

CHEYENNE ELEMENTARY

CHIPPEWA VALLEY SCHOOLS



Working Together to Build a Strong Community

Knowledge – Character – Leadership

Anthony Lewis; Principal

47600 Heydenreich
Macomb, MI 48044

Main Office: 586-723-5000

Fax: 586-723-5001

Attendance: 586-723-5099

Dear Parents/Guardians and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Cheyenne 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 Cheyenne Elementary School for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website: <https://www.mischooldata.org/annual-education-report-1/>, the Chippewa Valley Schools' website:

<https://www.chippewavalleyschools.org/academics/annual-education-reports/>, or you may review a copy in the main office at Cheyenne Elementary School.

For the 2023-24 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 2022-23. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Cheyenne Elementary School has not been given one of these labels.

At Cheyenne Elementary School, our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, and administrators continuously work to improve student progress in all subject areas with a heavy focus on reading.

While our goal is continuous student improvement and growth, our school community has faced challenges. The spring 2020 school closure and the amount of remote instruction during the 2020-21 school year has had a profound impact on instruction, student reading achievement, and the social-emotional wellbeing of our students.

In review of our 2022 and 2023 M-STEP data and our 2021-22 and 2022-22 NWEA and FastBridge data, we have identified which students need improvement, in reading, and are diligently working to help all students meet state standards. We are working to improve student achievement and close the achievement gap among our subgroups.

Sunny Days ... Bright Futures

It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, genetics, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

Our school district has implemented reading strategies and methods that align with the science of reading. Since this implementation began, we have continued to improve our practice and develop resources aligned to the science of reading. Along with these efforts to apply strategies and methods aligned to the science of reading, teachers meet in collaborative teams and participate in data meetings to discuss student achievement data. These meetings help to guide instruction and make decisions to meet the individual needs of each student.

In addition to the implementation of the above research-based reading strategies and methods, teachers also use the data collected from M-STEP, NWEA, and FastBridge assessments to plan individualized skill-based interventions. At Cheyenne, we use a Multi-Tiered System of Support (MTSS) intervention program that targets specific skills students need to improve their reading. This program occurs five days a week for all grade levels and students.

Furthermore, efforts have been taken to ensure the social-emotional wellbeing of our students. As a staff, we recognize the importance of educating the “whole child” by focusing on character education and positive behavior. We have implemented a program called The Positivity Project to teach character traits and have established a PBIS program to promote positive behavior. In addition to these programs, we have also established a Check-in/Check-out mentorship program. A team of staff members meet on a regular basis to review our systems and make adjustments to ensure the social-emotional wellbeing of our students.

State law requires that we also report additional information:

- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district accepts applications from students who reside outside the district too. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley Schools completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data, and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation.

Sunny Days ... Bright Futures

- Chippewa Valley Schools has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about CVS curriculum can be found by visiting <http://www.chippewavalleyschools.org/for-parents/> and <http://www.chippewavalleyschools.org/academics/curriculum/>. You can also find more information on the Michigan State Standards by visiting <https://www.michigan.gov/mde/services/academic-standards>.
- Chippewa Valley Schools administers the FastBridge FASTtrack assessment suite to students at various grade levels. FastBridge combines data from both broad and specific measures to provide intervention recommendations for the whole class and for individual students. In 2021-22, we used this assessment suite to measure reading growth in grades K-2 and math growth in 2nd grade only. In 2022-23, we used this assessment suite to measure both reading and math growth in grades K-3. These assessments are administered three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.
- Chippewa Valley Schools administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students at various grade levels. NWEA is a computer-adaptative test that provides teachers with accurate information to help inform instruction. The purpose of these assessments is to provide data on individual students' growth. In 2021-22, we used this assessment to measure reading and math growth in grades 3-10. In 2022-23, we used this assessment to measure both reading and math growth in grades 4-10. This assessment is administered two to three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.
- For more information on Chippewa Valley's balanced assessment program, please visit the following page (assessment tab): <http://www.chippewavalleyschools.org/academics/curriculum/>

Our FastBridge and NWEA results for reading and mathematics for 2021-22 and 2022-23 can be found on the pages to follow.

During the Fall 2023 school year, 93% of our students were represented when at least one parent or guardian attended fall conferences.

At Cheyenne, we strive to create a strong partnership with families to help all children learn and become successful members of the community. If anyone at Cheyenne can be of assistance to you or your family, please do not hesitate to contact us.

Sincerely,

Anthony Lewis

Anthony Lewis

Cheyenne Elementary, Principal

Sunny Days ... Bright Futures

Annual Education Report – Cheyenne Elementary School Data

Reading:

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	58%	31%	53%	49%
1st Grade	25%	18%	40%	31%
2nd Grade	58%	52%	27%	30%
3rd Grade			58%	55%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3rd Grade	84%ile	84%ile		
4th Grade	85%ile	78%ile	85%ile	83%ile
5th Grade	80%ile	69%ile	83%ile	66%ile

Math:

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			56%	62%
1st Grade			57%	49%
2nd Grade	54%	69%	39%	48%
3rd Grade			62%	63%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3rd Grade	68%ile	73%ile		
4th Grade	63%ile	53%ile	87%ile	70%ile
5th Grade	77%ile	71%ile	76%ile	48%ile

Sunny Days ... Bright Futures