

Chippewa Hills

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Weidman Elementary

Mrs. Lederer, Principal
Mrs. Holmes, Secretary
District Web Site: www.chsd.us

School Annual Education Report (AER) Cover Letter

April 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Weidman 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 Mrs. Starr Lederer for assistance.

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

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as not having one of these labels.

Weidman Elementary performed higher than the state averages in all key core areas on the 2016-2017 M-Step, with the exception of 4th Grade ELA and Science.

<u>M-Step Test</u>	<u>State Proficiency</u>	<u>Weidman's Proficiency</u>	
3 rd Grade ELA	44.1%	58.2%	14.1% Higher than State Average
3 rd Grade Math	46.8%	74.5%	27.7% Higher than State Average
4 th Grade ELA	44.2%	43.5%	.7% Lower than State Average
4 th Grade Math	42.0%	50.0%	8.0% Higher than State Average
4 th Grade Science	14.6%	10.9%	3.7% Lower than State Average

The staff at Weidman Elementary will continue to explore resources and strategies to use to ensure that all our students are successful. Our building has implemented a researched-based targeted intervention program and process. The teachers and staff at Weidman Elementary will continue to use and implement the best teaching practices that have been identified as having the highest effect on student achievement. We have partnered with MiBLSI to improve our Positive Behavioral Interventions and Supports and to align our reading programs with the components of effective innovations. We strive to perform higher each year with the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS 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 2000 students, servicing 94 different routes with 28 busses and traveling just under 500 square miles each day. Schools of choice students are also welcomed into the district based upon compliance with board of education policy 5112.5 and/or enrollment agreements with neighboring districts

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

School districts through state and federal legislation are required to meet a standard of improvement based on M-Step (2015-16 & 2016-17) and the state accreditation system, Education Yes. In the 2016-17 reporting term, Weidman Elementary School received an Overall Index Value of 77.68 and a Lime rating from the Michigan Department of Education.

The Chippewa Hills School District began its school improvement process at the elementary level during the 1990-91 school year. The Weidman Elementary school improvement team includes administrative staff and teachers. 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.

The following were our school improvement goals for the 2016-17 school year:

Goal 1 – All students at Weidman Elementary will be proficient in Mathematics.

Goal 2 – All students at Weidman Elementary will be proficient in writing skills.

Goal 3 – All students at Weidman Elementary will be proficient in reading.

Goal 4 – All students at Weidman Elementary will be proficient in science.

Goal 5 – All students at Weidman Elementary will be proficient in Social Studies.

Goal 6 – All students at Weidman Elementary will demonstrate safe, respectful, and responsible behavior.

The State of Michigan, Title I, and the Chippewa Hills School District Board of Education commit the staff at Weidman Elementary to meeting all the requirements of student achievement as

outlined. Since most of these requirements are tied to M-Step/state identified test scores, school improvement efforts focus on improving student performance at all levels. The complete school improvement plan is on file in the principal's office.

SPECIALIZED SCHOOLS

Name of Specialized School: Mecosta-Osceola Education Center

Name of Director/Supervisor: Kimberly Tuffnell

The Mecosta Osceola Education Center/Satellite Classrooms provide special education classroom and ancillary services to handicapped students up to age 26 who reside in the Mecosta Osceola Intermediate School District. The center assists students in development of 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

Elementary teachers in the Chippewa Hills School District continue to work diligently to complete the mapping of the core curriculum and alignment with the Common Core. This process is ongoing. All students at Weidman Elementary 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. District wide curriculum meetings, grade level meetings, and professional development days are provided for the staff.

NATIONALLY NORMED ACHIEVEMENT RESULTS

Students grades K-4 are tested three times a year with the Northwest Evaluation Association (NWEA) assessments. The percentages below indicates the percentage of students who were at or above proficiency based on the nationally normed data in Spring 2017.

<u>Grade Level</u>	<u>Math</u>	<u>Reading</u>
Kindergarten	84.0%	68.0%
1 st Grade	68.6%	62.2%
2 nd Grade	71.4%	62.0%
3 rd Grade	66.0%	57.0%
4 th Grade	43.4%	54.3%

PARENT-TEACHER CONFERENCES

District-wide parent teacher conferences were held in the fall and the spring of 2016-17. 91% of our parents attended in the fall and 86% attended in the spring. Many parents attended our open house which was held before school started. Parents also volunteer to help at the carnival and Enrichment Day.

Because the staff feels that communication between home and school is very important, teachers are always willing to arrange conferences with parents. In addition, students in grades 1-3 use "Friday Folders". Students in grades 2-4 receive planners that parents are asked to sign each day.

Weidman Elementary has an exceptional staff committed to ensuring that all students receive a quality education in a supportive, nurturing environment. It is our goal that all children will be successful learners and reach their potential. During the 2016-17 school year, Weidman Elementary served over 308 students in Kindergarten through fourth grade. A total of 16 highly qualified professional staff provided instruction on a daily basis. A total of 15 support staff provided daily support and encouragement to students. This team of dedicated people includes individuals who work in the areas of secretary, paraprofessionals, cafeteria, playground and custodial. The building principal is state certified for school administrators, holds a teaching certificate, and holds a Master's degree in Education Leadership-School.

The success of the students at Weidman Elementary is through the cooperation and support that is received from the parents and the community. Working together ensures that all students will develop to their fullest potential.

Sincerely,

Starr Lederer
Weidman Elementary Principal