



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

January 7, 2025

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 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://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,9133,1728,95, or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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. 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 iXL, NWEA, MSTEP, MI-Access, Easy CBM and the 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, SRA, which uses direct instruction and repetition to achieve mastery.

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. Students also benefit from a Positive Behavior Support Program building wide. Training for students in the Positive Behavior Support Program takes place on an ongoing basis.

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 1st through 5th grade who are referred to our program from one of the 21 local school districts in Macomb County. Students who are identified as Severely Emotionally Impaired on 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.

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. Professional development in collecting and analyzing behavioral data.
2. Zones of Regulation training for teachers, students, and parents, with ongoing implementation school wide.
3. Frequent development and review of Functional Behavior Assessments, Positive Behavior Support Plans and Emergency Intervention Plans.
4. Building-wide Positive Behavior Support Plan to serve as a motivator to students. The building-wide Positive Behavior Support Plan was reviewed in September 2024 and shared with all Maple Lane stakeholders upon returning to school this Fall.
5. SWIS (behavioral) data is reviewed at monthly staff meetings; trends are used to improve upon and enhance the building-wide Positive Behavior Support Plan.
6. Enhanced PBIS initiatives, such as the eSports Club and community-based instruction at restaurants, parks, the movie theater and grocery stores.
7. 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) art therapy (FARR) and therapy dogs (local organization).

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

1. Data collection and analysis using iXL, 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 (SRA) and Mathematics (Touch Math) 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 English/ Language Arts.
6. An increase in technology to support learning, including Microsoft 365 and classroom smart boards, with training for Maple Lane stakeholders.

Description of Our School

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 2025, we have 55 students enrolled. Our overall average daily attendance is 81%.

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.

The data below demonstrate the results of the Easy CBM Mathematics Assessment and the Fountas and Pinnell Reading Assessment administered during the 2023-24 school year. However, 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.

Average Score on Grade Level Math Assessment (Easy CBM)					
	<i>1st Grade</i>	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
<i>Fall</i>	0.00%	0.00%	48.38%	34.43%	40.90%
<i>Winter</i>	63.81%	57.00%	52.12%	49.67%	44.83%
<i>Spring</i>	63.81%	62.20%	51.28%	48.89%	54.58%

Percent of Students Reading at Grade Level (Fountas and Pinnell)					
	<i>1st Grade</i>	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
<i>Fall</i>	0.00%	1.00%	15.00%	16.00%	27.00%
<i>Spring</i>	50.00%	13.00%	13.00%	35.00%	35.00%

Parent Participation at Conferences and IEPs:

Parent attendance at Parent-Teacher Conferences over the last two years was 95% 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 94%.

In addition to parent conferences and IEPs, Maple Lane 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. This year, families received information about the Zones of Regulation social skills curriculum. 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