



School Annual Education Report (AER) Cover Letter

January 25, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal, Jack Dodd, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://misd.net/maplelane/index.html>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 those labels. School data can be found by viewing the Combined Report at <https://bit.ly/2Y227I4>. The 'Combined Report' provides data on state administered student assessment results, accountability results, teacher qualification information and the state results for the National Assessment of Educational Progress (NAEP).

Maple Lane continues to focus on school improvement goals, content specific professional development activities and the use of additional assessment tools. These include NWEA, MI-Access, Easy CBM and the SRSD Writing Assessment. In order to meet individual social-emotional needs of our students, specific instructional strategies are utilized across all academic areas. Ongoing professional development in the core content areas is focused on incorporating the educational supports necessary to improve student learning and provide students with an opportunity for academic success. Students benefit from individualized instruction and direct modeling of desired behaviors. Intensive practice in social skills training assists students in reaching their potential in a supportive environment. Students also benefit from a Positive Behavior Support Program building-wide. This Positive Behavior Support Program has been expanded to include and motivate students currently receiving virtual instruction.

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 5th grade and referred to our program from one of the 21 local school districts in Macomb County. Students who are identified on an IEP as Severely Emotionally Impaired 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.

Status of School Improvement Plan

During the 2019-20 school year we continued the following School Improvement goals:

All students will be proficient in mathematics.

All students will be proficient in reading.

All students will be proficient writers.

All students at Maple Lane Elementary will learn and practice coping strategies to keep themselves and others safe.

Strategies to increase student achievement include:

1. Data collection and analysis using NWEA, Easy CBM and SRSD Writing in teacher cohorts and Professional Development sessions.
2. Professional development in the areas of Writing (SRSD) as well as Restorative Practices.
3. Zones of Regulation training for teachers, students and parents, and implementation school wide.
4. Corrective Reading, Road to Reading and Road to the Code strategy implemented in classes for students needing Tier 2 and/or Tier 3 Reading remediation.
5. Training in Positive Behavior Support Programs and implementation of a Maple Lane Positive Behavior Support committee.
6. Building-wide Positive Behavior Support Plan to serve as a motivator for students, including carry over for students receiving virtual instruction.
7. Teacher and staff collaboration to develop ideas to promote student engagement when learning virtually.
8. An increase in iPads to support online learning, with training for teachers, students and parents.

Description of Program

Maple Lane provides an academic and behavioral program for elementary students with severe emotional impairments or significant behavioral challenges in Macomb County. Our overall average daily attendance is 88%. During the state mandate requiring remote instruction from March 16, 2020 through the remainder of the 2019-20 school year, teachers and ancillary worked diligently to provide synchronous and asynchronous instruction to all students. To support this required instructional model, our staff attended multiple Professional Development trainings in order to provide and support students with online learning, such as Seesaw.

Access a Copy of Core Curriculum

At Maple Lane we utilize the Common Core State Standards which can be viewed at:

http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

To read more about our academic program, please refer to p. 30 of our Student/Parent Handbook: <https://www.misd.net/maplelane/MapleLaneStudentParentHandbook1920.pdf>

Student Achievement Results for any Local Competency Tests

Students at Maple Lane take the NWEA assessment in the areas of Reading, Language 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. Note that the spring NWEA assessment was not possible in 2020 due to the state mandate requiring remote instruction. However, 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.

Parent Participation at Conferences and IEPs:

Over the past two years we've had increased participation in Parent-Teacher Conferences and/or Individual Education Plan Team (IEPT) meetings. Parent attendance at Parent-Teacher Conferences the last two years was 100% based on in-person and Zoom participation. Our IEPs were also well-attended; many were held via Zoom, getting our attendance and participation level to 100%.

During the mandated school closure, staff maintained frequent communication with parents and families via Zoom, phone calls, texts, etc. Throughout the course of the year, a sing along and other small classroom-based activities (cooking, dance, etc.) are opportunities for parent participation and engagement with their student and staff (which we completed using Zoom this year).

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