

Chippewa Hills

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Weidman Elementary

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School Annual Education Report (AER) Cover Letter

January 18, 2023

Dear Parents 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 Chippewa Hills 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 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 at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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's 3rd and 4th Graders performed higher than the state averages in all key core areas of the 2021-22 M-Step.

<u>M-Step Test</u>	<u>State Proficiency</u>	<u>Weidman's Proficiency</u>	
3 rd Grade ELA	41.6%	82.5%	40.9% Higher than State Average
3 rd Grade Math	46.2%	72.5%	26.3% Higher than State Average
4 th Grade ELA	43.4%	73.8%	30.4% Higher than State Average
4 th Grade Math	36.7%	71.4%	34.7% Higher than State Average

All core academic standards are areas of emphasis. In addition, Tier I and Tier II instruction is an area of focus in ELA and mathematics for the current school year. In conjunction with the MiMTSS process we are also working at improving our Positive Behavioral Interventions and Supports and focus on Core Reading Instruction. We have implemented a core reading program and have created an intervention process for Tier II & III supports in both reading, behaviors, and attendance concerns. In addition, our school is implementing the Data-Based Individualization process for intensifying reading interventions for targeted students. The district is also in the beginning stages of analyzing mathematics data to align, select, and review a new core math program to better address student needs.

As a building, we are working hard to improve all areas of instruction and have put in place an intensive MTSS intervention process. Through a continued process of School Improvement and monitoring our student data we expect to see an increase in the number of students meeting or exceeding the state proficiency standards. The Weidman Elementary staff, students, and families work very hard and will continue to focus on student achievement. We consistently use a data-driven approach to assure that students are receiving targeted levels of support in reading, math, and behaviors.

State law requires that we also report the following additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The students of Chippewa Hills School District are assigned to specific buildings based on transportation parameters. Transportation provides busing for more than 1800 students, servicing 16 different routes with 16 buses and traveling just under 400 square miles. Our school district has 3 K-4 elementary schools, a 5-8 Intermediate school, a 9-12 High School, an 8-12 Alternative School, and various partnerships for Preschool opportunities.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

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 year the District team also added in a math implementation goal as well. 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, minimally three times a year. Following those meetings, the staff of Weidman Elementary engage in data-based conversations called Grade-Level Problem Solving. This collaborative process drives our school improvement planning.

School districts, through state and federal legislation, are required to meet a standard of improvement based on M-STEP, and the state accreditation system. The following chart shows our Overall Index Value from the last 5 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.		
2021-22	83.37	Not Available	100.00

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, referred to as our School Leadership Team. 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. Since most of these requirements are tied to M-STEP/state identified test 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: Christy Miller

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 have completed the mapping of the core curriculum and alignment to the Common Core State Standards (CCSS). All students at Weidman Elementary are enrolled in all core academic classes. Teachers are involved in a continual 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. Grade Level Problem Solving happens at each grade level, K-4, to assure that all students have equitable access to the core curriculum at all tiers of instruction. Professional Development 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.

STUDENT ACHIEVEMENT RESULTS

Students grades K-4 are tested three times a year with the Northwest Evaluation Association (NWEA) assessments and Acadience Reading Assessments. 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	60.7%	55%
1 st Grade	40.3%	41%
2 nd Grade	31.1%	44%
3 rd Grade	55.6%	66%
4 th Grade	43.5%	62%

PARENT-TEACHER CONFERENCES

Formal parent-teacher conferences are held twice every year. In the fall and spring individual parent-teacher conferences are held district-wide for our elementary students. Due to the Covid-19 pandemic we have adjusted our conferences to include virtual and phone call conferences when appropriate. We are continuing to set our goal of 100% parent participation.

Fall	Spring
2016 – 91%	2017 – 86%
2017 – 90%	2018 – 85%
2018 – 79%	2019 – 84%
2019 – 72%	2020 – 81%
2020 – 89% (virtual due to COVID-19)	2021 – 78% (virtual due to COVID-19)
2021 – 98% (virtual due to COVID-19)	2022 – 96%

Weidman Elementary provides a very caring and dedicated staff that is committed to providing each child with the best educational experience possible. Our staff has worked tirelessly to implement reading and behavior supports in addition to becoming a trauma-informed building. During the 2021-22 school year Weidman Elementary School served approximately 280 students in Kindergarten through fourth grade and ECSEP. A total of 18 highly qualified professional staff and 1 long term substitute teacher provided instruction on a daily basis. A total of 23 support staff provided daily support, instruction, and encouragement to students. This team of dedicated people include intervention paraprofessionals, School Social Emotional Wellness Coach, Behavior Interventionist, secretary, cooks, Special Education paraprofessionals, and custodians.

The staff of Weidman Elementary would like to thank the parents and the community in assisting all of our students with the development of the skills needed to participate in an ever-changing competitive world.

Sincerely,

Starr Lederer
 Weidman Elementary Principal