors, PBIS reduces classroom disruptions and maximizes instructional time. This structured approach to behavior management allows teachers to spend more time on instruction rather than redirection, leading to stronger academic outcomes. When scholars feel supported, respected, and safe in their school environment, they are more likely to engage in learning, participate in classroom discussions, and develop critical thinking skills. Additionally, PBIS contributes to improved attendance and school-wide engagement, both of which are key indicators of academic growth and long-term success.

- Targeted Math Tutoring (TMT) Program

The TMT program is designed to support scholars who need additional reinforcement in foundational math skills. Scholars in the lower performance quintiles receive intensive, needs-based interventions to close learning gaps, while higher-achieving scholars work to maintain and extend their proficiency. TMT utilizes small-group instruction and data-driven progress monitoring to provide scholars with tailored support that accelerates growth. This initiative aims to increase proficiency levels in NWEA MAP Math assessments and strengthen overall mathematical understanding, ultimately ensuring scholars are better prepared for future academic success.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Wyoming students are assigned to schools based on their geographic area but may also attend a different in-district school through the School of Choice option. Additionally, students from outside the district can apply for enrollment each spring and summer through the Kent County School of Choice Plan.

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

Wyoming Intermediate is making meaningful progress in achieving the goals outlined in the SI Plan. Through a focus on fostering a Culture of Safety and Belonging and ensuring Mastery of Standards, the school is enacting strategic initiatives to improve scholar outcomes and enhance the learning environment.

In the area of academic achievement, WIS has prioritized the implementation of the WPS Board Approved Curriculum, ongoing professional development, and a structured PLC framework to ensure continued teacher development so that scholars achieve mastery of priority grade-level standards. The school is committed to meeting measurable goals, including increasing scholar proficiency in on assessments.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Wyoming Public Schools does not have specialized schools—every school is designed to support the success of all scholars. At Wyoming Intermediate School, we are committed to teaching and learning for all, ensuring that every scholar is cared for, supported, and challenged to reach their full potential. Our focus on academic achievement, personal growth, and school-wide belonging is strengthened through collaborative partnerships with families and the community.

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 follows the State of Michigan Academic Standards for all subjects, which outline the learning expectations for students and guide curriculum development. The district’s curriculum aligns with these standards while incorporating instructional resources, teaching methods, and progressions that reflect the needs and values of the local community. Brief descriptions of the standards are available on the district website at <http://www.wyoming.k12.mi.us>. The full curriculum, including details on its implementation and any variances from the state’s model, can be reviewed upon request at the building.

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

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	42%	24%	19%	12%	3%
All Grades Math	44%	24%	15%	11%	6%
All Grades Language Usage	45%	22%	15%	12%	6%
5th - Reading	45%	22%	17%	14%	2%
5th - Math	43%	25%	13%	15%	4%
6th - Reading	39%	26%	21%	10%	4
6th - Math	45%	24%	16%	7%	8%
5th - Language Usage	47%	21%	14%	13%	5%
6th - Language Usage	43%	22%	17%	11%	7%

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

Wyoming Intermediate values the critical partnership between families and educators in fostering student success. During the most recent Parent-Teacher Conferences, 52.7% of scheduled conferences were attended by parents and guardians. While we celebrate the collaboration with families who participated, we continue to strive for increased engagement to ensure that all scholars receive the support they need both at school and at home. To promote participation and engagement, we utilize multiple methods of communication, including phone calls, emails, and digital platforms, to ensure families are well-informed. Additionally, we have language translators on hand



**WYOMING
INTERMEDIATE**

Home of the Wolves

Steven Reynolds
Principal

April Chambliss
Assistant Principal

to support our diverse community, making conferences more accessible for all families. We remain committed to strengthening communication and engagement opportunities to build an even stronger home-school connection in the future.

Wyoming Intermediate School scholars continue to show academic growth, supported by the dedication of our teachers, staff, and families. Through a strong focus on high-quality instruction, intervention strategies, and collaborative learning, we are working to ensure that every scholar has the tools needed to succeed. While we recognize the need for continued improvement in all content areas, our commitment to equity, engagement, and academic excellence will drive us forward. Together, we will continue to create an environment where every scholar reaches their full potential.

Sincerely,

A handwritten signature in black ink, appearing to read 'S Reynolds', with a large, sweeping flourish at the end.

Steven Reynolds
Principal
Wyoming Intermediate School (WIS)
Wyoming Public Schools
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