

# Mohawk Elementary

*Building Relationships and Inspiring Students to Succeed!*

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## CHIPPEWA VALLEY SCHOOLS



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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 2020-21 educational progress for Mohawk 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 school administration for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3HrgeMa> or you may review a copy in the main office at your child's school.

For the 2020-21 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. Mohawk Elementary has not been given one of these labels.

The Mohawk 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 strives to meet the needs of all learners so they can succeed.

While our goal is continuous improvement and growth, our school community has faced challenges recently. Due to the closure of school in the spring of 2020, and the majority of the 2020-21 school year being held virtually, the impact on instruction and achievement has been significant. In review of the 2021 M-STEP data along with the spring and fall 2021 NWEA data, we are aware of the subgroups in need of improvement and are diligently working to improve in 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 make progress in closing the achievement gap in our subgroups. During the 2020-21 school year our district began implementing new teaching strategies and methods that align with the science of reading. By using these research-based strategies, we look forward to improvements in student learning.

The NWEA Measures of Academic Progress (MAP) assessment is used as our local district assessment for reading and math for select grades. This 2021-22 school year marked a change in

the way our elementary schools administer the NWEA (MAP) assessment. As of the 2021-22 school year, the NWEA (MAP) assessment is now only used with our third through fifth grade students in our elementary schools.

Mohawk students continue to show individual growth on the NWEA Measures of Academic Progress (MAP) assessment which is used as our local district assessment for reading and math in grades K-5<sup>th</sup>. The instructional staff at Mohawk has implemented a Multi-Tiered System of Support (MTSS) targeting specific skills of students struggling in reading. During our systematic data reviews, staff members utilize data from the NWEA MAP reading assessments, and weekly progress monitoring 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. Additionally, Mohawk Elementary has added an extended day program for struggling students in 2<sup>nd</sup> & 3<sup>rd</sup> grade to address specific reading skills.

The teaching staff at Mohawk Elementary are regularly engaged in professional development centered around the science of reading. This year, we have also embarked on the use of Collaborative Teams/PLCs where staff are able to meet regularly to discuss common formative and summative assessments. This structure provides teachers the opportunity to utilize student data and make changes to instruction in a timely manner.

Mohawk Elementary also recognized the value of educating the “Whole Child”. The need for a structured social-emotional learning (SEL) program is vital to student success. During the 2020-21 school year, teachers began implementing the Positivity Project program which places an emphasis on character education. During the 2018-19 school year, Mohawk was awarded the MiBLSI Grant, Michigan’s Integrated Behavior and Learning Support Initiative. This enabled us to implement our Positive Behavioral Interventions and Supports System (PBIS). Together with the Positivity Project we have been able to support the development of the “Whole Child”. We strongly believe by instilling strong character and work habits, our students will have 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 2021, Chippewa Valley completed a comprehensive system accreditation engagement review through Cognia, a non-profit organization that provides quality assurance for schools, districts, and other education service providers. As a district, we have met the rigorous Cognia Performance Standards and accreditations policies, demonstrated quality assurance through internal and external review of our district. We have regularly analyzed student performance data and consistently engaged in best practices for our continuous improvement. Cognia’s review team examined district and school improvement plans, reviewed extensive data and school artifacts. Additionally, they interviewed stakeholders from the schools and community. Based on these areas, the team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation.

- Chippewa Valley Schools feel we best serve students by establishing integrated and dynamic relationships between curriculum, instruction, assessment practices and standards. These standards and practices are based on the Michigan State Standards. More information about CVS curriculum can be found at <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 the NWEA Measures of Academic Progress (MAP) benchmark assessments to all students in Mathematics and English Language Arts in grades K-10. NWEA (MAP) assessments are computerized, adaptive assessments which measure individual student growth. They are 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 specific skills their students need. For more information on our balanced assessment program please visit our district assessment page at <http://www.chippewavalleyschools.org/academics/assessment>.
- Our Math and Reading NWEA results for the 2019-20 and 2020-21 can be found below.
- Parent-Teacher communication is the key to student success. Mohawk families have an outstanding participation rate at fall conferences; 95% of our students had parent representation at fall conferences in 2019. During fall 2020, 93% of parents attended conferences.

Mohawk Elementary continues to place great emphasis on growth and success through our vision statement, “Building Relationships and Inspiring Students to Succeed”. Thank you for supporting us on our journey to excellence for ALL!

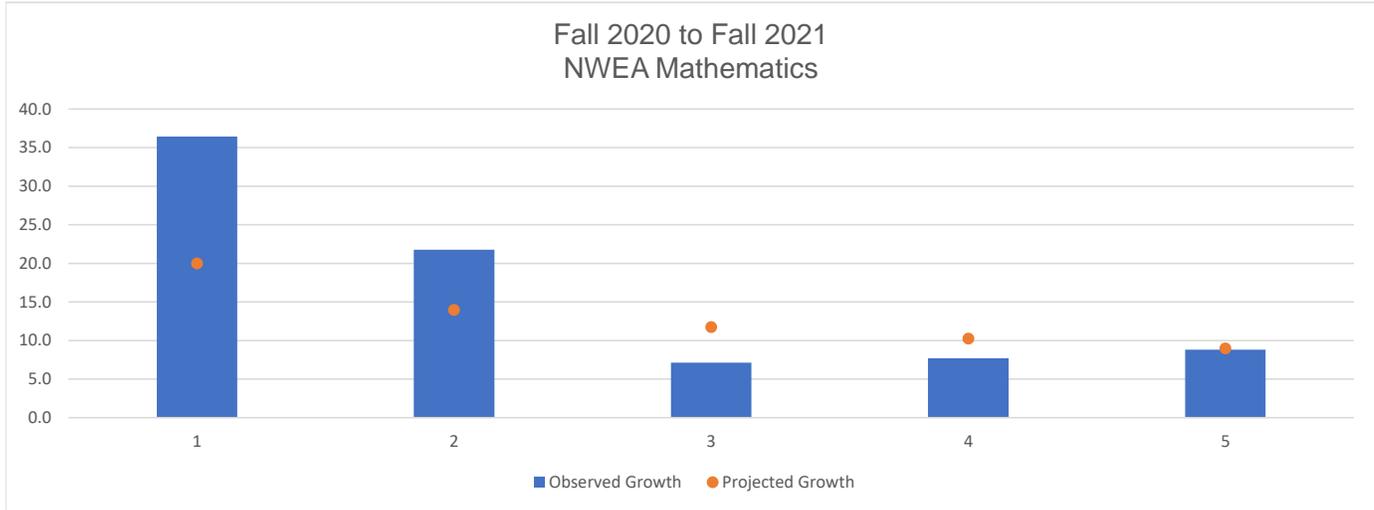
Sincerely,

Andrea Verellen

Principal

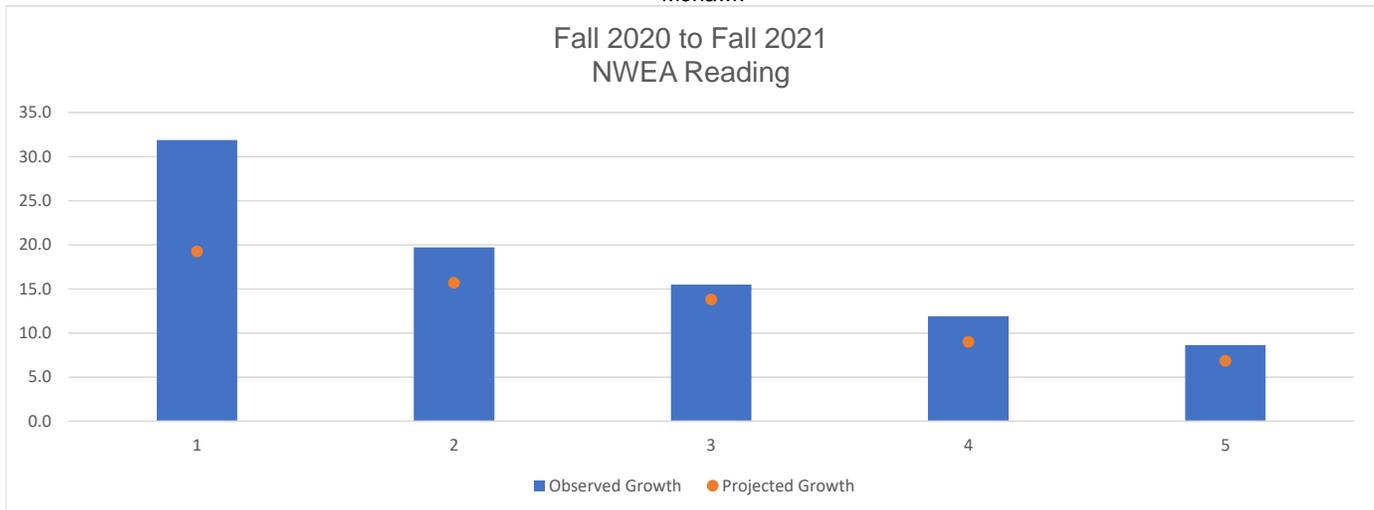
Mohawk		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	160.0	95.5	160.0	95.5						
1	177.9	89.5	177.9	89.5	36.4	20.0	54	29	53.7%	65
2	185.8	81.5	185.8	81.5	21.8	14.0	36	28	77.8%	75
3	192.9	61	192.9	61	7.1	11.7	55	14	25.5%	11
4	201.3	62	201.0	62	7.7	10.3	64	23	35.9%	24
5	211.7	62	211.7	62	8.8	9.0	59	27	45.8%	43

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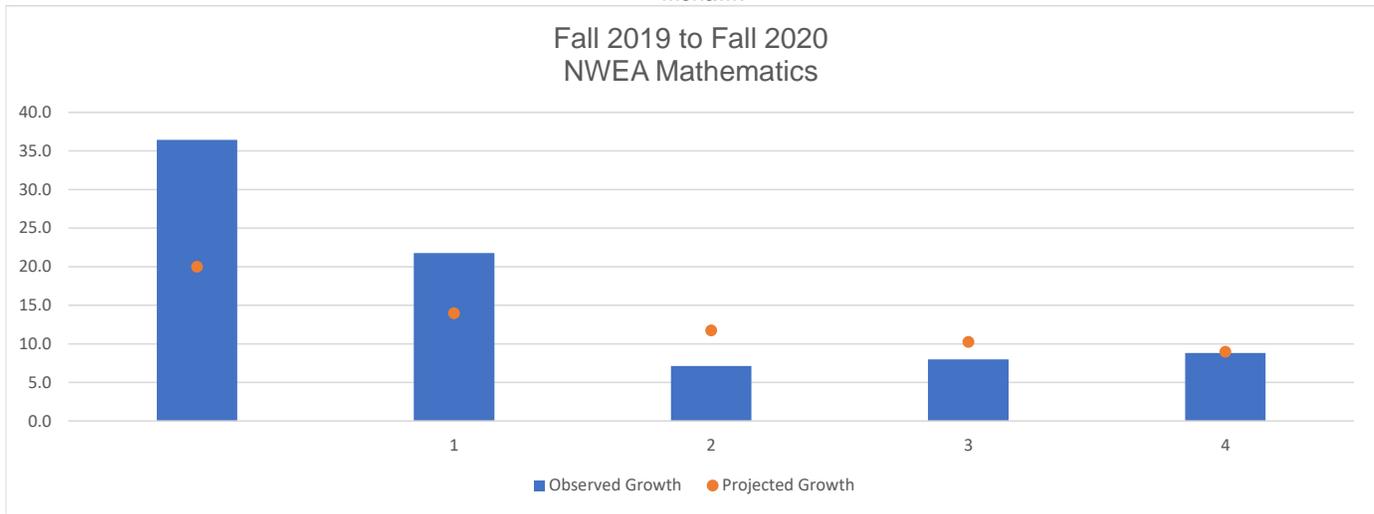
Mohawk		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	161.4	98	161.4	98						
1	171.2	89	171.2	89	31.9	19.2	55	43	78.2%	95
2	178.5	65	178.5	65	19.7	15.7	37	20	54.1%	55
3	196.8	77	196.8	77	15.5	13.8	55	29	52.7%	50
4	203.4	70	203.4	70	11.9	9.0	64	33	51.6%	49.5
5	206.4	58	206.4	58	8.6	6.8	60	33	55.0%	57.5

Mohawk



Mohawk		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	142.5	51	160.0	95.5						
1	162.5	57.5	177.9	89.5	36.4	20.0	54	29	53.7%	65
2	184.7	75	185.8	81.5	21.8	14.0	36	28	77.8%	75
3	192.5	66	192.9	61	7.1	11.7	55	14	25.5%	11
4	205.0	65	201.3	62	8.0	10.2	62	23	37.1%	24
5	216.0	70	211.7	62	8.8	9.0	59	27	45.8%	43

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Mohawk		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	138.0	54	161.4	98						
1	158.7	55	171.2	89	31.9	19.2	55	43	78.2%	95
2	180.5	67	178.5	65	19.7	15.7	37	20	54.1%	55
3	191.4	58	196.8	77	15.5	13.8	55	29	52.7%	50
4	198.4	52	203.4	70	11.9	9.0	64	33	51.6%	49.5
5	207.6	58	206.4	58	8.6	6.8	60	33	55.0%	57.5

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