

OJIBWA ELEMENTARY



The Ojibwa staff, in cooperation with the community, parents, and students, motivates and inspires all students to reach their highest potential through a dynamic, comprehensive curriculum provided in a nurturing environment.

February 2024

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 Ojibwa 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 the school administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website: <https://bit.ly/3X148vz>, the Chippewa Valley Schools' website: www.chippewavalleyschools.org, or you may review a copy in the main office at Ojibwa Elementary School.

For the 2022-2023 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. 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. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Ojibwa Elementary School was not given one of these labels.

The Ojibwa Elementary staff is committed to empowering learners for a lifetime of success. We work diligently to improve student performance in the core academic areas of reading, writing, math, social studies, and science. Our staff prides itself on the instructional practices and interventions put in place to meet the needs of our diverse student body. We recognize that in conjunction with our families, we play an important role in the success of every child.

At Ojibwa Elementary we are dedicated to helping students work toward their highest potential. Professional development has focused on facilitating the needs of our students at their individual levels. We use best practice instructional strategies to ensure that students meet their learning goals.

In review of our 2023 M-STEP data, our Spring 2023 NWEA data, our Fall 2022 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 and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

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In an effort to increase student achievement and close achievement gaps, the staff at Ojibwa 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). During data review, which occurs systematically throughout the school year, staff members utilize data from the FastBridge reading assessment 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 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. 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.

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 well-being 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 Ojibwa 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/academics/curriculum> and <https://www.michigan.gov/mde/services/academic-standards>.
- 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-

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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: https://www.chippewavalleyschools.org/downloads/edservices/cvs_assessment_plan.pdf
- Our NWEA and FastBridge results for Reading and Mathematics for 2021-2022 and 2022-2023 can be found on the next page.
- Parent-Teacher communication is a key to student success. We are committed to partnering with our families to support student success. Twice a year we host parent-teacher conferences and invite our families to attend. Parent attendance was 90% in the fall of 2023. The conferences allow families and teachers to focus on individual student growth and goal setting.

The Ojibwa staff is devoted to continuously working to help our students, families and community grow and succeed. Through our continued efforts and partnership with our families, Ojibwa's students will develop the strategies and skills necessary to become life-long learners. We are excited to continue the educational journey of learning and growing together and thank our community for their continued support. We look forward to paving the way for every student's success.

Sincerely,

Leo Kondziolka

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Annual Education Report – Ojibwa Elementary School Data

Reading:

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	36%	13%	42%	31%
1st Grade	37%	41%	29%	32%
2nd Grade	39%	36%	55%	47%
3rd Grade			45%	36%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3rd Grade	83%	61%		
4th Grade	64%	50%	51%	40%
5th Grade	57%	48%	49%	40%

Math:

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			84%	77%
1st Grade			68%	74%
2nd Grade	51%	48%	59%	62%
3rd Grade			49%	51%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3rd Grade	70%	52%		
4th Grade	45%	31%	59%	34%
5th Grade	55%	47%	33%	27%

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