

# K.C. Ling Elementary School

## 2021–2022 Annual Education Report

Lori Gensch, Principal

### Annual Education Report

February 2022

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 K.C. Ling Elementary 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 Lori Gensch for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/373AeEZ>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. 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.

At K.C. Ling Elementary, our goal is for each child to achieve *at least* one year's growth in all core academic subject areas, as well as develop positive character traits within each child. In order to be more competitive with our neighboring districts, one of the key challenges we face is the need to increase our state achievement scores on state summative assessments, while at the same time working to reduce the achievement gap between our top 30% and bottom 30%. Although we are not a Focus or Priority School, it is important that we continually strive to close the achievement gap.

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We currently have interventions in place, through a highly structured MTSS program, to support our students that are performing below grade level in reading and math. In an effort to increase our student achievement, the principal and teachers will be actively involved in ongoing professional development, collaborative planning, and an improved teacher observation/evaluation process. Additionally, we will work to enhance our skills in the areas of differentiated instruction, technology integration, intervention strategies, and best teaching practices. K.C. Ling Elementary will continue the use of a school-wide Positive Behavioral Interventions and Supports (PBIS) system, as well as an increased focused on a whole child initiative. With the continued support of our parents and community members, we will achieve our goals.

State law requires that we also report additional information. The two most recent years of the following information will be included in this report:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
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
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All Grade 1-4 students attending Hemlock Public Schools are assigned to K.C. Ling Elementary since there is not another specialized school in the district serving grades 1 through 4. K.C. Ling Elementary is a school that accepts Schools of Choice students that desire a premier alternative option per the application process.

### THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring

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Goal 1: All students will be proficient in mathematics.			
Strategies: Teachers and MTSS paraprofessionals will utilize 30-minute intervention blocks to provide tier 2 and tier 3 interventions to address gaps in mathematics understanding.			x
Goal 2: All students will participate in Multi-Tiered Systems of Support to increase academic achievement and positive behaviors.			
Strategies: Staff will implement a tiered system of support for students in the areas of math and reading.		x	
MTSS reading specialists will work with our most at-risk learners to increase their understanding and use of reading strategies.			x
Highly qualified paraprofessionals will provide reading interventions to identified students during 30-minute MTSS reading blocks during the first half of the school day. Paraprofessionals will utilize Orton-Gillingham's multi-sensory strategies to help develop students' ability to become fluent readers.			x
Staff will implement a behavioral support model based on the PBIS initiative that was started during the second half of the 2016-17 school year.			x
Goal 3: All students will be proficient in writing.			
Strategies: Teachers will utilize the writing component in Journeys to solidify a consistent cross grade level writing instruction.			x
Goal 4: All students will increase proficiency in science.			
Strategies: An ISD science consultant will receive continuous training on the effective implementation of NGSS. The professional development will be provided 3 times throughout the course of the school year as grade level teams collaborate with the ISD consultant to adopt a new science curriculum.			x
A science leadership team will be established with grade level representation.			x

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Goal 5: All students will have an opportunity to be exposed to career awareness, exploration and/or preparation.			
Strategies: Teachers will intentionally include career awareness activities to include the following career targets: career zones, contextualized academics, career awareness, out of school time/family engagement.		x	

### A BRIEF DESCRIPTION OF OUR SCHOOL

K.C. Ling Elementary is located in Hemlock, Michigan. It is home to approximately 320 students, first through fourth grade. K.C. Ling Elementary is a targeted assistance Title I school and offers the following programs: Multi-Tiered Systems of Support (MTSS), special education inclusion, peer-to-peer support, before and after school care, summer school, robotics, physical education, music, STEAM, library, and nutrition. Student enrollment has steadily increased over the last five years.

### CORE CURRICULUM

K.C. Ling Elementary follows the state-adopted Common Core curriculum. Each grade level has aligned their instruction to the curriculum and created content-specific alignment documents. A copy of the core curriculum may be obtained from the K.C. Ling Elementary office or found at [www.hemlockps.com](http://www.hemlockps.com).

### AGGREGATE STUDENT ACHIEVEMENT RESULTS

K.C. Ling Elementary aggregate student achievement results can be accessed at the following link: [MI School Data](#).

### PARENT–TEACHER CONFERENCES

K.C. Ling Elementary has excellent attendance at Parent-Teacher Conferences. During Fall conferences, we had a 94% attendance rate.

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K.C. Ling Elementary has a great deal to be proud of. Some of the notable points of pride include, but are not limited to: collaborative grade level teams; an active and supportive PTO; well-respected MTSS program; 1:1 Chromebooks in grades 1-4; dedicated and caring teachers and staff; family engagement events; school-wide PBIS system; STEAM and robotics. The staff at K.C. Ling Elementary is committed to working collaboratively with students, parents, and community members to support our ongoing efforts to provide a high quality education and a memorable experience for all the students we serve!

Sincerely,

*Lori Gensch*

Lori Gensch, K.C. Ling Elementary Principal