

Chippewa Hills

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Weidman Elementary

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

School Annual Education Report (AER) Cover Letter

March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the 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 Starr Lederer, Principal, at (989) 644-3430 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 principal's office at your child's school.

The link above presents state assessments results taken while enrolled at Weidman Elementary. The assessments taken were the MEAP (2013-2014), MI-Access (2013-2016), and the M-Step (2014-2016). Results identify percentage of students tested, student achievement at each proficiency level, as well as percentages of students that are proficient.

The following are Weidman Elementary M-Step results for the 2015-16 school year:

<u>Subject:</u>	<u>Grade:</u>	<u>Weidman's % Proficient:</u>	<u>State's % Proficient:</u>
ELA	3 rd Grade	43.8%	46%
ELA	4 th Grade	44.6%	46.3%
Mathematics	3 rd Grade	60.4%	45.2%
Mathematics	4 th Grade	39.3%	44%
Science	4 th Grade	17.9%	14.7%

The MI-Access, the assessment given to students with special needs, has three different levels. Weidman Elementary students who took the MI-Access all tested using the Functional Independence level. Data is not available because we had fewer than 10 students tested.

Weidman Elementary performed higher than the state average 3rd Grade Math on the 2015-16 M-Step. In all other key core areas that were tested, Weidman Elementary scored within 5% of

the state average. The staff at Weidman Elementary will continue to explore resources and strategies to use to ensure that all our students are successful. We continue to modify our intervention programs as well as use researched-based targeted intervention in the key content areas. We strive to perform higher each year and appreciate the continued support of parents, staff and our community in this effort.

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 busing 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.

SCHOOL IMPROVEMENT

School districts through state and federal legislation are required to meet a standard of improvement based on M-Step (2014-15 and 2015-16), MEAP (13-14) and the state accreditation system, Education Yes. Weidman Elementary School received an overall grade of LIME 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 2015-16 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.
- Goal 3 – All students at Weidman Elementary will be proficient in reading.
- Goal 4 – All students at Weidman Elementary will be proficient in science.

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 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 SCHOOLS

Name of Specialized School: Mecosta-Osceola Education Center

Name of Director/Supervisor: Beth Bond

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

Teachers in the Chippewa Hills School District continue to work diligently to complete the mapping of the core curriculum and its alignment with the Common Core. The curriculum materials that have been used in both Language Arts and Math are aligned to the Common Core. 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 and grade level meetings are provided for the staff. Professional Development days are also provided for the staff.

A copy of the core curriculum can be obtained from the administrative office in each building.

ACHIEVEMENT RESULTS

Students grades K-4 are tested three times a year with the Northwest Evaluation Association (NWEA) assessments. The percentage below indicates the percentage of students who were proficient in Spring 2016 based on the nationally normed data:

Math

K-65%

1st Grade-61%

2nd Grade-81%

3rd Grade-45%

4th Grade-38%

Reading

K-50%

1st Grade-52%

2nd Grade-56%

3rd Grade-42%

4th Grade-45%

PARENT TEACHER CONFERENCES

District-wide parent teacher conferences were held in the fall and the spring of 2015-16. 92% of our parents attended in the fall and 90% attended in the spring. In the 2014-5 school year, 94% of our parents attended the fall conference and 85% attended in the spring. Many parents attended our open house which was held before school started. Parents also volunteer to help at the carnival, parent/child activity nights, monthly star parties, 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 teachers use daily to communicate with parents about what learning is taking place and about their child's behavior. Parents are asked to sign their child's planner and return to school 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 2014-15 and 2015-16 school years, Weidman Elementary served over 340 students preschool through fourth grade. A total of 20 highly qualified professional staff provided instruction on a daily basis. A total of 16 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 Principalship.

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, Principal