



Delta Center Elementary

Teresa Dyer / Principal

February 6, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Delta Center 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 Teresa Dyer, Principal of Delta Center Elementary for assistance.

The AER is available for you to review electronically by visiting the following website www.GLcomets.net/AER4DeltaCenter or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 2022-23. 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 2022-23. 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 these labels.

Delta Center Elementary is focused on continual improvement in student achievement and closing the achievement gap. During the 2022-23 school year, our staff continued work towards improving teaching and learning through identified building SMART goals established in our District School Improvement Team (DSIT), as well as in our grade-level Professional Learning Communities (PLCs). Additionally, our building teams (i.e. ELA, Math, Building Initiative/TLT) collaborated in the areas of Language Arts and Math focusing on adult learning and refinement of pedagogy to provide best practice with differentiated instructional strategies to boost student achievement related to our MICIP goals. Further, grade-level teachers collaborated in cross-district teams to unify instructional practices. Explicit, skill-level instruction occurred daily for first through fourth-grade students in small-group, skill-based intervention blocks to increase student achievement.

Coaching and instructional collaboration sessions were scheduled throughout the year with grade-level teachers learning about the Science of Reading. Teachers participated in observations and collaborated with colleagues, including the district math coach, reviewing the CRA mathematical approach and implementing strategies within classrooms to better meet students' needs.

Our building's Multi-Tiered Systems of Support (MTSS) team met weekly to identify students in need of additional academic or behavioral school-wide tiers of support. Utilizing the results from NWEA, DIBELS, and M-STEP, the MTSS team, including the grade-level teachers, met each trimester for data analysis review to help guide instructional and behavioral practices to increase student achievement.

Additional information about our district and school is provided below as the State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Elementary students in Kindergarten through 4th grade attend one of four elementary schools in the district and are assigned an elementary building based upon the attendance area of their primary residence.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Every year, a team of teachers along with the principal study the school's data, identify achievement gaps and revise the school improvement plan to include strategies and interventions that will increase student achievement. Throughout the 2022-2023 school year, the district worked through the MiCIP process to identify areas and strategies at each level that will provide students with the most overall growth.

DESCRIPTION OF EACH SPECIALIZED SCHOOL

All Grand Ledge Schools are inclusive schools with programming for all students. We have support programs for students with special needs as well as students in need of second language support. All students are provided the least restrictive environment to meet their educational needs.

DESCRIPTION OF THE CORE CURRICULUM AND ITS IMPLEMENTATION

More information about the district's curriculum can be found at the following link:

[Curriculum, Essential Learnings, and Course Offerings - Academic Services - Administrative Departments - Our District - Grand Ledge Public Schools](#)

The district has been utilizing Journeys as the core literacy program for many years. Reveal Math was adopted as the core mathematics program at the end of the 2022-2023 school year. Teachers receive professional development and have access to district coaches to ensure the programs' scope and sequence are delivered with fidelity. The literacy and mathematics curriculum are aligned to the Standards and Benchmarks. Science and social studies are aligned with the Michigan Department of Education Grade Level Content Expectations. We have also implemented a standards-based report card that is aligned with the Standards for Literacy and Mathematics.

Michigan Student Test of Educational Progress (M-STEP) School Achievement Data

School Percent Students Proficient					
Third Grade	ELA	Math	Fourth Grade	ELA	Math
2021 - 2022	59%	64%	2021 - 2022	48.8%	33.7%
2022 - 2023	47%	46%	2022 - 2023	54.8%	44.8%

PERCENTAGE OF PARENTS ATTENDING CONFERENCES

Grade	Fall 2021	Spring 2022	Fall 2022	Spring 2023
K	100	95	114	112
1	77	72	92	95
2	88	86	81	75
3	99	95	90	92
4	83	75	97	90
Total (number and percent)	466/477 96%	423/466 91%	475/503 94%	464/509 91%

I believe the Annual Report for Delta Center Elementary School demonstrates that we are doing very well in providing an outstanding academic learning environment for our children. We will continue to strive as a staff to improve our instructional practices for students to make progress in their literacy and math skills. Students who are

not making progress receive additional individualized, differentiated support from the classroom teachers during literacy and math instruction, or if needed, additional support from our reading teacher and/or math interventionist. Through partnership with our parents, Delta Center students are making strides in their achievement. Our district's goal of becoming "one of the best school districts in the nation" will motivate us toward higher and higher levels of excellence. Our School Improvement Goals will continue to focus on areas that reflect student academic needs. We will continue to work hard to provide the very best school for your child.

Sincerely,

Teresa Dyer

Teresa Dyer, Principal
Delta Center Elementary