

Chippewa Hills Intermediate School

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School Annual Education Report (AER) Cover Letter

January 24, 2023

Dear Parents, Guardians, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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 2021-22 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 in the presentation 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 Interventions that focus on 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 the 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 1850 students, servicing 16 different routes with 16 buses and covering just under 400 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.

School Improvement:

Our district uses The Michigan Integrated Continuous Improvement Process (MICIP) process to inform the way we work on a daily basis rather than being an annual event and a way to meet compliance requirements. Our District Improvement Team strives to create equitable opportunities, environments, and supports resulting in students that are healthy, safe, engaged, challenged, and supported. Our district goals are centered around all 3 Tiers of Reading and Behavior focusing on achievement and growth in a way that is integrated rather than isolated. This process allows Chippewa Hills School District to craft collaborative improvement plans that target systems that support the high-quality implementation of actions and high levels of student outcomes. The District Improvement Team completes data reviews after universal benchmark assessment windows. This collaborative process drives our school improvement planning.

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 in grades 5th - 8th are tested three times a year using the Northwest Evaluation Association (NWEA) assessments. The percentages below indicate the students who at the end of the 2021-22 school year scored at or above the proficiency level according to the nationally normed reference data on the Spring Assessment:

2021-2022 results (Spring Assessment)	Math	Reading
5th grade: Class of 2029	31%	57%
6th grade: Class of 2028	30%	50%
7th grade: Class of 2027	26%	44%

Parent-Teacher Conferences:

During previous school years, two parent-teacher conferences were held. Both conferences were held in an open format with all students and parents welcome to attend. We have transitioned the second conference recently to be by invitation only for struggling students who may need to be considered for retention. Due to the Covid-19 pandemic, we have adjusted our conferences to include virtual meetings and phone call conferences throughout the year. The level of contact was outstanding by our teachers and students' parents throughout the past two years. We are continuing to set our goal of 100% parent participation.

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)
2021 - (Virtual due to COVID-19)	2022 - (Virtual due to COVID-19)

In addition to conferences, we have an Open House in August and throughout the year, the following materials are either given out or mailed to parents: progress reports, trimester report cards, M-Step testing results, NWEA testing results, attendance letters, newsletters. Parents typically are also invited to parent involvement meetings, and volunteer and chaperone field trips. We also communicate using the Skyward mass email function, Facebook, and Remind.

In closing, we are encouraged to continue implementing our two critical 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 2021-2022 school year, the Intermediate School served approximately 550 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, and custodial. The building principal holds a Bachelor of Science in Education degree and a Master of Arts in K-12 Education Administration 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 developing the skills needed to excel in an ever-changing competitive world.

Chippewa Hills Intermediate School is committed to going above and beyond to fill identified learning gaps in all areas of learning as we foster our core values: **WARRIORS - We Are Ready to be Respectful, Interdependent, Organized, Responsible Students and Staff.**

Sincerely,

Jason Lundin
Principal