



WAYLAND UNION SCHOOLS

H O M E O F T H E W I L D C A T S

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for Baker 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 Robin Seniura for assistance.

The AER is available for you to review electronically by visiting the following web site [2024-2025 Dorr Elementary AER](#), 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. Dorr Elementary has not been given one of these labels.

Dorr Elementary School houses preschool through 3rd grade students from the Dorr/Moline Communities. The staff at Dorr Elementary School works extremely hard to provide an environment that is inviting to parents and focused on the individual needs of each child. Utilizing a Push-In and Pull Out Response to Intervention model for Reading and Math instruction, Dorr Elementary consistently strives to assist all learners in meeting their individual progress. This is done through grade level planning meetings that occur on a six week basis where all students are discussed as a grade level, classroom and then individuals. This team focus has allowed us the opportunity to individualize instruction, build instructional capacity, and meet the various needs of our learners. The data from this process has demonstrated positive growth for ALL of our students ranging from those that struggle to those that consistently

out-perform grade level expectations. State law requires that we also report additional information:

Process for Assigning Pupils to the School

Students are assigned to Dorr Elementary School based upon geographical location. Boundaries for busing exist in the district's four elementary schools. If parents request Dorr Elementary School as part of their schools of choice option, they must provide their own transportation.

School Improvement Plan

Over the past four years, our school has diligently worked to implement and refine the district's Michigan Integrated Continuous Improvement Plan (MICIP), with a specific focus on enhancing students' proficiency in claim, evidence, and reasoning (CER) skills. Through strategic planning, collaborative efforts among educators, Professional Learning Community (PLC) teams, and targeted classroom instruction in all content areas, we have witnessed excellent progress in the development of these critical academic competencies among our students. The implementation of evidence-based teaching strategies, ongoing professional development for teachers, and a commitment to data driven decision-making contribute to the positive outcomes observed, as students demonstrate an increased ability to construct well-supported arguments, critically analyze information, and effectively communicate their ideas.

Special Programs

Wayland Union Schools provides all students with an exceptional academic education, geared towards individual student needs. Individualized supports, interventions and opportunities are provided to empower students to reach their full potential. For students who are eligible for special education we provide a continuum of services to meet their needs. The Individualized Educational Plan Team (IEPT) makes decisions regarding the appropriate programs and services providing a Free Appropriate Public Education (FAPE) in the least restrictive environment. Along with instructional support, the district employs ancillary support services that include speech and language pathologists, school social workers, teacher consultants, occupational therapists, and school psychologists. In cooperation with Allegan Area Educational Service Agency (AAESA), we also provide teacher consultant services for visual impairments, hearing impairments, autism spectrum disorder, and orientation and mobility, behavioral consultants and physical therapists.

Special education programs are provided in compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE) and the Allegan Area Educational Service Agencies ISD Plan. Special education programs are located in each building in the district and are based on each individual student's level of need as an alternative to the disability specific programs outlined in MARSE. Programs and services for our

youngest students, age birth to three, and for our students whose level of need requires extensive ongoing support throughout the day are provided through AAESA.

Core Curriculum

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Dorr Elementary teachers use district approved curriculum resources to implement our core instruction. These include Language Arts, Math, Science, Social Studies, Technology, Fine and Performing Arts, and Physical Education. All areas of the curriculum are reviewed annually within a five-year cycle.

The five year process includes reviewing the current curriculum along with the revisions received from the Michigan Department of Education, revising the curriculum, implementing the revision, monitoring the implementation, and finally, evaluating the data and the curriculum revisions to determine when certain concepts should be introduced at a particular grade level. Curriculum revisions and/or textbook and software purchases are reviewed and recommended to the Board of Education by the District School Improvement Committee.

Teachers receive professional development and training in areas of the curriculum that have been revised or when students have not been able to demonstrate adequate performance. It is important for teachers to be aware of each individual student that is not performing to district and state standards, and plan their instruction accordingly. Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities. Please contact the Assistant Superintendent of Instruction for access to district curriculum guides.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Community partnerships
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Active and involved parent participation

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching

strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on post-secondary preparation skills.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

Aggregate Student Achievement Results on District Assessments and Nationally Normed Achievement Tests

2022-2023 M-Step

2023-2024 M-Step

Grade	Subject	At or Above Proficiency	Below Proficiency	Grade	Subject	At or Above Proficiency	Below Proficiency
3rd Grade	ELA	71.4%	28.6%	3rd Grade	ELA	60.6%	39.4%
3rd Grade	Math	55.8%	44.2%	3rd Grade	Math	60.6%	39.4%

Parent Teacher Conference Rates

	Fall	Spring
2023-2024	89%	86%
2022-2023	91%	48%

Dorr Elementary School is proud to provide our students with a comprehensive education which includes instruction in core content areas, small group push in and pull out interventions, Music, Physical Education, Art, Media and daily life skills through our PBIS initiatives. Our staff, PTO and parent volunteers help our 350 students grow and learn both academically and social-emotionally.

Sincerely,
 Robin Seniura
 Principal, Dorr Elementary School