

Chippewa Hills

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Weidman Elementary

Mrs. Lederer, Principal

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January 28, 2021

Dear Parents 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 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 the following web site, [MI School Data](#) or you may review a copy in the main office at your child's school.

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. Some schools are not identified with any of these labels. In these cases, no label is given.

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

Weidman Elementary's 3rd Graders performed higher than the state averages in all key core areas of the 2020-21 M-Step while the 4th Graders performed lower than the state averages in all key core areas of the 2020-21 M-Step.

<u>M-Step Test</u>	<u>State Proficiency</u>	<u>Weidman's Proficiency</u>	
3 rd Grade ELA	42.8%	46.5%	3.7% Higher than State Average
3 rd Grade Math	42.3%	50.0%	7.7% Higher than State Average
4 th Grade ELA	46.0%	35.5%	10.5% Lower than State Average
4 th Grade Math	36.5%	22.0%	14.5% 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 utilize and implement the best teaching practices that have been identified as having the highest

effect on student achievement. We have partnered with MDE’s MiMTSS Technical Assistance Center 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 1875 students, servicing 17 different routes with 17 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 and the state accreditation system, Education Yes. The following chart shows our Overall Index Value from the last 3 school years from the Michigan Department of Education

School Year	Overall Index	Growth Index	Proficiency Index
2016-2017	77.68	68.24	90.82
2017-2018	94.03	97.58	97.88
2018-2019	80.99	68.28	97.61
2019-20	School Index data not available due to federal waiver.		
2020-21	School Index data not available due to federal waiver.		

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 that are centered around all 3 Tiers of Reading and Behavior focus 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 SCHOOLS

Name of Specialized School: Mecosta-Osceola Education Center

Name of Director/Supervisor: Jaime Knape

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) Math assessment and the Acadience reading assessment. The percentages below indicates the percentage of students who were at or above proficiency based on the nationally normed data in winter 2020-21.

<u>Grade Level</u>	<u>NWEA Math</u>	<u>Acadience Reading</u>
Kindergarten	59.6%	35%
1 st Grade	37.2%	45%
2 nd Grade	28.9%	58%
3 rd Grade	33.3%	45%
4 th Grade	22.9%	41%

PARENT-TEACHER CONFERENCES

School-wide parent teacher conferences were held in the fall and the spring of 2020-21. 89% of our parents attended virtually in the fall and 78% attended virtually in the spring. Due to Covid restrictions during the 2020-21 school year, many parent involvement events did not take place. During 2019-20 school year, 72% of parents attended in the fall and 81% of parents attended virtually in the spring. During 2018-19 school year, 79% of parents attended in the fall and 84% attended in the spring.

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 K-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 2020-21 school year, Weidman Elementary served over 280 students in Kindergarten through fourth grade. A total of 17 highly qualified professional staff provided instruction on a daily basis. A total of 21 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 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