



**Maple Lane Elementary School  
Annual Education Report (AER) Cover Letter**

January 12, 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 Maple Lane Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Jack Dodd for assistance.

The AER is available for you to review electronically by visiting the following website:

<https://bit.ly/4sFZAQa>, 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 has not been given one of those labels. As reflected in the Annual Education Report, students at Maple Lane present a variety of learning styles and academic abilities. While many students have Emotional Impairments, others have Cognitive Impairments, Autism Spectrum Disorder, and other disabilities that can make learning challenging.

To meet the individual needs of our students, instructional strategies are utilized across all academic areas. Maple Lane continues to focus on school improvement goals, content specific professional development activities, enhancements for social emotional learning, and the use of assessment tools. These include Fountas and Pinnell, NWEA, MSTEP, MI-Access, Easy CBM and the Self-Regulated Strategy Development (SRSD) Writing Assessment. Teachers also use informal classroom-based assessments to monitor student growth. This year, Maple Lane has adopted research-based curricula to support multiple modes of learning: in math, Touch Math, which uses touch points and manipulatives; and in reading, Lexia Core 5, which incorporates technology to support individualized learning plans. Lower elementary classrooms are also using techniques from the University of Florida Literacy Institute (UFLI) toolbox.

We have a district-wide social-emotional goal as part of our District School Improvement Plan. Ongoing professional development in the core content areas is focused on incorporating the educational support necessary to improve student learning and an opportunity for academic

success. Students benefit from individualized instruction and direct modeling of desired behaviors. Intensive practice in social skills training, including the Zones of Regulation and Restorative Practices, assists students in reaching their potential in a supportive environment. This year, classrooms are also using Everyday Speech, which is an interactive social skills curriculum. Students also benefit from Positive Behavioral Interventions and Supports (PBIS) building wide. Training for students in the PBIS takes place on an ongoing basis and focuses on STAR: (Safety, Try Your Best, Act Responsibly, Respect).

State law requires that we also report additional information.

### **Process for Assigning Pupils to School:**

Maple Lane Elementary School provides educational services for students in kindergarten through 5<sup>th</sup> grade who are referred to our program from one of the 21 local school districts in Macomb County. Students who have an IEP in their resident district and/or demonstrate the need for a more structured, individualized program to meet their educational/emotional needs are referred to Maple Lane Elementary School. Once referred, the building administrator and/or designee observe the referred student at his or her local school. Following that, a student study team meeting occurs in which the referring team and Maple Lane staff brainstorm strategies and ideas to help the student be successful. Next, an IEP to consider placement is scheduled, or an action plan is developed in which the Maple Lane team provides support to the local district team in meeting the student's unique needs.

### **Status of School Improvement Plan**

We continue the following district-wide School Improvement goal:

Students in the MISD need direct specialized instruction in the area of social emotional learning. The various programs need to implement a PBIS program to increase student positive behavior outcomes and social emotional learning.

Strategies to increase student achievement in the area of social emotional learning include:

1. Everyday Speech training for teachers, students, and parents, with ongoing implementation school wide. Teachers collaborate frequently to share lessons and ideas.
2. Frequent development and review of Functional Behavior Assessments, Positive Behavior Support Plans and Emergency Intervention Plans, with parent input.
3. Consistent and frequent implementation of building-wide PBIS to serve as a motivator to students. Students are surveyed frequently to inventory interest.
4. SWIS (behavioral) data is reviewed at monthly staff meetings; trends are used to improve upon and enhance the building-wide PBIS.
5. Enhanced PBIS initiatives, such as the eSports Club and community-based instruction at restaurants, parks, the movie theater and grocery stores.
6. Partnerships with community agencies to support positive behaviors, such as drama club (All the Worlds a Stage), paper people (CARE), SMART moves (Sterling Heights Police), music therapy (FARR) and therapy dogs (local organization).
7. Resource Room for students who are integrated or close to reaching that goal; Integration Club for students who are spending a portion of their day at their local schools.
8. Peer buddies: high school students from Warren Consolidated visit Maple Lane and complete activities with students several times a month.
9. "Feeling of the week" is shared Monday morning, and strategies are brainstormed that help with that feeling. In addition, a weekly affirmation is shared Monday and repeated daily.

10. School social worker completes weekly art therapy lessons with a focus on social emotional learning. In addition, all students receive 30 minutes of Occupational Therapy weekly, regardless of if it is prescribed in their IEP.
11. Lunch bunch and visiting other classrooms to provide opportunities to interact with unfamiliar peers and staff.
12. "Motivational Mondays" live morning broadcast in which tweets are shared, similar to a "caught being good" type of activity.

Ongoing strategies to increase student achievement in core academic areas, to support past School Improvement Goals, include:

1. Data collection and analysis using iXL, Fountas and Pinnell, Lexia Core 5, NWEA, Easy CBM and SRSD Writing in teacher cohorts and Professional Development sessions.
2. Motivators for completing academic tasks are provided, such as friendly competitions in which classrooms try to complete the highest number of minutes working on their iXL or Lexia Core 5.
3. Professional development in the areas of Writing (SRSD), English Language Arts (Lexia Core 5) and Mathematics (Touch Math) for teachers, paraprofessionals and ancillary staff members.
4. Teacher cohort groups reviewing data and sharing strategies for success.
5. Response to Intervention groups run by Teacher Consultant for students struggling in English/ Language Arts.
6. An increase in technology to support learning, including Microsoft 365 and classroom smart boards, with ongoing training for Maple Lane stakeholders.
7. Mentoring and support for new teachers, including weekly one-on-one sessions with administration, frequent observations, and recommendations for success.
8. Professional development in the use of Assistive Technology and foundational literacy skills to support student needs.

### **Description of Our School/Program**

Maple Lane provides an academic and behavioral program for elementary students with severe emotional impairments or significant behavioral challenges residing in Macomb County. As of January 2026, we have 54 students enrolled. Our overall average daily attendance is 83%.

### **Access a Copy of Core Curriculum**

At Maple Lane we utilize the Michigan Department of Education Academic Standards which can be viewed at: <https://www.michigan.gov/mde/services/academic-standards>

### **Student Achievement Results for any Local Competency Tests**

Students at Maple Lane take the NWEA assessment in the areas of Reading and Mathematics three times per year: in the fall, in the winter and in the spring. Results are analyzed regularly to ensure students are progressing throughout the year. Based on analysis of existing data, students continue to show specified growth across Reading, Language and Mathematics. Teachers meet frequently to analyze NWEA results. However, instructional strategies are developed and implemented building-wide at frequent Professional Development sessions.

Data is collected and analyzed in academic areas based on Easy CBM (average percentage), Fountas and Pinnell (percentage of students reading at grade level) and SRSD writing (average percentage on the rubric). Those results are listed below.

**2024-25 Maple Lane Fall Assessment Results**

<i>Grade</i>	<i>Easy CBM</i>	<i>Fountas and Pinnell</i>	<i>SRSD</i>
1 <sup>st</sup>	60%	100%	15%
2 <sup>nd</sup>	37%	0%	15%
3 <sup>rd</sup>	46%	0%	15%
4 <sup>th</sup>	38%	41%	22%
5 <sup>th</sup>	32%	25%	24%

**2024-25 Maple Lane Winter Assessment Results**

<i>Grade</i>	<i>Easy CBM</i>	<i>Fountas and Pinnell</i>	<i>SRSD</i>
1 <sup>st</sup>	76%	0%	14%
2 <sup>nd</sup>	52%	0%	19%
3 <sup>rd</sup>	54%	0%	40%
4 <sup>th</sup>	52%	33%	38%
5 <sup>th</sup>	55%	21%	38%

**2024-25 Maple Lane Spring Assessment Results**

<i>Grade</i>	<i>Easy CBM</i>	<i>Fountas and Pinnell</i>	<i>SRSD</i>
1 <sup>st</sup>	70%	0%	24%
2 <sup>nd</sup>	60%	0%	24%
3 <sup>rd</sup>	61%	0%	39%
4 <sup>th</sup>	46%	50%	46%
5 <sup>th</sup>	48%	21%	51%

Data should be interpreted with caution. Many students are referred to Maple Lane as the school year progresses, and some students may have missed instruction due to absences and/or behaviors at their local district, which can contribute to lower achievement scores. The Maple Lane team works diligently to remediate any academic content that was previously missed.

**Parent Participation at Conferences and IEPs:**

Parent attendance at Parent-Teacher Conferences over the last two years was 93% based on in-person, phone and Zoom participation. Our IEPs were also well-attended; some were held via Zoom, getting our attendance and participation level to 96%.

In addition to parent conferences and IEPs, Maple Lane hosted an Open House in the beginning of the year. This provided families with an opportunity to meet with Maple Lane staff and community agencies who share available resources. This year, families received information about the Zones of Regulation social skills curriculum as well as our new reading program, Lexia Core 5. Throughout the course of the year, Maple Lane also provides many families with pantry items, as well as holiday meals and gifts.

**From the Principal:**

Our Maple Lane mission is to educate a diverse population of students in a safe and positive learning environment. Administrators, teachers, parents and students work together as partners in learning to actively engage, motivate and provide the skills necessary to become lifelong learners, as well as positive contributing members of the community. Maple Lane Elementary is dedicated to creating a nurturing, supportive, and safe environment where all students can learn and be successful. Families and community involvement are crucial to this process.

Please contact the school if you have any questions regarding this report.

Sincerely,

Jack Dodd  
Principal