

MAPLE LANE

School Improvement Annual Report 2008-09

The mission of Maple Lane Elementary School is to provide appropriate individualized academic instruction in all core curricular domains, aiming to improve educational skills and move students toward grade level proficiency, while creating a positive, supportive environment that meets each child's emotional needs.

Maple Lane provides services to students, ages 5 to 12, who have severe emotional and social skill deficits. As of May 2009, our enrollment was 90; our daily attendance rate averaged 93%.

Status of School Improvement

GOAL 1: To implement an array of behavioral interventions that target severe behaviors of students identified in the intensive domain.

We identified students with the most intensive needs through behavioral data and staff input, then divided them into three groups. Those students voted to call themselves the "Extreme Team." Extreme Team met weekly for interactive, team-building activities. Maple Lane staff, plus members of "All the World's a Stage," a performing arts partner with Maple Lane, facilitated the sessions. The intent of the Extreme Team program was to give these students, whose severe behavior typically leaves them with less time to take part in school events, more opportunities to participate. When pre-session and post-session scores on two questions related to self-image were compared, students showed positive changes on both.

GOAL 2: To engage in a process that leads to the acquisition of a language arts curriculum; staff training and systematic implementation of a language arts curriculum; and staff training and systematic implementation of a data-based instructional program.

Last school year, we focused on the first part of the goal—selecting a curriculum—not an easy task because the reading ability of Maple Lane's students is very diverse. The task was completed by our Reading Leadership Team, the school's Curriculum Committee and MISD consultants. We began with a needs assessment which staff completed. The consultants helped to compile results, as well as student data. Then the groups collaborated to analyze student data and review materials. After 13 work sessions, they determined that the Direct Instruction curriculum published by SRA was the best choice for our students. They created a proposal covering materials and corresponding professional development, and presented it to the MISD Board of Education, who approved it in June. All current students and many of those who will be attending Maple Lane next year were assessed in language arts to determine the appropriate entry level with the new curriculum.

Curriculum

Our program is customized to help each student succeed, with the Individualized Education Plan (IEP) team determining the specifics of each student's curriculum. We focus on personal adjustment and behavior, along with academics. Classroom staff use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to assess each student's language skills. Teachers now "progress monitor" students with intensive needs, conducting weekly assessments and adjusting instruction based on test results.

Student Achievement

We assess each student individually, record progress quarterly and review it at annual IEP team meetings during which goals are reviewed and adjusted according to the student's needs. At the beginning of each school year we assess each student using either the Woodcock-Johnson or Brigance Test of Basic Skills. Teachers evaluate each student's social skill level using the *Skillstreaming Checklist* in the fall and again in the spring.

At Maple Lane, students in grades 3 through 6 take state assessments. Most take the MEAP, but when MEAP is not appropriate, even with accommodations, we assess students using either MI-Access or MEAP Access. The following charts show results:

MEAP Students who met or exceeded performance expectations

		Fall 2008		Fall 2007	
Subject		# tested	%	# tested	%
GRADE 3	Math	8	*	3	*
	ELA	8	*	3	*
GRADE 4	Math	2	*	5	*
	ELA	2	*	6	*
GRADE 5	Math	11	9%	16	25%
	Science	12	50%	17	41%
	ELA	12	25%	13	39%
GRADE 6	Math	22	36%	10	30%
	ELA	22	50%	9	*
	Social Studies	27	41%	18	11%

MI-Access—Fall 2008 Students who met or exceeded performance expectations

	Math		Language Arts		Science	
	# tested	%	# tested	%	# tested	%
GRADE 3	5	*	5	*	NA	*
GRADE 4	6	*	6	*	NA	*
GRADE 5	12	67%	11	73%	11	55%
GRADE 6	5	*	5	*	NA	*

* The state does not provide group data on either assessment when there are less than 10 students in the group.

Use of Community Resources

Volunteers, as well as organizations, benefit our staff and students. Our partnership with "All the World's a Stage" continued for the seventh consecutive year. The Sterling Heights Rotary Club and the St. Nicholas, St. Lawrence and St. Hubert Knights of Columbus (K of C) councils provided generous contributions and support, as did Toys for Tots, St. Anne's, St. Rene, and the St. Nicholas K of C Ladies Auxiliary. In addition, Macomb County Treasurer Ted Wahby and the City of Warren Parks and Recreation provided donations or financial consideration to our program.

For many years graduate social work students from Wayne State University have interned at Maple Lane, providing almost a full year of additional support to our students. Last year we had

two part-time interns. The MISD also contracts with Community Mental Health to provide additional social work support for intensive Maple Lane students.

Use of Technology

Maple Lane staff began logging student attendance electronically this school year. The student report card introduced this year is also maintained electronically. Behavioral data is now computerized, providing us with the ability to graph and compare data. The computer lab enabled us to hold several after-school professional development sessions. Our students are engaged and challenged by *Read Naturally*, a computer-based program designed to increase students' reading fluency. The program adjusts the level of instruction to the individual's needs.

Staff Development

Several staff attended workshops related to language arts, including CHAMPS, LETRS, dynamic vocabulary, story braid, and para reading. Other staff attended technology-related sessions on Alpha Smart, Boardmaker and digital photos; a math workshop (MGLANCE); MIEM assessment; and the principal's series. Several staff attended one of two "Love and Logic" workshops, subsequently making weekly videos and supplemental materials available to all staff.

All of our teachers are "highly qualified" according to federal No Child Left Behind Act standards.

Parental Involvement

Parent participation at annual IEP team meetings and spring progress reports exceeded 90% on both occasions. Our fall open house was also well attended by the parents of both new and returning students. A parent support group met weekly throughout the year, hosting open sessions, programs (such as Love and Logic), and student performances. Several parents took part in the *One Minute Reader* summer program with their children. Maple Lane hosted two family fun nights—one attended by 125, the other, by 85 family members, exceeding expectations. Many parents and family members volunteered to help on field day this year.

Points of Pride

- Maple Lane students played leading roles in a video produced to inform parents about the components of an IEP team meeting.
- Our holiday play, written by one of our staff, provided students with the opportunity to act, sing in one of three choirs, or to serve as stage hands or ushers.
- A commercial game developed by a Maple Lane staffer made its debut to rave reviews at one of our family fun nights.
- 27 sixth grade students made cars in wood shop and then raced them at the annual Pinewood Derby. Many families and the student body attended.
- Students who had accrued the most credits for appropriate behavior got to participate in four "mystery trips" throughout the year.
- A girls group met regularly throughout the year, providing female students the opportunity to practice positive relationships in a variety of settings.



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Maple Lane Elementary School

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