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Donley Elementary Annual Education Report (AER)

January 19, 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 Donley Elementary. 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 Tracey Barton for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3rj4wKZ>, 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. Donley Elementary was not given a label.

The Donley Elementary staff continues to work towards reducing the achievement gap and continuous school improvement. The Donley School Improvement Team includes general education teaching staff, special education staff, Title I staff, school social worker, and the building principal. We continued to refine our core instruction, provide Title I support for students, strengthened our data review process, and our School-wide Positive Behavior Interventions and Supports (SWPBIS). SWPBIS includes our school-wide Individual Acknowledgement System, Tier 2 Intervention Support System, and CHAMPS classroom management.

We continued using the problem-solving model as a method for improving student performance, which involves using data to drive instruction. We also invested in professional development on the effective instructional strategies and many of the teaching staff was involved in various levels of professional development including Essential Practices, Math Workshop, and offsite training related to Positive Behavior Supports.

Donley has a strong parent group that supports our students. They support our SWPBIS events this year and we are planning many events for the 2022-23 school year.

Parent Teacher Conferences

Donley Elementary has a high level of parent involvement in their students. At fall conferences this year we had 97.4% of parents attend parent conferences and in 2020-21 98.3%, 2019-20 97.8%, 2018-19 98.2%, and 2017-18 97.3%.

We are committed to providing all students with rich academic experiences. We strive to advance the goals defined in our Mission Statement and School Improvement Plan. We believe the greatest opportunity students have for success is when home, school and community work together. We welcome and encourage parent participation, and thank our many volunteers for their commitment to Donley!

Additional Information of Possible Interest

Mission Statement

Nurturing each child
Educating all students
Building world citizens

Vision Statement

East Lansing Public Schools provide an exemplary education for all students through a cohesive, comprehensive curriculum in an inclusive, supportive environment.

Status of the 3-5 Year District School Improvement Plan

East Lansing Public Schools has submitted a District Improvement Plan through the Michigan Integrated Continuous Improvement Process (MICIP). This plan is focused on the whole child by developing school environments that are healthy, safe, engaged, supported and challenged. Our plan, in conjunction with our school community improves learning and improves health while coordinating policy, processes and practices that meet the needs of our students, educators and families. The district goals articulated in this plan are specific, measurable, attainable, relevant, time bound, inclusive and equitable. Each of our schools engage and share in the responsibility to make our goals a reality for all who are a part of our education community.

Core Curriculum Access

East Lansing Public Schools' core curriculum may be accessed on the state website as follows:

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

Additional hard copy publications are available from the office of the Assistant Superintendent and at the building level. There are no variances from the state's model.

Description of Implementation

The implementation of the core curriculum is sustained through a curriculum structure that employs grade level and department chairpersons who meet monthly. These educators review state requirements for the core curriculum, plan curriculum development, ensure coherence and articulation, and provide for the identification of necessary professional development and budget-related requirements to support the implementation of the curriculum. Department and grade level chairpersons meet with grade level and or department level colleagues and with administration to implement and monitor the effectiveness of curriculum development, implementation and impact on student performance.

Process for Assigning Pupils to the School District

K-5 students are assigned to schools based on where they reside in our district. Each K-5 school has specific boundaries within our district. Parents are allowed the opportunity to complete a permeable boundary request that would allow their child to attend a school within the school district other than their neighborhood school. Requests require the approval of the sending and receiving school Principals as well as the Superintendent and are based on space availability at the school/grade.

East Lansing Public Schools also participates in the state's Schools of Choice process annually. Available openings are advertised. Applications are accepted during a specific application period, and students are accepted on a lottery system to fill the advertised slots.

Core Beliefs

We Believe:

- Students' needs and interests are core to all decisions and actions.
- We must inspire a passion for lifelong learning.
- High expectations in teaching and learning result in personal and academic excellence.
- Diversity is affirmed by integrating the uniqueness of every child in to our learning community.

- In providing equitable access to opportunities and resources for students.
- In engaging the entire community to create trusting, safe, welcoming learning environments.

Sincerely,

Tracey Barton