



SHAWNEE ELEMENTARY SCHOOL

CHIPPEWA VALLEY SCHOOLS
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February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020–2021 educational progress for Shawnee 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 our office for assistance.

The AER is available for you to review electronically by visiting the following website, <https://bit.ly/3AViOaQ> or you may review a copy in the main office.

For the 2020-2021 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. Shawnee Elementary has not been given one of these labels.

The Shawnee staff is committed to providing a safe, nurturing environment that enables students to develop successful learning strategies through a quality instructional program. Our instructional staff works continuously to improve student performance in all areas with a heavy focus in both reading and mathematics. The Michigan Student Test of Educational Progress (M-STEP) assessment for the spring of 2021 indicated that our students performed above the state, district and county averages in the areas of reading, math, science and social studies. Additionally, our students continue to show individual growth on the NWEA Measures of Academic Progress (MAP) assessment which is used as our local district assessment for reading and math in all grades. However, improvement in levels of student performance is still a key component of our School Improvement Plan (SIP).

Shawnee Elementary School is committed to assuring that all students reach their highest level of academic success. In an effort to increase student achievement and close achievement gaps, the staff at Shawnee has designed and implemented a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in English Language Arts (reading, writing, and listening). Our MTSS interventions take place for all grade levels four days a week for 30-45 minutes, while the fifth day is used for progress monitoring. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas. Research shows that helping students develop strong literacy skills will have a positive impact on their achievement in all areas of the curriculum.

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NOTICE OF NONDISCRIMINATION Chippewa Valley Schools does not discriminate on the basis of race, color, religion, national origin or ancestry, 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

Additional efforts are taken as our teachers and instructional staff are provided continuous and systematic professional development in several different domains with a high priority in the area of reading with an emphasis on strategies and methods aligned with the science of reading. Our staff also participate in Collaborative Team Time, which occurs regularly throughout the school year. During this time, staff members utilize data from various assessments to identify the specific learning needs of each child. Using this information and other data, teachers determine areas of core instruction to be improved and enhanced as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies to help our students continue to grow and develop. Furthermore, the district continues to support the implementation of a daily comprehensive literacy program and math program to support the diverse needs of all students. Our recent data indicates that all of these initiatives are helping our students to make academic gains.

While our school understands the importance and need to demonstrate continuous academic improvement and growth, we have also recognized the value of educating the “Whole Child.” School-Wide Positive Behavior Interventions and Supports (SWPBIS), known as our “Shawnee Star Expectations,” is also incorporated at the building, classroom, and individual student levels to support a positive, effective environment conducive to learning. SWPBIS is a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. The premise of SWPBIS is to reward the good behaviors and work to improve the negative behaviors. In other words, we recognize students’ correct and positive behavior to set the standard and climate at Shawnee. As a staff, we have established Shawnee Stars behavior expectations for all areas of the school: classroom, cafeteria, assemblies, hallways, playground, bus, and restrooms.

Shawnee Stars – Take Responsibility – Are Always Safe – Respect Others – Shawnee Stars

The staff works hard to teach, model, rehearse, reinforce, and praise students for appropriate behaviors. We know that when good behavior and teaching come together, our star students will excel in their learning.

Our district and school also recognize the need for social-emotional learning and character education. Our school has implemented daily use of the Positivity Project program which emphasizes daily lessons in character education. We are very proud of our commitment to character education, social emotional learning, and the overall development of the “whole child”. Our team feels strongly that instilling strong character and work habits into our students will translate into better academic and social skills.

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

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recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation. Our Shawnee staff continues to work diligently on school improvement initiatives. We have school improvement goals in three areas: English Language Arts (ELA), Mathematics, and School Safety & Culture. Shawnee staff utilize various data points such as NWEA & MSTEP scores, progress monitoring data and data from other local assessments to drive our instruction. Teachers and staff continue to receive professional development and training in best practices to incorporate into daily classroom instruction.

- Shawnee Elementary School is one of 12 elementary schools in the Chippewa Valley School District. Shawnee was built in Macomb, Michigan in 2002. We are located in a suburban community mainly comprised of single-family homes. Shawnee stands as the largest elementary school of the district, servicing about 700 students daily. Shawnee Elementary is a kindergarten through fifth grade public elementary school.
- 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/academics/curriculum> and <http://www.chippewavalleyschools.org/for-parents/>. 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.
- 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 the 2019 - 2020 and 2020 - 2021 school years can be found at the conclusion of this letter.
- Parent and teacher communication is key to assure student success. During the school year, parents supported their child's educational efforts by attending Parent / Teacher Conferences. In the fall of 2019, 98% of students were represented by parents at conferences. During October 2020, 98% of students were represented by parents at conferences. We also have a very active Parent Teacher Organization (PTO) that continues to offer exciting educational and family activities for students, parents, and the Shawnee community.

We are proud of our school, our students, and our community support. Through our joint efforts and continued commitment to excellence, we will make Shawnee an ever-improving school for your child to learn and grow. Thank you to our wonderful community for your constant support and partnership to help our students succeed. Together we will shine! ☺

Sincerely,



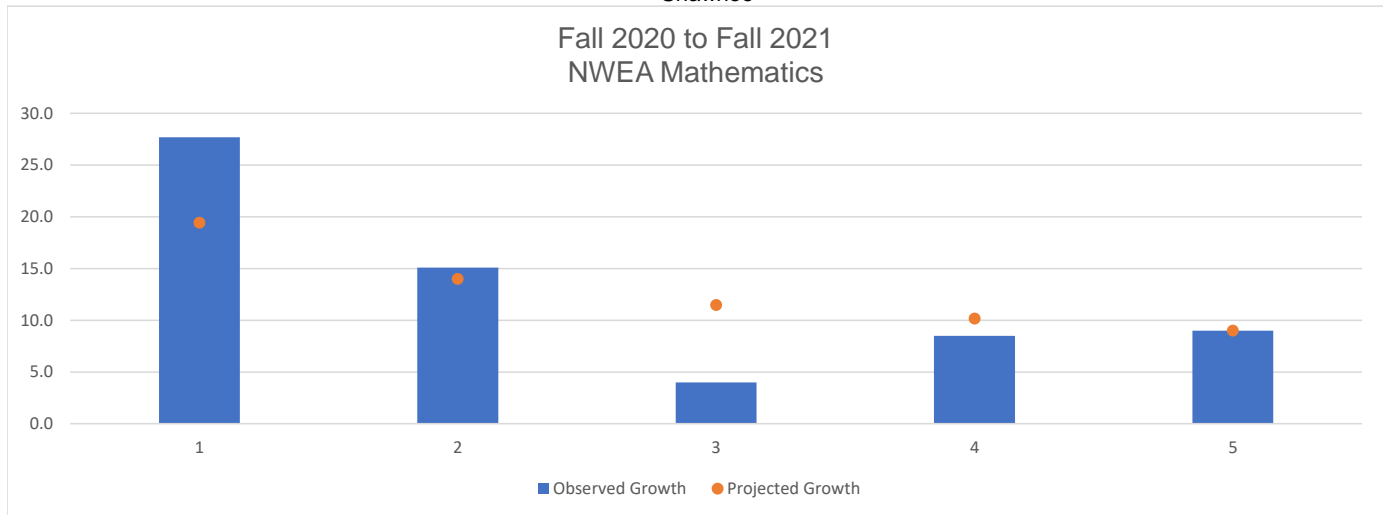
Sarah E. Simon
Principal

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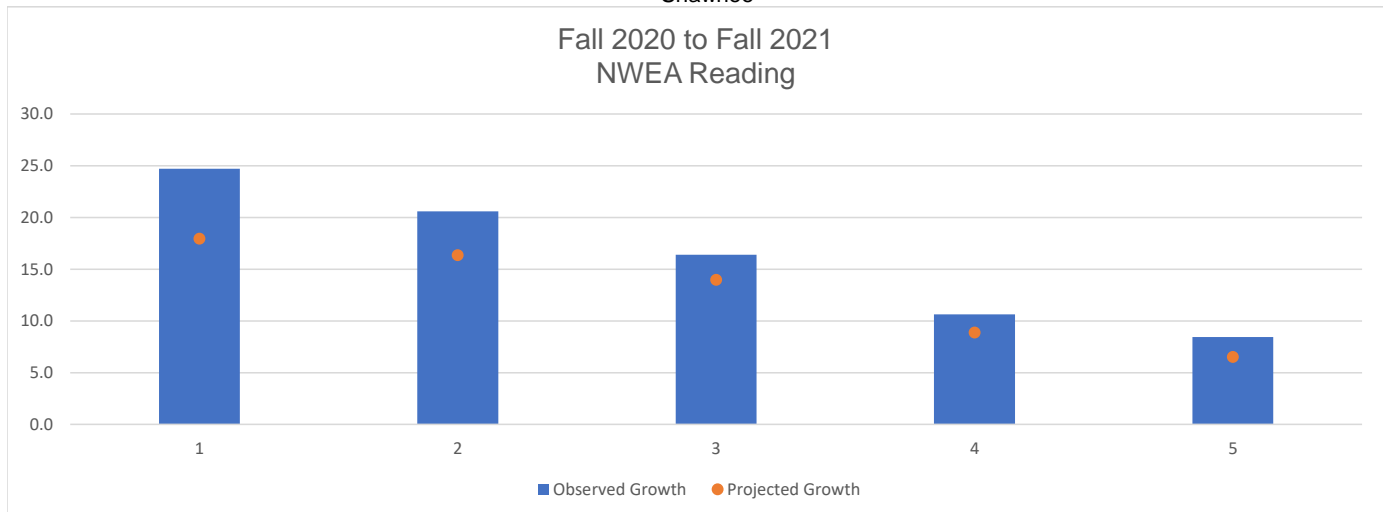
Shawnee		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	167.2	98	166.6	98						
1	173.9	84	173.7	84	27.7	19.4	115	86	74.8%	74
2	185.4	81	184.8	78	15.1	14.0	86	40	46.5%	42.5
3	193.4	66	193.4	66	4.0	11.5	106	21	19.8%	6
4	205.3	72	205.1	70.5	8.5	10.2	112	41	36.6%	35.5
5	217.2	78	216.6	78	9.0	9.0	108	52	48.1%	42

Shawnee



Shawnee		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	165.1	99	164.7	99						
1	169.1	86	169.0	86	24.7	17.9	117	91	77.8%	74
2	184.9	84	184.7	84	20.6	16.4	87	48	55.2%	55
3	201.5	84	201.5	84	16.4	14.0	107	62	57.9%	60
4	204.2	71	204.2	71	10.6	8.9	112	58	51.8%	49
5	211.5	71	211.1	71	8.5	6.5	108	62	57.4%	53

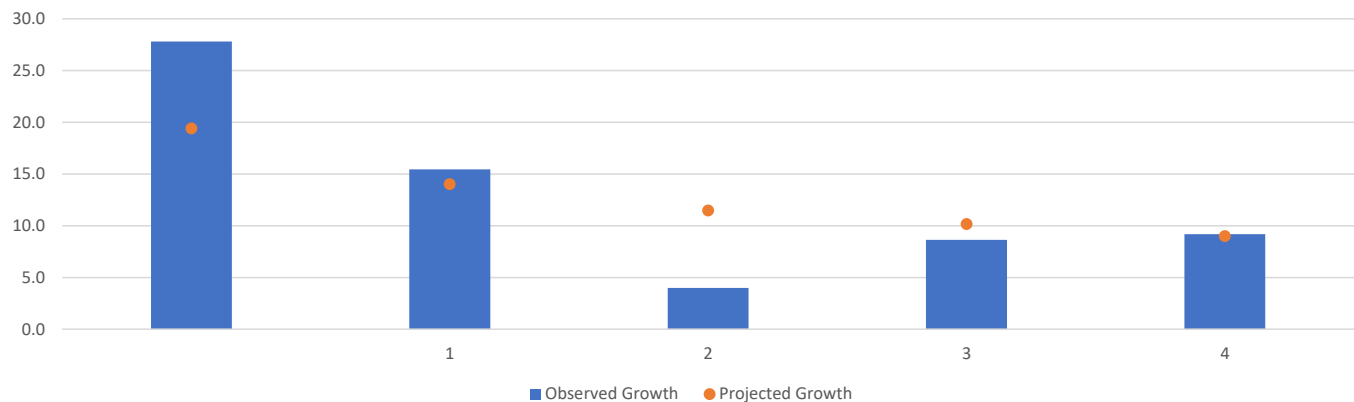
Shawnee



Shawnee		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	146.7	67	167.2	98						
1	168.8	77.5	173.9	84	27.8	19.4	114	86	75.4%	74.5
2	189.2	87.5	185.4	81	15.4	14.0	80	39	48.8%	45
3	195.9	71	193.4	66	4.0	11.5	106	21	19.8%	6
4	207.6	77	205.3	72	8.6	10.2	109	41	37.6%	36
5	217.2	70	217.2	78	9.2	9.0	107	52	48.6%	42

Shawnee

Fall 2019 to Fall 2020
NWEA Mathematics



Shawnee		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	144.9	70	165.1	99						
1	164.2	74	169.1	86	24.7	17.9	116	91	78.4%	74
2	183.6	75	184.9	84	20.7	16.4	86	47	54.7%	57
3	193.7	71	201.5	84	16.4	14.0	107	62	57.9%	60
4	202.4	66	204.2	71	10.6	8.9	112	58	51.8%	49
5	209.9	68	211.5	71	8.5	6.5	107	62	57.9%	53

Shawnee

Fall 2019 to Fall 2020
NWEA Reading

