



# Jackson Public Schools

## Dibble Elementary School

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dibble.jpsk12.org

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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 the Dibble 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 Martha Kuhn, Principal for assistance at 517-841-3971.

The AER is available for you to review electronically by visiting the following website, [MISchoolsData -Dibble](#), for the combined report. There is also a copy in the main office.

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. Our school has not been given one of these labels.

Our key challenge at Dibble Elementary is closing achievement gaps among student subgroups. As a team of educators, we continuously analyze these gaps and implement targeted strategies to address them. Instruction is intentionally differentiated to meet each student where they are academically, with the goal of accelerating progress toward grade-level expectations and beyond.

We use best instructional practices, including guided reading, whole-group and small-group instruction, and Tier 2 and Tier 3 interventions during W.I.N. (What I Need time). Student progress is closely monitored through multiple data sources, including Fountas & Pinnell, teacher observations, and small-group assessments supported by paraprofessionals. In addition, we utilize online learning platforms such as Seesaw, Google Classroom, iREADY Math, and iREADY to enhance and personalize instruction.

Our commitment is to ensure that every student reaches their fullest potential.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Dibble Elementary School based on their area of residence, through Schools of Choice, or the In-District transfer process. Parents complete enrollment forms and students are placed in classrooms once this information is received.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Dibble Elementary School Improvement Plan is created by our School Improvement Team, which includes teachers, parents, and community members working together. We look closely at student learning, attendance, and behavior to set meaningful goals and choose proven strategies that support student success. Our plan is shared with the Michigan Department of Education through AdvancED, and our team meets regularly to review progress and make adjustments as needed. Dibble Elementary is currently in the third year of this improvement plan, and we remain committed to continuous growth and success for all students.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Dibble Elementary School is a K - 5 building. We meet the students at their individual level of learning and raise them to high academic standards.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The State Board of Education's Model Core Curriculum outlines the learning standards for students. Teachers at Dibble Elementary follow these Common Core standards to guide instruction and ensure students are learning what they need at each grade level. Our core curriculum is available on our website at [jpsk12.org](http://jpsk12.org).

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Percentage of students at or above grade level on the NWEA and iREADY Reading Assessments

Grade level	Reading Spring 2023 NWEA	Reading Spring 2024 NWEA	Reading Spring 2025 iReady
K	70%	83%	85%
1	74%	66%	74%
2	63%	62%	74%
3	80%	83%	77%
4	52%	68%	49%
5	73%	79%	41%

Percentage of students at or above grade level on the NWEA and iREADY Math Assessments.

Grade level	Math Spring 2023 NWEA	Math Spring 2024 NWEA	Math Spring 2025 iReady
K	75%	91%	66%
1	72%	66%	56%
2	82%	80%	66%
3	66%	94%	51%
4	63%	77%	58%
5	58%	67%	41%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2023-24 we had 92% parents participate in conferences which represented 305 of our students. In 2024-25 we had 94% of parents participate in conferences which represented 310 of our students.

The staff at Dibble Elementary is dedicated to the educational growth of every child. We believe that **all students can learn** the academic and social skills they need to be successful in the world. With the continued dedication of our staff and the support of our families and community, we will help every student thrive.

Sincerely,

Martha Kuhn  
Principal  
Dibble Elementary School

