

# Chippewa Hills Intermediate School

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## School Annual Education Report (AER) Cover Letter

January 22, 2022

Dear Parents, Guardians, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Chippewa Hills Intermediate 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 Jason Lundin for assistance.

The AER is available for you to review electronically by visiting the following website, [MI School Data](#) or you may review a copy in the main office.

For the 2020-21 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

Chippewa Hills Intermediate School historically scores higher than districts with similar demographics. Even though we consistently score above our peers, we are implementing two key initiatives to accelerate student achievement and close the persistent gaps in achievement as those same scores were lower than the state average. The data to support these statements is linked [here](#). The first initiative we have implemented of our Multi-Tiered System of Support (MTSS) is Positive Behavior Intervention and Supports (PBIS). We are working to fully implement Tier II interventions and to align, review and select Tier III interventions for improved behavioral outcomes. This will help our students by having a positive school climate that acknowledges positive behavior and has a system for teaching it as well as having support when needed. The second initiative is focusing our efforts on Core Reading Strategies and to employ the Essentials of Explicit Instruction to improve our students' reading skills. These two initiatives of building an MTSS and focusing on explicit instruction will facilitate the use of summative and formative assessment data to give targeted support to make sure students are receiving accommodations and extensions they need to be successful.

State law requires that we also report the following additional information:

**Process for assigning students to the school:** The students in the Chippewa Hills School District are assigned to specific buildings based on transportation parameters. Transportation provides bussing for more than 1875 students,

servicing 17 different routes with 17 buses and traveling just under 500 square miles each day. Schools of choice students are also welcomed into the district based upon compliance with the board of education policy 5112.5 and/or enrollment agreements with neighboring districts.

**The Status of our School Improvement Plan:** School districts through state and federal legislation are required to meet a standard of improvement based on M-STEP (16-17, 17-18, & 18-19), and the state accreditation system, Education Yes. In the 16-17 reporting term, Chippewa Hills Intermediate School received an Overall Index Value of 55.99. In the 17-18 reporting term, Chippewa Hills Intermediate School received an Overall Index Value of 59.30. Our index value went up by 3.31, but we had one subgroup that underperformed in 2017-18. We made some adjustments to schedules and interventions in 2018-2019 and our Overall Index Value went up again, but this time by 1.69 to a score of 60.99. Most notably, our Proficiency Index went up by 5.04 to a score of 58.59. For the 2019-20 and 2020-21 reporting terms, Chippewa Hills Intermediate School has yet to receive a score due to the Covid-19 pandemic.

School Year	Overall Index	Overall Growth	Proficiency Index	Proficiency Growth
<b><u>2016-2017</u></b>	55.99	--	50.54	--
<b><u>2017-2018</u></b>	59.30	3.31	53.55	3.01
<b><u>2018-2019</u></b>	60.99	1.69	58.59	5.04
<b>2019-2020</b>	School Index data not available due to federal waiver			
<b>2020-2021</b>	School Index data not available due to federal waiver			

The Chippewa Hills School District began its school improvement process at the elementary level during the 1990-91 school year. The Chippewa Hills Intermediate School Improvement Team includes administrative staff and teachers and is referred to as our School Leadership Team. Additional members of the team have included support staff personnel, parents, and community members-at-large. School improvement teams from individual buildings will continue to work closely with the district improvement team to coordinate activities and focus more clearly on common goals, beliefs, and objectives for the students in the district. Since most of these requirements are tied to M-STEP/state-identified tests scores, school improvement efforts will focus on improving student performance at all levels. The complete school improvement plan is on file in the principal's office. Our school has been implementing the new continued improvement process utilizing the MiCIP platform. The District Improvement Team completes data reviews after universal benchmark assessment windows. This collaborative process drives our school improvement planning. Since most of these requirements are tied to M-STEP/state-identified tests scores, school improvement efforts will focus on improving student performance at all levels. The complete school improvement plan is on file in the principal's office.

**Specialized School:**

Name of Specialized School: Mecosta-Osceola Education Center

Name of Director/Supervisor: Christy Miller

The Mecosta Osceola Education Center/Satellite Classrooms provide special education classrooms and ancillary services to handicapped students up to age 26 who reside in the Mecosta Osceola Intermediate School District. The center assists students in their cognitive, affective, and psychomotor development. Students are placed in classroom programs via the Individualized Educational Planning Committee (IEPC) process. Included in each committee are the parents, a district representative, and teaching and ancillary staff. Specifically, classroom programs are offered in the categories of pre-primary impaired, moderate cognitive impaired, severely cognitive impaired, severely multiply impaired, emotionally impaired, hearing impaired, and physically or otherwise health impaired.

**Core Curriculum (linked):** Intermediate teachers in the Chippewa Hills School District align and adjust their instruction to deliver the core curriculum to the Michigan Academic Standards. All students at Chippewa Hills Intermediate School are enrolled in all core academic classes. Teachers are involved in a continuing process to review,

revise, and adopt new curriculum materials at the district level. The District Improvement Team in coordination with the School Leadership Teams makes curricular alignment and selection decisions. District-wide curriculum and grade-level meetings are held to ensure vertical and horizontal alignment. Professional Learning days are also provided for the staff that follows the submitted Professional Learning plan. A copy of the core curriculum can be obtained from the administrative office in each building.

**Achievement Results:** Students grades K-8 are usually tested three times a year using the Northwest Evaluation Association (NWEA) assessments. The percentages below indicate the students who at the end of the 2020-2021 school year who scored at or above the proficiency level according to the nationally normed reference data on the Spring Assessment:

2020-21 results (Spring Assessment)	Math	Reading
5th grade: Class of 2028	33%	52%
6th grade: Class of 2027	20%	40%
7th grade: Class of 2026	32%	48%
8th grade: Class of 2025	41%	38%

**Parent-Teacher Conferences:**

During previous school years, three parent-teacher conferences were held. Two of the conferences were held in an open format with all students and parents welcome to attend. The third was by invitation only for struggling students who may need to be considered for retention or who may need to make considerable academic gains over the summer.

The following table notes parent attendance at conferences:

Fall (Open conferences)	Winter (Open conferences)
2016 - 35%	2017 - 52%
2017 - 51%	2018 - 40%
2018 - 73%	2019 - 48%
2019- 89%	2020-44%
2020- (Virtual due to COVID-19)*	2021- (Virtual due to COVID-19)*

\*Due to the Covid-19 pandemic, all students and their parents/guardians were contacted throughout the year via virtual meetings and phone calls. We are continuing to set our goal of 100% participation.

In addition to conferences, we typically have an Open House to start the year. In August 2020, students picked up a Chromebook and their materials prior to the start of school. Then throughout the year, the following materials were either given out or mailed to parents: progress reports, trimester report cards, M-Step testing results, NWEA testing results, attendance letters, and newsletters. Parents typically are also invited to parent involvement meetings, volunteer and chaperone field trips, and attend student recognition sessions. We also communicate using the Skyward mass email function, Facebook, and Remind.

In closing, we are encouraged to continue implementing our two key initiatives focused on behavior and reading. These initiatives will help our Chippewa Hills Intermediate School Staff continue to provide each child with the best educational experience possible. During the 2020-2021 school year the Intermediate School served approximately 580 students in grades 5-8. A total of 31 highly qualified instructional staff provided instruction on a daily basis. A total of

20 support staff provided daily support of instruction and encouragement to students. This team of dedicated people includes individuals that work in the areas of secretary, paraeducator, cafeteria, library, playground, custodial. The building principal holds a Bachelor of Science in Education degree and a Master of Arts in K-12 Education Administration degree from Central Michigan University. The staff of Chippewa Hills Intermediate School would like to thank the parents, guardians, and the community for assisting all of our students with the development of the skills needed to excel in an ever-changing competitive world.

Sincerely,

Jason Lundin  
Principal