



Willow Ridge Elementary School

James R. Gee, Principal

February 13, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Willow Ridge 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 Jim Gee, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website www.GLcomets.net/AER4WillowRidge or you may review a copy in the main office at your child's school.

For the 2022-23 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

The 2021-2022 school year brought students back into the building full-time, which was new for a larger percentage of students than historically seen. Willow Ridge Elementary remains focused on continual improvement in student achievement and closing the achievement gap. During the 2021-2022 school year our school continued implementation of Positive Behavior Interventions & Supports (PBIS) and our staff continued to immerse itself in Classroom Management professional development through Capturing Kids' Hearts. In addition to PBIS and Capturing Kids' Hearts, our building's MTSS (Multi-Tiered Systems of Support) team implemented a process for school-wide data analysis. Every 6-8 weeks teachers who have expressed academic or behavior concerns about a student met with MTSS members to analyze specific data and interventions in place for the child and

formulated a plan to further meet the needs of the student. The district continued to implement the ReThink curriculum that worked to address social/emotional development of students. The counselor recorded videos for grade-levels each week to help instruct in proper healthy social and emotional development and actions. The district also piloted various math, science, and social studies curricula with the intent to adopt a new math curriculum in the fall, and a new science and social studies curriculum the following year.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Elementary students in Kindergarten through 4th grade attend one of four elementary schools in the district and are assigned an elementary building based upon the attendance area of their primary residence.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Every year, a team of teachers along with the principal study the school's data, identify achievement gaps and revise the school improvement plan to include strategies and interventions that will increase student achievement. Throughout the 2021-2022 school year, the district worked through the MiCIP process to identify areas and strategies at each level that will provide students with the most overall growth.

DESCRIPTION OF EACH SPECIALIZED SCHOOL

All Grand Ledge Schools are inclusive schools with programming for all students. We have support programs for students with special needs as well as students in need of second language support. All students are provided the least restrictive environment to meet their educational needs.

DESCRIPTION OF THE CORE CURRICULUM AND ITS IMPLEMENTATION

More information about the district's curriculum can be found at the following link:

www.glcomets.net/ourdistrict/administrativedepartments/academicservices/parent-guides/

The district has been utilizing Journeys as the core literacy program for many years. Reveal Math was adopted as the core mathematics program at the end of the 2021-2022 school year. Teachers receive professional development and have access to district coaches to ensure the programs' scope and sequence are delivered with fidelity. The literacy and mathematics curriculum are aligned to the Standards and Benchmarks. Science and social studies are aligned with the Michigan Department of Education Grade Level Content Expectations. We have also implemented a standards-based report card that is aligned with the Standards for Literacy and Mathematics.

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

Percent of Students Scoring at Grade Level Norm						
	Fall 2020*	Winter 2021*	Spring 2021**	Fall 2021	Winter 2022	Spring 2022
Reading	81	72	69	69	65	70
Math	74	66	61	69	63	74

*All assessments were taken virtually.

**Assessments were taken both in person and virtually.

PERCENTAGE OF PARENTS ATTENDING CONFERENCES

Grade	Fall 2020	Spring 2021	Fall 2021	Spring 2022
K	NA	NA	97	95
1	93	92	98	95
2	97	96	97	90
3	95	92	97	97
4	95	90	96	94
5	94	95	NA	NA
6	95	88	NA	NA
Total (number and percent)	517/545 95%	501/541 93%	416/429 97%	414/439 94%

*Some grades not available as the grade levels within the building adjusted between the 2020-2021 and 2021-2022 school years.

I believe the Annual Report for Willow Ridge Elementary School demonstrates that we are doing very well in providing an outstanding academic learning environment for children. We will continue to strive as a staff to improve. Our district's goal of becoming "one of the best school districts in the nation" will motivate us toward higher levels of excellence. Our School Improvement Goals will continue to focus on areas that reflect student academic and social/emotional needs.

Sincerely,

James R. Gee

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