

Chippewa Hills



Mosaic School

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## Annual Education Report (AER) Cover Letter

December 18, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the Chippewa Hills Mosaic 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 Dawn Hawley for assistance.

The AER is available for you to review electronically by visiting the following web site [MI School Data](#), or you may review a copy in the main office at your child's school.

For the 2019-2020 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 was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Due to the small number of students taking the tests at each grade level, our school data is not reported or disaggregated. Therefore percentages of students attaining the proficiency level are not provided in an effort to protect personal student data. The staff does however, look at individual student achievement and use this data to help determine our building goals, strategies and interventions.

Students enroll at Mosaic School for a variety of reasons; however a common reason is having academic challenges which have led to gaps in learning and earning credits. All students who enroll are assessed in reading comprehension and math skills. Students who do not test at grade level participate in interventions such as Read Naturally and Khan Academy. Both programs are individualized based on the student's learning needs and designed to help close learning gaps and/or increase comprehension. Graduation rates continue to be a challenge. Rates are calculated using any student who enrolls at Mosaic School and does not complete his/her high

school career within four years of starting high school, regardless of where they started their high school career, the number of credits the student had previously earned before enrolling at Mosaic, or how long they were enrolled in our program. As an example, this count even includes students who enroll at any point during their expected four years of high school, attend one day and then are never seen again. While we realize we have no control over factors such as the number of credits students have previously earned before enrolling at Mosaic, or if a student moves shortly after enrolling and then chooses not to enroll in school in his/her new location, we are doing all that we can to serve the students we see on a daily basis. Classes are offered in several formats from structured classes which meet in a summer college-like schedule to on-line and guided learning independent classes. Students are allowed to complete classes at an accelerated pace to assist them with completing their high school education before "aging out" of high school.

State law requires that we also report additional information. To fulfill these requirements, the following information is provided by topic.

*School Improvement Plan:* Our school improvement plan has been streamlined over the past couple of years to be more in line with district wide initiatives. Mosaic School has goals in each of the core subject areas as well as a school climate and culture goal. Each year data is reviewed and strategies adjusted as needed to work toward attaining those goals. Our school improvement goals are as follows:

- All students will be proficient in reading
- All students will be proficient in mathematics
- All students will be proficient in writing
- All students will be proficient in science
- All students will be proficient in social studies
- All students will demonstrate safe, respectful and responsible behavior

Each goal has specific objectives and strategies which are documented in detail in the school improvement plan to help us reach our goals.

*Process for Assigning Pupils to the School:* Students in grades 8 through 12 within the Chippewa Hills School District attend Mosaic School by choice. We can accommodate up to 15 students in our 8<sup>th</sup> grade self-contained classroom and 90 students in our high school program. Schools of choice students are also welcomed into the district based upon compliance with board of education policy 5305 and/or enrollment agreements with neighboring districts.

*Specialized schools:* The Mecosta-Osceola Intermediate School District provides special assistance from a psychologist and social worker. The MOISD also works as a consulting agency regarding special education issues. There were 25 special education students receiving services at any given time as determined by the IEPT process. Student success was measured on an individual basis as established by the goals and objectives developed at each IEPC.

Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation for the variances from the state's model- Course syllabus are provided to students at the beginning of each course. Curriculum guides are available in the office, teachers follow the state adopted curriculum. Copies of curriculum maps are available if requested.

Parent-teacher conferences: During the 2017-2018 school year conference rates were as follows: Fall 9%, Winter 4% and Spring 0%. Conference stats for 2018-2019 school year were as follows: Fall 16%, Winter 5% and Spring 28%. Stats for 2019-2020 school year were as follows: Fall 18% and Winter 21%. Due to the pandemic, spring conferences were not held though teachers reached out to all families multiple times while we were virtual.

Dual Enrollment and AP/IB courses: During the 2019-2020 school year, Mosaic School did not have any students dual enrolled. There were no AP/IB courses offered so there were no students enrolled in these courses or earning a score which then earned college credit.

As our vision states, Mosaic School will be known as a safe academic center where students will feel connected through diverse academics, extra-curricular choices, and fair treatment. Through the collaborative efforts to improve our programming and instructional strategies, Mosaic School will be the best alternative school for students to learn. Our mission, "Dedication in Education; Preparation for Tomorrow," will keep us pointed in that direction. We appreciate your continual support in this process and hope that the journey will prove worthwhile and memorable.

Sincerely,

Dawn M. Hawley  
Mosaic School Director