

CHIPPEWA VALLEY SCHOOLS



February 2024,

MIAMI ELEMENTARY SCHOOL
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Clinton Township, MI 48038
Craig Bulgrin—Principal

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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 2022-23 educational progress for Miami Elementary. 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 Miami Elementary school administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website: <https://bit.ly/3vT2KEO>, the Chippewa Valley Schools' [website](#), or you may review a copy in the main office at Miami Elementary School.

For the 2022-23 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 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given. Our school 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, a reading interventionist/coach, and the administrator 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 along with half of 2020-21 school year being in a remote (virtual) setting, has had an impact on instruction and achievement and has created a learning loss for some students who struggled during virtual, at home, or hybrid learning models. In review of both 2022 and 2023 spring M-Step data along with both spring and fall 2022 and 2023 local district FastBridge and NWEA assessment data, we are aware of which subgroups are in need of improvement and we are diligently working to improve these areas.

When reviewing and comparing M-Step data and our school's Overall Index and Proficiency Index for recent years (M-Step was not taken in 2020 due to the Covid-19 school closures), our school notices key challenges with working to close the achievement gap among our subgroups which include Black/African American, Bottom 30%, Economically Disadvantaged, English Learners, Hispanic, and Students with Disabilities.

The 2020-2021 school year embarked on our district and schools' heavy emphasis on implementing teaching strategies and methods that align with the science of reading and implementing them when teaching our ELA curriculum. Our district and school look forward to the literacy improvements we feel these research-based science of reading strategies and practices will bring to our students in order to close the achievement gaps in reading and to ensure improved core instruction.

For the 2022-2023 school year our district changed the local district assessments for our elementary students in both reading and math. The assessments were as follows:

- Kdg through 3rd grade- Reading- FastBridge
- 4th through 5th grade- Reading- NWEA (MAP)
- Kdg-3rd grade-Math- FastBridge
- 4th-5th- Math- NWEA (MAP)

Miami Elementary Data

Reading

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	45%	21%	36%	49%
1 st Grade	32%	29%	30%	54%
2 nd Grade	33%	40%	33%	46%
3 rd Grade			42%	44%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 rd Grade	63%	38%		
4 th Grade	44%	28%	68%	52%
5 th Grade	45%	26%	33%	22%

Math

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			56%	49%
1 st Grade			52%	57%
2 nd Grade	41%	47%	29%	44%
3 rd Grade			53%	47%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 rd Grade	37%	34%		
4 th Grade	28%	37%	55%	43%
5 th Grade	37%	28%	36%	18%

Our school is very confident that our continued implementation of specific practices, strategies, and routines supported by the science of reading will produce positive results and growth for our students in literacy. Additionally, utilization of the proper resources, staff training via our reading coach/interventionist, professional development, and collaborative teams, our school will continue to demonstrate growth in both teaching and learning in the area of reading.

Additionally, our school has been implementing specific math interventions in an extended day program for specific students who are below grade level in math. We look forward to seeing improvements for students in math as we add this extended day opportunity. Continued review of best practices and strategies during core math instruction will be imperative to ensure students are not developing skill gaps.

Miami Elementary 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 Miami utilizes a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in reading. Our MTSS interventions take place daily for all grade levels for 30-45 minutes five days per week with tier 2 students being progress monitored bi-weekly and tier 3 students progress monitored weekly utilizing the FastBridge progress monitoring assessments. All students will be screened three times during the year. 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.

Regarding support staff, our school currently has 2 bilingual para-educators to help support ESL students. In addition to our bilingual para-educator support, we also have 2 English Language teachers who service our K-5th grade EL students in various capacities. We also have three Title One reading para-educators to assist in our MTSS (Multi-Tiered Systems of Support) interventions. An addition to our team has been the Reading Interventionist/Coach position. This team member provides professional development and training to our teachers and para-educators, reviews student assessment data, provides interventions to students as necessary and works closely with the principal to review teaching practices and strategies, core and intervention curriculum and systems and structures in literacy in our school.

Many decisions regarding teaching and learning can be made during our school's Collaborative Team Time and in our Professional Learning Communities. Collaborative Team Time occurs on a regular basis during the school year. During Collaborative Team Time/PLCs, staff members are able to utilize data from common formative assessments and FastBridge progress monitoring reports, as well as summative assessments such as the FastBridge screening reports, FastBirdge math, and state M-STEP assessments to identify the specific learning needs of each child. Using this information and other assessment data, teachers and our reading interventionist/coach 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 in an effort to help our students continue to grow and develop.

Further efforts are taken as our teachers are provided professional development in the area of teaching reading with an emphasis on strategies and methods aligned with the science of reading. Additional support is provided in extended day programs for students. In the area of mathematics, specific students are identified for extended day services to better meet student needs and improve their math skills.

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." Our district and school recognize the need for social-emotional learning and character education. On a daily basis our school utilizes teachings from *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 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 <https://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.
- Chippewa Valley School District 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 21-22, we used this assessment suite to measure reading growth in grades K-2 and math growth in 2nd grade only. In 22-23, 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 School District 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 21-22, we used this assessment to measure reading and math growth in grades 3-10. In 22-23, 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 our district assessment page: <http://www.chippewavalleyschools.org/academics/assessment>
- Our Fast Bridge and NWEA results for Reading and Mathematics for 2021-22 and 2022-23 are charted and summarized briefly above.

- During the fall 2022 school year, 93% of our students were represented when at least one parent or guardian attended fall conferences.
- During the fall 2023 school year, 91% of our students were represented when at least one parent or guardian attended fall conferences.

At Miami Elementary, we are committed to our community, teaching the value of character, fostering continuous student improvement, and developing the whole child.

Through the endless efforts of our Miami staff, students, parental support, and the Chippewa Valley School system, our students will develop the strategies and skills necessary to become life-long learners in a safe, engaging, and nurturing environment. With a growth mindset and positive character, we look forward to continuous growth in both teaching and learning.

We look forward to continued growth in all our students!

Sincerely,

Craig Bulgrin
Principal
Miami Elementary School