

# CHEROKEE ELEMENTARY CHIPPEWA VALLEY SCHOOLS



The  
Leader in Me™

*Inspire, Believe, Achieve and Lead  
Cherokee ... a great place to be!*



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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 Cherokee 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 Cherokee Elementary school administration 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?Common\\_Locations=1-5,6347,1017,95](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-5,6347,1017,95) or you may obtain a copy in the main office.

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. Our school has not been given one of these labels.

At Cherokee Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, reading interventionist 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 the 2020-21 school year being in a remote (virtual) setting, has had an impact on instruction and achievement. It has created learning loss for some students who struggled during virtual, at home, or hybrid learning models. In review of recent M-STEP and NWEA data, we are aware of which subgroups are in need of improvement and we are diligently working to improve these areas. 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, and Students with Disabilities.

During the 2020-2021 school year our district and school heavily emphasized implementing teaching strategies and methods aligned with the science of reading during English Language Arts (ELA) instruction. Our district

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and school look forward to improvement in literacy achievement. We feel these research-based science of reading strategies will help ensure improved core instruction and close achievement gaps.

During the 2022-2023 school year, our district changed the local district assessment in reading and math. The NWEA Measures of Academic Progress (MAP) assessment was used as our local district assessment for reading and math in 4<sup>th</sup> and 5<sup>th</sup> grades. In Kindergarten-3<sup>rd</sup> grade our district chose to assess students using FastBridge for both reading and math. See the charts below for a summary of our data.

### Reading

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	49	26	41	34
1 <sup>st</sup> Grade	35	34	22	28
2 <sup>nd</sup> Grade	36	42	39	33
3 <sup>rd</sup> Grade			49	35
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 <sup>rd</sup> Grade	56	50		
4 <sup>th</sup> Grade	33	29	65	52
5 <sup>th</sup> Grade	48	36	49	41

### Math

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			47	46
1 <sup>st</sup> Grade			57	54
2 <sup>nd</sup> Grade	36	42	40	40
3 <sup>rd</sup> Grade			49	35
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 <sup>rd</sup> Grade	46	34		
4 <sup>th</sup> Grade	34	31	48	31
5 <sup>th</sup> Grade	36	39	53	44

Our school is confident that with the continued implementation of science of reading strategies and routines combined with the support of our reading interventionist and professional development, we will demonstrate growth in both teaching and learning in the area of reading. Continued review of best practices and strategies during core math instruction will also be imperative to ensure students are not developing skill gaps.

Cherokee Elementary is committed to all students reaching their highest level of academic success. In an effort to increase student achievement and close achievement gaps, the staff at Cherokee utilize a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in reading. Our MTSS interventions take place 30-45 minutes per day. Students' progress is monitored using FastBridge assessments. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for 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 0.5 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 with our MTSS (Multi-Tiered Systems of Support) interventions. Additionally, this year we have a reading interventionist.

Many decisions regarding teaching and learning are made during our collaborative team meetings. During collaborative team meetings, staff members are able to utilize data from common formative assessments, FastBridge assessments, NWEA MAP reading/math assessments, and state M-STEP assessments to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and 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.

In addition to understanding the importance of continuous academic improvement, our district and school recognize the need for helping children develop leadership skills. Cherokee utilizes the Positivity Project to help build these skills. Cherokee also uses the Positive Behavioral Interventions and Supports System (PBIS) **Each day we help students INSPIRE** greatness in themselves and others, **BELIEVE** in themselves and in the importance of others, **ACHIEVE** individual and collective goals and **LEAD**.

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 Cherokee Elementary School Improvement goals focus on reading, writing, 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 various FastBridge assessments three times per year as a benchmark screener in grades K-5 for both reading and math. The purpose of the FastBridge assessments is to provide data on individual student 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.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students in several grade levels in the areas of Mathematics and English. NWEA computerized, adaptive assessments are administered two to three times throughout the school year. In 21-22, we used this assessment to measure reading and math growth for grades 3-10. In 22-23, we used this assessment to measure both reading and math growth in grades 4-10. The purpose of these assessments is to provide data on individual students' 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: [https://www.chippewavalleyschools.org/downloads/edservices/cvs\\_assessment\\_plan.pdf](https://www.chippewavalleyschools.org/downloads/edservices/cvs_assessment_plan.pdf)
- Parent-teacher communication is key. Cherokee families have an outstanding participation rate at fall conferences. During the fall 2022 school year, 96% of our students were represented when at least one parent or guardian attended fall conferences. During the fall 2023 school year, 96% of our students were represented when at least one parent or guardian attended fall conferences.

At Cherokee, we choose to inspire, believe, achieve, and lead to empower learners for a lifetime of success.

**We Believe:**

- everyone can be a leader;
- everyone has genius;
- everyone plays an active role for change to occur;
- everyone is in charge of their own learning;
- the relationships we foster play an important role in our success.

We look forward to a wonderful year with your child.

Sincerely,

Heather Batko  
Principal  
Cherokee Elementary School