

**Holt Public Schools**  
**2025-26 Annual Education Report (AER)**

January 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Dimondale Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Shannon Barker at [Shannon.barker@hpsk12.net](mailto:Shannon.barker@hpsk12.net) for assistance.

The AER is available for you to review electronically by visiting the following website: [Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Dimondale Elementary academically tests all students. Reading fluency, math, social-emotional skills, and attendance have emerged as areas of focus according to our student data. We are working to provide more opportunities for children to acquire the skills they are lacking in these areas. Dimondale currently has 1.5 interventionists to support at-risk students. Due to the high number of students receiving special education services Dimondale has 2 full-time special education teachers. A variety of intervention groups are established in the fall to target the lagging skills. Students are benchmarked and progress monitored weekly to assess progress. Intervention groups are provided daily by classroom teachers, special education teachers and interventionists, for students that show a need. The

intervention groups are for Tier II and Tier III students. All children are receiving face-to-face core instruction with a focus on priority standards.

The district adopted Reveal Math as the newly adopted math program this fall. The core literacy program of Wit & Wisdom was adopted last year for K-2. The district adopted Wit and Wisdom this year for grades 3-5. Core 95 Phonics is used by K-5 and University of Florida Literacy Institute (UFLI) as a supplemental program. Dimondale interventionists and resource teachers use UFLI to support targeted instruction.

For social-emotional skill support, our teachers have been trained to implement the Michigan Model for Health Curriculum. The Dean of Students is conducting all social and emotional lessons from our district adopted Michigan Health Model program. Our staff, in collaboration with a comprehensive school health coordinator, have targeted Michigan Model lessons specific to strengthening their social-emotional skills. The district and Dimondale have implemented the Trails program for groups of Tier II students. This program is taught by the building social worker. In addition, the building social worker meets with students to provide extra SEL support using 2nd STEP. The district and Dimondale staff have implemented a Conscious Discipline model for all K-6 students to better understand and support the variety of lagging social-emotional skills.

For attendance support, all classrooms have a student data tracking and monitoring system to assist with growing the students' awareness of the importance of being at school on a consistent basis. The district attendance procedures are implemented and students that are exhibiting truancy are being reported. Dimondale works consistently with its staff and building schedule to try and meet the needs of all students.

We remain committed to continuous growth and to providing a supportive, engaging learning environment where every student can succeed. Through strong partnerships with families, dedicated staff, and targeted instructional supports, we will continue to address areas of need while celebrating the progress our students make each day.

<b>DIMONDALE ELEMENTARY SCHOOL</b>		
<b>Parent Teacher Conference</b>		
<b>Attendance (in percentages)</b>		
Grade	Fall 2024	Spring 2025
K	96	93
1	96	98
2	94	90
3	94	80
4	79	76
5	94	94
<b>Bldg Avg:</b>	<b>553</b>	<b>531</b>
<b>Bldg Avg:</b>	<b>92.16666667</b>	<b>88.5</b>

Sincerely,

Shannon Barker, Principal

Dimondale Elementary School