

MIAMI ELEMENTARY

Chippewa Valley Schools



Dr. Shellabarger, Principal
41290 Kentvale Dr
Clinton Twp, Michigan 48038

Office (586) 723-6000
Fax (586) 723-6001
SACC (586) 723-6070

February 2025,



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-2024 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: [Click Here](#), the Chippewa Valley Schools' [website](#), or you may review a copy in the main office at Miami Elementary School.

For the 2045-25 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 2023-24. 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. 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. Our upper elementary students affected by those years are still in our elementary school. In review of both 2023 and 2024 spring M-Step data along with both spring and fall 2023 and 2024 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

Chippewa Valley Schools

Inspiring and empowering learners to achieve a lifetime of success

NOTICE OF NONDISCRIMINATION 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

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 2023-2024 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 5th grade- Reading- FastBridge
- Kdg through 5th grade-Math- FastBridge

Miami Elementary Data

Reading

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
Kindergarten	36%	49%	39%	66%
1 st Grade	30%	54%	39%	47%
2 nd Grade	33%	46%	46%	52%
3 rd Grade	42%	44%	55%	49%
4 th Grade			41%	48%
5 th Grade			46%	64%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
4 th Grade	68%	52%		
5 th Grade	33%	22%		

Math

Chippewa Valley Schools

Inspiring and empowering learners to achieve a lifetime of success

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
Kindergarten	56%	49%	50%	33%
1st Grade	52%	57%	28%	43%
2nd Grade	29%	44%	46%	51%
3rd Grade	53%	47%	40%	47%
4th Grade			46%	46%
5th Grade			36%	45%

NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
4th Grade	55%	43%		
5th Grade	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 identifying students who are below grade level in math and look forward to seeing improvements for these students. 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, currently our school 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.

Chippewa Valley Schools

Inspiring and empowering learners to achieve a lifetime of success

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, FastBridge 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.

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 in 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. The Cognia Global Accreditation Commission determined that Chippewa Valley Schools had earned the distinction of System Accreditation for a five-year period from 2021-2026. We are preparing for another Accreditation Engagement Review for the 2025-2026 school year.
- 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 Schools

Inspiring and empowering learners to achieve a lifetime of success

- 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 22-23, we used this assessment suite to measure reading & math growth in grades K-3. In 23-24, we used this assessment suite to measure both reading and math growth in grades K-5. 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-adaptive 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 22-23, we used this assessment to measure reading and math growth in grades 4 -10. In 23-24, we used this assessment to measure both reading and math growth in grades 6 -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 2022-23 and 2023-24 are charted and summarized briefly above.
- During the fall 2023 school year, 91% of our students were represented when at least one parent or guardian attended fall conferences.
- During the fall 2024 school year, 90% 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 among all our students!

Sincerely,

Dr. Katie Shellabarger
Principal
Miami Elementary School

Chippewa Valley Schools

Inspiring and empowering learners to achieve a lifetime of success



CHIPPEWA VALLEY SCHOOLS

19120 Cass Avenue, Clinton Township, MI 48038
(586)-723-2000 FAX (586) 723-2001

Inspiring and empowering learners to achieve a lifetime of success.

Ronald R. Roberts
Superintendent

February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the 2024-2025 Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for the Chippewa Valley School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact the Educational Services Department at (586) 723-2020 for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site: <https://tinyurl.com/CVSAER24-25> or you may review a copy in the Educational Services Department or main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress) MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English Language Arts and Mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table listing our schools. For the 2024-2025 school year, schools were identified based on previous years’ performance using definitions and labels as required in *Every Student Succeeds Act (ESSA)*. A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-2024. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiatives to Accelerate Achievement
Algonquin Middle School		<ul style="list-style-type: none"> • Multi-Tier System of Supports (MTSS) • Guaranteed and Viable Curriculum • Social-Emotional Learning & Support • Technology to Support Learning • Improve Literacy Achievement in Grades K-12 • Leadership Coaching • K-12 Mathematics
Cherokee Elementary		
Cheyenne Elementary		
Chippewa Valley High School		
Clinton Valley Elementary		
Dakota High School	TSI School	
Erie Elementary		
Fox Elementary		
Huron Elementary		
Iroquois Middle School		
Miami Elementary		
Mohawk Elementary		
Mohegan High School	CSI School	
Ojibwa Elementary		
Ottawa Elementary		
Seneca Middle School		
Sequoyah Elementary		
Shawnee Elementary		
Wyandot Middle School		

It is my privilege to share with you the many ways Chippewa Valley continues to provide exceptional educational opportunities for all our students in Grades K-12. Our district offers a challenging curriculum aligned with state standards and benchmarks, ensuring our students are well-prepared for success for their next steps.

Literacy serves as the foundation of learning for all students, and we use data-informed decisions to shape curriculum and instruction. We are dedicated to maintaining a safe learning environment that meets the diverse needs of every student. Our commitment extends to supporting the whole child by fostering a sense of belonging, building strong relationships, and promoting academic growth. Additionally, we provide robust support for teachers, administrators, and staff to help every student achieve their full potential.

Both Chippewa Valley High School and Dakota High School stand out as leaders in education, offering over 200 courses, 38 extracurricular clubs and activities, and 24 sports programs. For students seeking a rigorous academic experience, our advanced placement courses provide an ideal foundation for college readiness. Teachers and students alike have received local, state, and national recognition for their innovative approaches and outstanding achievements in education. Additionally, our highly regarded fine arts, band, and choir programs continue to set the standard for excellence.

We are equally proud of our Career and Technical Education (CTE) programs, which connect students to real-world experiences and prepare them for a variety of career and educational pathways. These programs, led by industry-experienced teachers, offer invaluable insights into the skills and knowledge needed to thrive in today's workforce connecting classroom learning to practical applications, enhancing student readiness for the future.

Technology plays a vital role in supporting our students' education. Our district's one-to-one computer program, implemented in grades K-12, ensures every student has access to a consistent, compatible device. This initiative addresses issues of access and equity, ensuring all learners have the tools they need to succeed.

In Chippewa Valley, continuous improvement is a driving force. Our curriculum councils and school improvement teams—comprising talented educators and administrators—continuously refine teaching practices, align curriculum with state standards, and develop innovative programs. This commitment is demonstrated through initiatives like data-driven decision-making, multi-tiered systems of support, and the use of research-based materials. We are proud to maintain System Accreditation through Cognia, a nonprofit organization providing quality assurance for schools. This accreditation reflects our dedication to best practices, rigorous performance standards, and continuous improvement. Student performance data is regularly analyzed to ensure we meet and exceed expectations, and we are honored to hold this distinction through 2026.

Chippewa Valley also provides specialized services for students with academic or physical challenges, tailoring programs to meet the needs of every child in compliance with State and Federal laws. These services reflect our belief in the value and potential of every learner.

We have taken steps to provide layers of support in English Language Development for our K-12 English Learners and their families with the goal for students to reach English Proficiency and exit the program. Exiting students demonstrate that they have proficiently acquired the English Language in both social and academic settings by passing the WIDA test administered each spring.

Beyond K-12 education, our district serves students of all ages. Infants, toddlers, and preschoolers are enrolled in our early childhood programs at Little Turtle Early Childhood Center and other elementary schools. Our Great Start Readiness Program (GSRP) provides full-day, tuition-free preschool at four elementary schools, ensuring a strong foundation for our youngest learners.

The Chippewa Valley Coalition for Youth and Families exemplifies the power of partnerships among our schools, parents, and community organizations. Together, we promote healthy, safe, and drug-free lifestyles while supporting families across the district.

Chippewa Valley Schools updated its Strategic Plan during the 2023-2024 school year, engaging staff and community members in shaping the district's future. More than 3,900 responses were collected through open-ended surveys, highlighting priorities in three main areas: Curriculum and Instruction, Climate and Culture, and Technology. Teams of district staff and subject matter experts collaborated to analyze the data and set measurable goals and strategies. This Strategic Planning Guide reflects our shared vision and provides a clear path for implementing programs and initiatives to foster continuous improvement and success.

Parent and community involvement remain the cornerstone of our success. Whether through PTOs, Booster Groups, Citizens Advisory Committees, or attendance at school events, the commitment of our parents and community is unmatched. Your engagement enriches our schools and fosters a thriving educational environment for every child.

Finally, we take immense pride in our safe, well-maintained facilities and the unique personality of each school. To learn more about our district or arrange a visit, please contact our Community Relations Department at (586) 723-2240.

Thank you for your continued support of School District Name. Together, we are creating a future filled with promise and possibility for every student.

Sincerely,

Ronald Roberts

Ronald Roberts
Superintendent, Chippewa Valley Schools



Inspiring and empowering learners to achieve a lifetime of success

