

CLINTON VALLEY ELEMENTARY SCHOOL

CHIPPEWA VALLEY SCHOOLS



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Mission Statement

“Clinton Valley Elementary is a welcoming community where students, families, and staff take an active role in helping all succeed with high expectations in a positive and safe environment.”

February 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Clinton Valley 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 Clinton Valley Elementary for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HSAk5S>, or you may review a copy in the main office at your child's school.

For the 2020-21 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 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. Clinton Valley has not been given one of these labels.

At Clinton Valley Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, intervention specialists, 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 recently. 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. In review of 2021 M-Step data along with both spring and fall 2021 NWEA data, we are aware of which subgroups are in need of improvement and we are diligently working to improve these areas.

According to 2019 and 2021 M-Step data (M-Step was not taken in 2020 due to the Covid-19 school closures), our school continues to work to close the achievement gap among our subgroups (Economically Disadvantaged, ELL students and special education students) although these continue to be areas in which we desire to improve.

Key challenges and areas that our school continues to seek improvement in are with proficiency levels for our students with disabilities, ELL students, Economically Disadvantaged students, and African American students. The 2020-2021 school year embarked our district and schools' heavy emphasis on 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 methods will bring to our students.

The NWEA Measures of Academic Progress (MAP) assessment is used as our local district assessment for reading and math in all grades. In review of student achievement data using the local district NWEA (MAP) assessment for 2020-2021, when reviewing mathematics data from fall to fall our 1st, 2nd, and 4th grade students on average met their projected growth. Our Kindergarten students did not have a fall-to-fall data to compare. Our 3rd and 5th grade students did not meet the expected growth that we were hoping for.

When reviewing fall 2020 to fall 2021 NWEA (MAP) ELA assessment data, our Kindergarten students were not included. Our 1st, 2nd, & 4th grade on average met or exceeded their projected yearly growth. Our 3rd graders were close to meeting their expected growth, but our 5th grade will be an area of improvement for our school, as their percentage of students who met or exceeded their projected growth was lower. We will continue to adjust instruction and interventions in order to work towards all grade levels meeting their projected growth targets in reading. Our school is hopeful that with the continued implementation of science of reading specific strategies, resources, and professional development, our school will continue to demonstrate growth in both teaching and learning in reading.

Clinton Valley Elementary is committed to assuring that all students reach their highest level of academic success. To increase student achievement and close achievement gaps, the staff at Clinton Valley utilizes 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 consistently for all grade levels for 30 minutes, four days per week while the fifth day is used to progress monitor. During data review, which occurs systematically throughout the school year, staff members utilize data from the NWEA MAP reading 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 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. 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. We have three Para-educators Academic Support Coaches to assist in our MTSS (Multi-Tiered Systems of Support) interventions.

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. In 2019-2020, our school implemented the daily use of the Positivity Project program that has been placed in our building schedule to ensure the execution of the 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 Clinton Valley 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 <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 fall 2020 to fall 2021 can be found in the link provided.
- 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. For the past two years the average parent attendance was 93%. The conferences allow families and teachers to focus on individual student growth and goal setting.

Through the continuing efforts of our Clinton Valley staff, 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, respectful, and responsible environment.

We look forward to a wonderful year with your child.

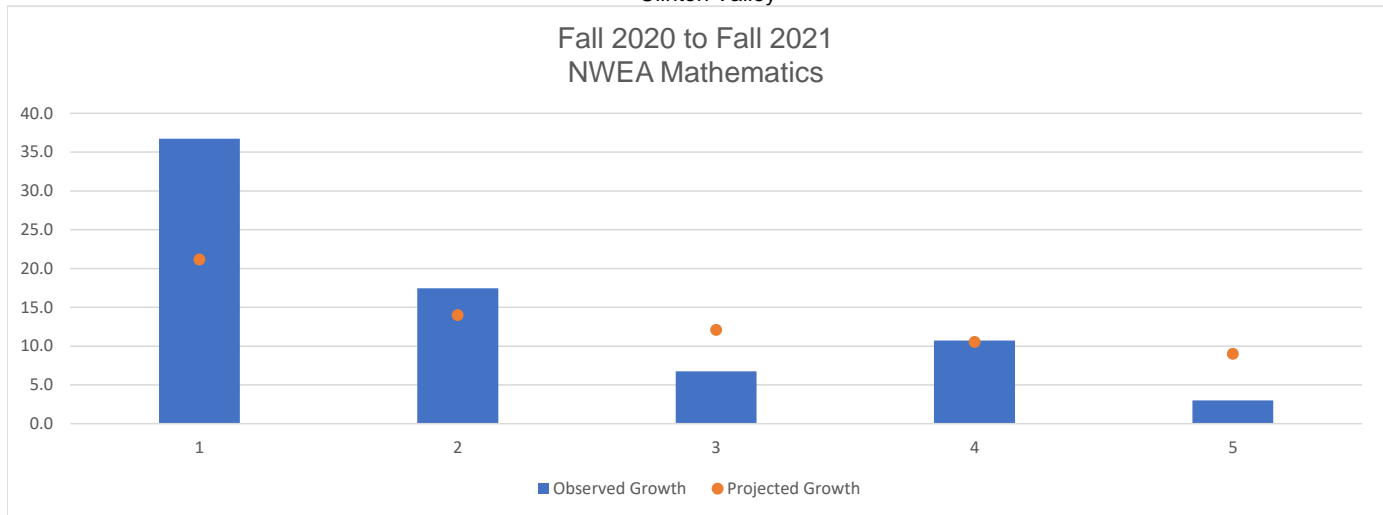
Sincerely,

Niyoka Wright

Niyoka Wright
Principal
Clinton Valley Elementary School

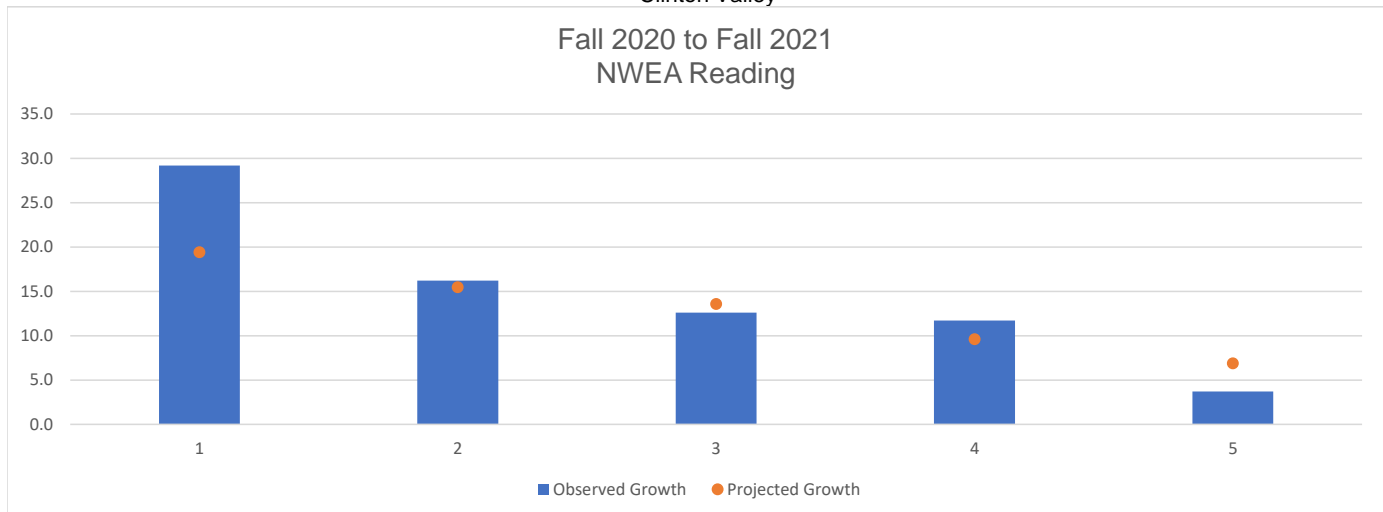
Clinton Valley		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	161.1	94	161.1	94						
1	174.6	90	174.6	90	36.7	21.2	31	26	83.9%	85
2	172.4	40.5	172.4	40.5	17.5	14.0	24	13	54.2%	55.5
3	186.3	40	186.3	40	6.7	12.1	35	6	17.1%	7
4	193.2	46.5	193.2	46.5	10.7	10.5	30	11	36.7%	37.5
5	200.8	34	200.8	34	3.0	9.0	33	6	18.2%	9

Clinton Valley



Clinton Valley		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	159.0	97.5	159.0	97.5						
1	168.9	86.5	168.9	86.5	29.2	19.4	32	21	65.6%	79
2	171.7	58	171.7	58	16.2	15.5	23	6	26.1%	28
3	189.9	47	189.9	47	12.6	13.6	35	15	42.9%	30
4	193.0	55.5	193.0	55.5	11.7	9.6	30	19	63.3%	58
5	201.2	51	201.2	51	3.7	6.9	33	12	36.4%	33

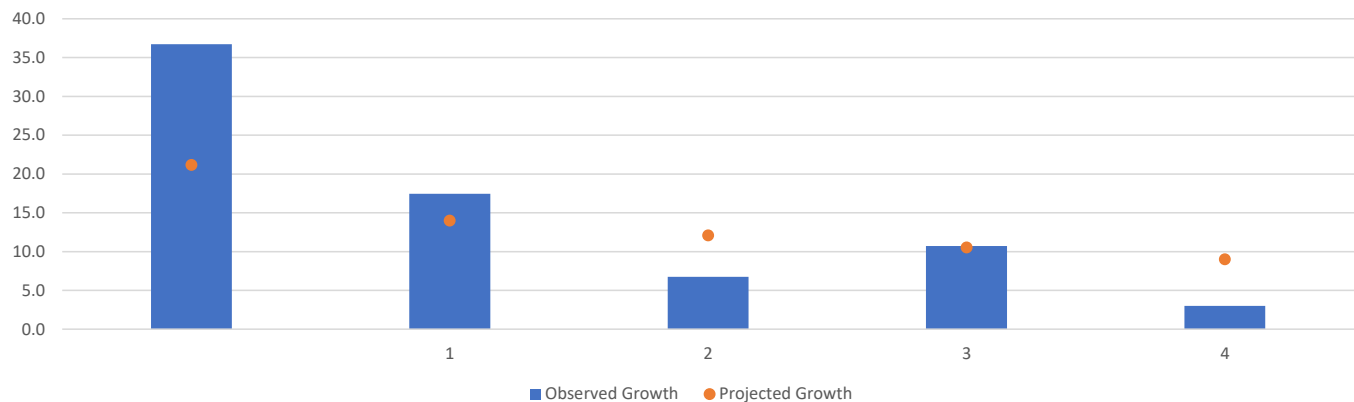
Clinton Valley



Clinton Valley		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	136.2	39	161.1	94						
1	155.3	43	174.6	90	36.7	21.2	31	26	83.9%	85
2	176.9	62	172.4	40.5	17.5	14.0	24	13	54.2%	55.5
3	182.3	38.5	186.3	40	6.7	12.1	35	6	17.1%	7
4	194.8	38	193.2	46.5	10.7	10.5	30	11	36.7%	37.5
5	207.9	52	200.8	34	3.0	9.0	33	6	18.2%	9

Clinton Valley

Fall 2019 to Fall 2020
NWEA Mathematics



Clinton Valley		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	138.4	54	159.0	97.5						
1	155.8	50	168.9	86.5	29.2	19.4	32	21	65.6%	79
2	175.7	62	171.7	58	16.2	15.5	23	6	26.1%	28
3	183.3	46	189.9	47	12.6	13.6	35	15	42.9%	30
4	194.9	48	193.0	55.5	11.7	9.6	30	19	63.3%	58
5	203.6	56	201.2	51	3.7	6.9	33	12	36.4%	33

Clinton Valley

Fall 2019 to Fall 2020
NWEA Reading

