



**Riley Elementary**  
St. Johns Public Schools

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January 20, 2026

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 Riley 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 Mr. Tisdale for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3HniHsB>, 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 status label is given.

Our school was NOT identified with one of the underperforming schools' labels.

Key areas for Riley's student achievement continue to lie in the areas of mathematics and literacy. We have also implemented additional math concepts instruction with a shared Mathematics coach and fully implemented our mathematics curriculum called Investigations, implemented the use of Number Talks, and trained all teachers in Add Vantage Math Recovery. In the area of Literacy, we continue to work to integrate social studies and science content into our literacy blocks. These blocks are Interactive Read Aloud (Language Workshop), Reading Workshop, Writing Workshop, and Content Workshop. We currently have 3 integrated social studies units of study. As a district, during the 2025-26 school year, we have implemented a new phonics and PA curriculum, Heggerty's - Bridge to Reading. The program focuses on foundational literacy skills in grades K-3. As a district, we have also implemented a new word study approach that focuses on multi-syllabic words and word roots. This instruction is designed to strengthen students' decoding skills, expand vocabulary, and support reading comprehension across content areas. As a district, we have also created common planning time for all instructional staff to work towards these goals. With these plans in place, we feel confident that we are ready to address our areas of need. State law requires that we also report additional information.

The process for assigning pupils is determined by the boundaries set forth by the school district for each building for the 23-24 and 24-25 school years. Families residing outside of these geographic boundaries may apply through the district Schools of Choice Program. Riley also draws students outside of the school district's boundaries

Our focus for the 2023-26 School Improvement Plan involves four goals: Literacy, Math, and Positive Behavior Interventions and Supports. We are working towards full implementation of the updated Michigan State Standards in Science and Social Studies. Writing will be integrated across the curriculum. We have a literacy coach to help implement

*Together, we succeed.*

the district's adoption of the Comprehensive Literacy Model. We have a building behavior interventionist for conflict resolution, and we have been implementing the Second Step character education curriculum.

We are going into our 9th year as a preK-5 building, offering a GSRP/Head Start blended preschool. As a staff, we pride ourselves on meeting the individual needs of students and maintaining our vision that every child can learn. Riley's staff is dedicated to working together to meet the needs of all students and to support their learning styles. This is true for academic, social, and behavioral learning. Riley also has a self-contained K-5 emotionally impaired classroom

As stated, we are working toward full implementation of the updated Michigan State Standards. Teachers have spent numerous hours over the past three summers in professional learning to develop their depth of knowledge of all of these curriculum standards. Each teacher has a copy of the Michigan State Standards for parents to view in their classrooms.

We used i-Ready as our national normed achievement test. Our students throughout the year, on average, have performed higher than the national norms. The I-Ready diagnostic results in Reading for Riley Elementary for the 23-24 SY indicate 71% of our students were at grade level, and for the 24-25 SY indicate 70% of our students were at grade level. The I-Ready diagnostic results in Math for Riley Elementary for the 23-24 SY indicate 70% of our students were at grade level, and for the 24-25 SY indicate 76% of our students were at grade level.

We are consistently over 90% of parents attending parent-teacher conferences, and we offer conferences 2 times per year. We meet all parents in the fall and then again in the spring. We hold our conferences virtually or in person if requested to accommodate all parents and their individual needs and preferences. For students who require more intensive and strategic planning for their learning and success, we invite parents to all conferences. In addition, any parents are always welcome to attend all sessions, as well as any other times they feel are necessary for their child's academic success. We are proud of the work we have accomplished implementing the Comprehensive Literacy Model (CLM) as well as our PLC model of teacher collaboration. In addition, we are working to implement a core Phonics, Spelling, and Word Study program and our math program, Investigations.

We are also proud of our overall school rating as we continue to lead in academics. We have created what we believe to be the necessary framework for improvement as we move forward. Our staff is dedicated to finding the best way to teach your child and prepare him/her for a successful life beyond elementary school.

Sincerely,

A handwritten signature in black ink that reads "Andrew Tisdale". The signature is written in a cursive, flowing style.

Andrew Tisdale, Principal