



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

January 3, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 Jack Dodd, principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3Qdl9Fv>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup 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 or had a graduation rate at or below 67% 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 those labels. 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. We have also implemented surveys for parents, students, and staff in the use of our Social-Emotional curriculum, the Zones of Regulation. This will help us better serve our population of diverse learners.

In order to meet individual social-emotional needs of our students, specific instructional strategies are utilized across all academic areas. In addition, a district-wide social-emotional goal has been added to our District School Improvement Plan. 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, including the Zones of Regulation and Restorative Practices, assists students in reaching their potential in a supportive environment. Students also benefit from a Positive Behavior Support Program building wide.

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 2021-22 school year, we implemented 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. Professional development in trauma informed care.
2. Zones of Regulation training for teachers, students, and parents, with ongoing implementation school wide.
3. Training in Positive Behavior Support Programs for teachers, students, and parents.
4. Building-wide Positive Behavior Support Plan to serve as a motivator to students.

Ongoing strategies to increase student achievement in core academic areas, to support past School Improvement Goals, 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), English Language Arts and Mathematics for teachers, paraprofessionals and ancillary staff members.
3. Teacher cohort groups reviewing data and sharing strategies for success.
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. Response to Intervention groups run by our Teacher Consultant for students struggling in an academic area.
6. An increase in technology to support learning, including Microsoft 365, with training for teachers, students and parents.

Description of Our School

Maple Lane provides an academic and behavioral program for elementary students with severe emotional impairments or significant behavioral challenges in Macomb County. As of January 2023, we have 59 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>

To read more about the Maple Lane academic program, please refer to p. 30 of our Student/Parent Handbook:

<https://www.misd.net/maplelane/MapleLaneStudentParentHandbook.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. 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; some were held via Zoom, getting our attendance and participation level to 95%.

In addition to parent conferences and IEPs, we also hosted an Open House in the beginning of the year. This provided families an opportunity to meet with Maple Lane staff and community agencies who share available resources. Throughout the course of the year, Maple Lane also provides many families with pantry items, as well as holiday meals and gifts. This year, we started a parent group in coordination with CARE of Southeast Michigan, running support discussions and activities for interested parents.

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