

# CHIPPEWA VALLEY SCHOOLS



## MIAMI ELEMENTARY SCHOOL

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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 Miami 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 the Miami Elementary School administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website: [www.tinyurl.com/zafum8yt](http://www.tinyurl.com/zafum8yt), the Chippewa Valley Schools' website: [www.chippewavalleyschools.org](http://www.chippewavalleyschools.org), or you may review a copy in the main office at Miami Elementary School.

For the 2020-21 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. 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. 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%. Some schools are not identified with any of these labels. In these cases, no label is given. Miami Elementary has not been given one of these labels.

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

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 2021 M-STEP data, our Spring 2021 NWEA data, and our Fall 2021 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.

During the 2020-21 school year, our school district began implementing 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 (PLCs) to discuss and use the data collected from M-STEP, NWEA, and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

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 Miami, we use a Multi-Tiered System of Support (MTSS) intervention program that targets specific skills students need to improve their reading and writing (ELA). This program occurs four days a week for all grade-levels. The fifth day is used to progress monitor students and adjust interventions, as needed.

Furthermore, efforts are being 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 established a team of staff members to review our current systems and make the adjustments necessary 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 also accepts applications from students who reside outside the district. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley 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. Our Miami Elementary School Improvement goals focus on reading, writing, and culture and climate.
- Chippewa Valley 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 [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html).

- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to all students in grades K-10 in the areas of Mathematics and English. NWEA computerized, adaptive assessments, are administered two to three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student's specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page <http://www.chippewavalleyschools.org/academics/assessment>.
- Our NWEA results for Reading and Mathematics for 2019-20 and 2020-21 can be found on the next page.
- During the fall 2021 school year, 84% of our students were represented when at least one parent or guardian attended fall conferences.

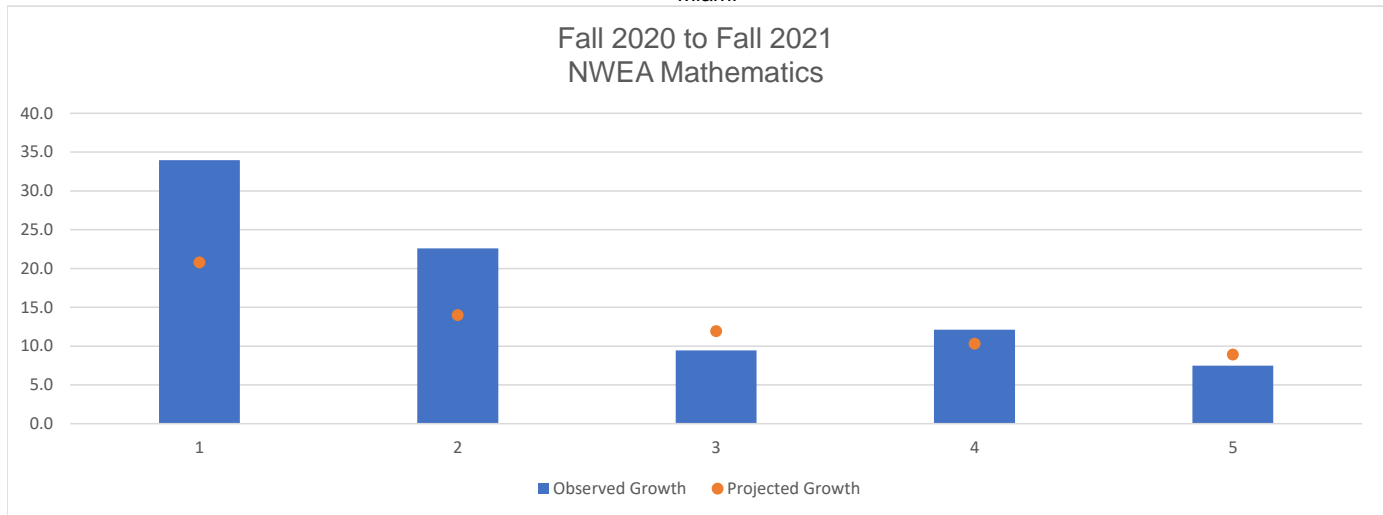
At Miami Elementary, we are committed to doing whatever it takes to ensure all students are successful. I could not be more pleased with the students, parents, and staff members of the Miami Elementary community. Each year, everyone returns to school refreshed and ready to meet the needs of all our students. We look forward to another rewarding year of educating your children. I am always available to answer your questions or talk about your concerns, so please do not hesitate to contact me.

Sincerely,

Craig Bulgrin  
Miami Elementary, Principal

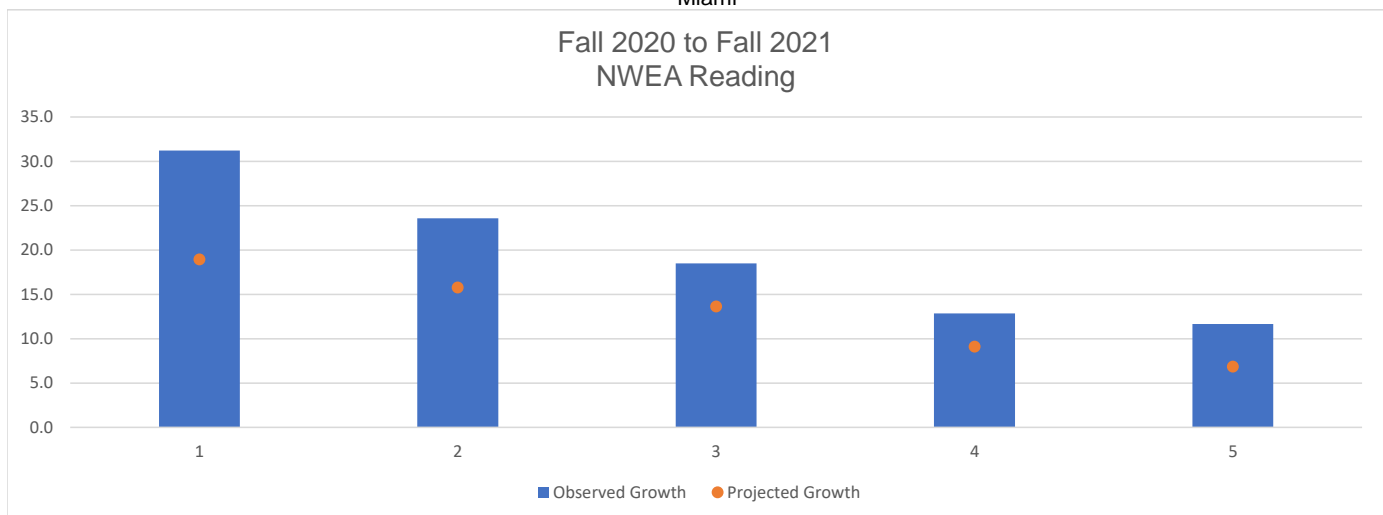
Miami		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	157.8	94.5	157.8	94.5						
1	172.8	84	172.8	84	34.0	20.8	43	26	60.5%	79
2	189.1	86	188.6	83	22.6	14.0	61	38	62.3%	71
3	192.7	58	192.7	58	9.4	11.9	53	16	30.2%	19
4	204.3	67	204.3	67	12.1	10.3	48	22	45.8%	42
5	210.2	57	210.2	57	7.5	8.9	59	21	35.6%	20

Miami



Miami		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	155.7	95	155.7	95						
1	169.2	82	169.2	82	31.2	18.9	45	25	55.6%	60
2	182.1	74	182.1	74	23.6	15.8	61	37	60.7%	63
3	197.4	78	197.4	78	18.5	13.6	52	31	59.6%	61.5
4	202.2	69	202.2	69	12.8	9.1	48	30	62.5%	66
5	206.5	65	206.8	66	11.6	6.8	58	34	58.6%	54.5

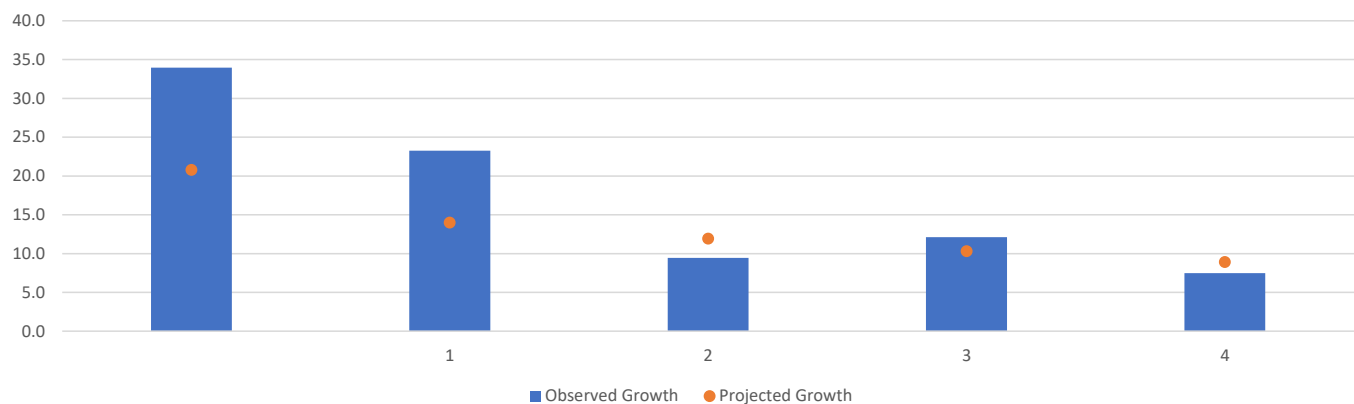
Miami



Miami		Mathematics								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	138.4	46.5	157.8	94.5						
1	163.3	65	172.8	84	34.0	20.8	43	26	60.5%	79
2	182.6	75	189.1	86	23.3	14.0	59	38	64.4%	75
3	193.3	63	192.7	58	9.4	11.9	53	16	30.2%	19
4	203.5	65	204.3	67	12.1	10.3	48	22	45.8%	42
5	211.0	55	210.2	57	7.5	8.9	59	21	35.6%	20

Miami

Fall 2019 to Fall 2020  
NWEA Mathematics



Miami		Language Arts								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	139.5	54	155.7	95						
1	156.8	50	169.2	82	31.2	18.9	45	25	55.6%	60
2	176.7	62	182.1	74	23.6	15.8	61	37	60.7%	63
3	188.8	58	197.4	78	18.5	13.6	52	31	59.6%	61.5
4	197.7	60	202.2	69	12.8	9.1	48	30	62.5%	66
5	202.3	46	206.5	65	11.6	6.9	57	33	57.9%	54

Miami

Fall 2019 to Fall 2020  
NWEA Reading

