



School Annual Education Report (AER) Cover Letter

February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Peach Plains 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 Instructional Services Director, Mary Jane Evink at (616) 850-5075 for assistance.

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

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, 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.

Our school has not been given one of these labels.

We continue to strive for high levels of learning for all students. A key initiative is fostering our collaborative culture (regular grade level collaboration in a professional learning community and through our Early Release time). Further, a strong commitment to essential learning standards and pacing, efforts for family engagement, a focus on belonging and a district-wide emphasis on instructional coaches all support continuous growth for our students and our educators. Specifically, key initiatives for the 2025-26 year include math concepts and mindset, given our current math performance also work around academic vocabulary. In addition, we continue to support all students around social-emotional well being with a strong focus on belonging.

State law requires that we also report additional information.

Pupil Assignment

Peach Plains School's students are assigned to our building by geographic boundaries as well as school of choice requests.

3-5 Year School Improvement

With regard to our goal of reading proficiency for all students, we continue striving for strong learning in this area. Students participate in our workshop-formatted curriculum and we've focused on different genres in our instruction. We have engaged in deep learning around planning and reflection around literacy development. Formative assessment is analyzed within grade level communities in an effort to reteach and address "what's next" for our students. Focused efforts around small group and 1:1 conferring have driven us. Grade levels meet weekly (or more often) to discuss student learning, standards and formative assessments. With the support of an instructional coach, teachers have shifted to taking our reading "strivers" during intervention time; this yielded greater connectivity. We will be shifting to a new curriculum in the 2026-2027 school year but the same professional practices will remain.

Writing, traditionally, has been another area of strength. We have officially adopted Lucy Calkins' Teachers College Reading and Writing Units of Study for Writing. Learning progressions in both reading and writing have offered direction in helping the range of performers in our classrooms - we've been able to offer more precise feedback and goals. As noted above, recent work on measuring writing development in areas of craft and elaboration for three main text types (narrative, opinion, and informational) has been important.

Math continues as a focus area, we regularly analyze data and benchmark screeners. As with reading, we used a data-driven structure to target/deliver instruction (MTSS). Continuing with our dedicated intervention blocks, our classroom teachers have made a shift in taking our most at-risk learners during this time. We have invested further time into unpacking essential math standards, creating common assessments, analyzing assessments and collectively developing interventions/responses. We spend our Early Release time as a whole team analyzing data, preparing instructional moves, and understanding math from the lens of a student. We crave ways to build confidence in our mathematician's mindsets and have been tending to this as behavior/attitude can impact learning.

i-Ready assessments offer further insights into ELA and math. We appreciate another layer of resources to help triangulate student data and determine needs/areas of improvement.

Core Curriculum

Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

Student Achievement

Students in grades 3-4 take the Michigan Student Test of Educational Progress (M-STEP) in English Language Arts (ELA) and Mathematics.

School Year	ELA Proficiency	Math Proficiency
2024-25	69%	74%
2023-24	78%	78%
2022-23	67%	62%
2021-22	73%	55%
2020-21	66%	60%

Parent-Teacher Conferences

Our school program is effective because of the consistent support from our parents, as families partner with us in learning. We are fortunate to have 100% connection with our in-person families/caregivers (for K-4th grade and) for the Fall 2025.

In conclusion, our commitment to improvement remains unwavering. Fueled by a growth mindset and an unyielding passion for the success of every student, I am genuinely excited about the positive trajectory at Peach Plains. The district-wide early release time has been instrumental in our collective growth as educators, providing valuable opportunities to enhance our skills and knowledge. With an unrelenting dedication to doing **Whatever it Takes**, we are determined to guarantee that every student reaches high levels of learning. Leading Peach Plains is an exciting and rewarding journey!

Sincerely,

JASON LAWSON

Jason Lawson, Principal
Peach Plains Elementary