



OJIBWA ELEMENTARY



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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.

January 29, 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 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 school administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website: www.tinyurl.com/zafum8yt, the Chippewa Valley Schools' website: www.chippewavalleyschools.org, or you may review a copy in the main office at Ojibwa Elementary 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. 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. Additional strategies being used by our school in order to demonstrate student growth include having all teachers trained in Classroom Instruction that Works, the use of Kagan cooperative learning strategies, and an emphasis on non-linguistic representations to support reading comprehension and writing.

While our goal is continuous student improvement and growth, our school community has faced challenges. The spring 2020 school closure and the amount of remote instruction during the 2020-21 school year has had a profound impact on instruction, student reading achievement, and the social-emotional wellbeing of our students.

In review of our 2021 M-STEP data, our Spring 2021 NWEA data, and our Fall 2021 NWEA and 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, NWEA, and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

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 NWEA MAP and FastBridge 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.

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 wellbeing 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 <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 2019-20 and 2020-21 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 2021. 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.

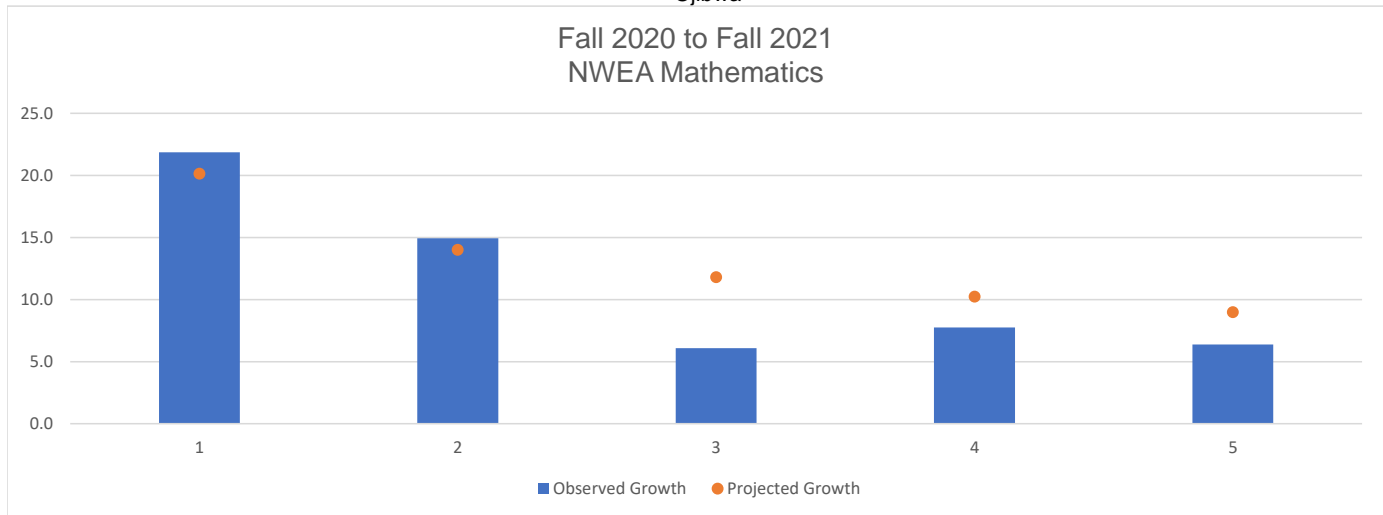
Sincerely,

Leo Kondziolka

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Principal
Ojibwa Elementary School

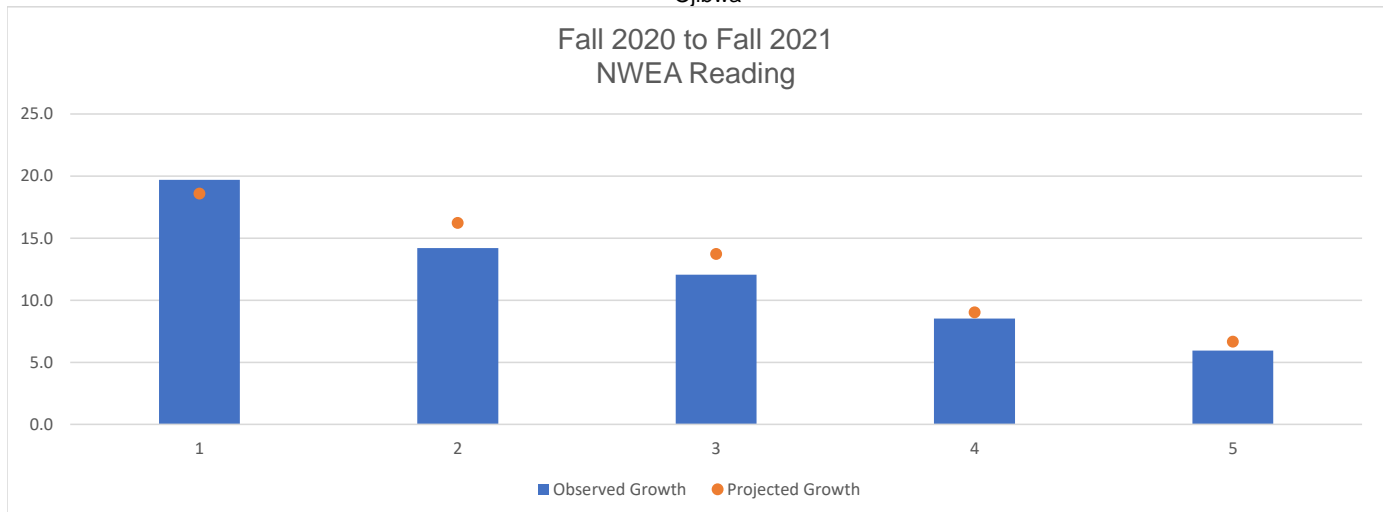
Ojibwa		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	157.9	93	157.9	93						
1	163.9	69	164.2	69	21.9	20.1	96	49	51.0%	47.5
2	183.8	80.5	183.8	80.5	14.9	14.0	70	37	52.9%	51
3	190.6	58	190.4	58	6.1	11.8	90	20	22.2%	10
4	201.6	62	201.4	60.5	7.7	10.2	80	28	35.0%	24
5	211.4	54	210.4	52	6.4	9.0	95	29	30.5%	23

Ojibwa



Ojibwa		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	153.1	90	153.1	90						
1	161.0	75	161.0	75	19.7	18.6	95	46	48.4%	40
2	177.2	68	177.2	68	14.2	16.2	75	26	34.7%	31
3	192.5	71	191.6	70	12.0	13.7	88	41	46.6%	44
4	200.3	65.5	199.7	64	8.5	9.0	80	36	45.0%	40
5	205.4	60	205.1	58	5.9	6.7	95	44	46.3%	40

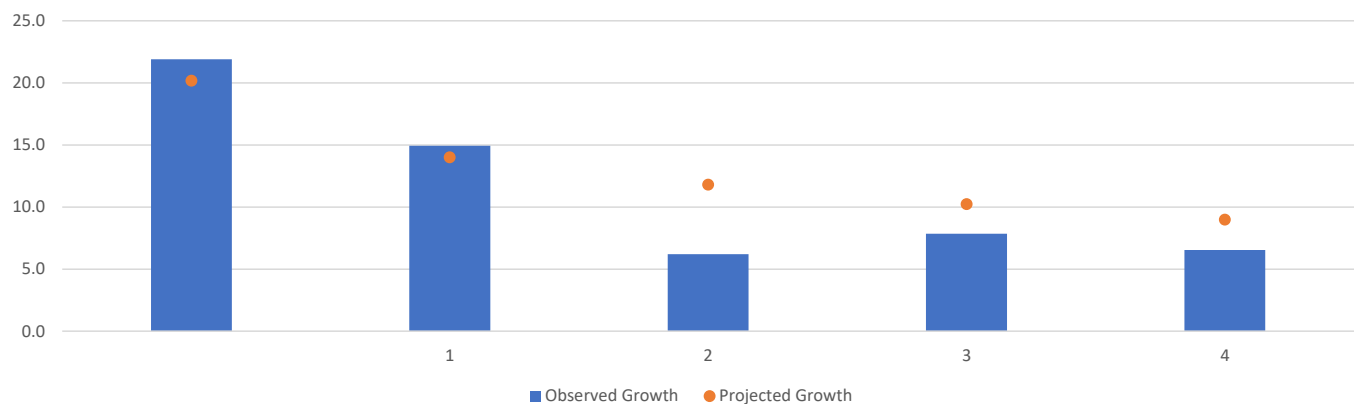
Ojibwa



Ojibwa		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	142.8	61	157.9	93						
1	168.4	76	163.9	69	21.9	20.2	88	43	48.9%	42
2	184.6	80	183.8	80.5	14.9	14.0	70	37	52.9%	51
3	193.0	67.5	190.6	58	6.2	11.8	89	20	22.5%	10
4	204.0	67	201.6	62	7.9	10.2	75	27	36.0%	24
5	218.8	76	211.4	54	6.5	9.0	91	29	31.9%	23

Ojibwa

Fall 2019 to Fall 2020
NWEA Mathematics



Ojibwa		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	142.2	64	153.1	90						
1	162.3	68	161.0	75	19.7	18.6	95	46	48.4%	40
2	179.1	67	177.2	68	14.2	16.2	75	26	34.7%	31
3	190.0	63	192.5	71	12.7	13.7	86	41	47.7%	44
4	200.2	62	200.3	65.5	8.5	9.0	78	36	46.2%	40
5	209.3	63	205.4	60	6.1	6.6	93	44	47.3%	40

Ojibwa

Fall 2019 to Fall 2020
NWEA Reading

