



Sequoyah Elementary School

Chippewa Valley Schools
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Ted Zotos, Ed.S., Principal



Our Vision: We will help ALL students reach their social, emotional, and academic potential.

February 2022

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Sequoyah 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 me or your child's teacher for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2tZDCfD>, or you may review a copy in the main office at Sequoyah.

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. Sequoyah has not been given one of these labels.

Students in grades 3-5 at Sequoyah performed well above the state average on the 2020-21 Michigan Student Test of Educational Progress (M-STEP) in every academic area. However, improvement in levels of student performance is still a key component of our School Improvement Plan (SIP). Research shows that helping students develop strong literacy skills (reading, writing, and listening) will have a positive impact on their achievement in all areas of the curriculum; therefore, the staff of Sequoyah Elementary is committed to helping each child reach their highest level of success in reading. Many decisions regarding teaching and learning are made during our Professional Learning Communities/PLC time as grade-level and specials teams. The teams meet throughout the year to discuss common math, reading, and writing assessment data, instructional strategies, NWEA-MAP, and M-STEP assessment data to identify and address specific learning needs of each student.

Sequoyah continues to implement a Multi-Tiered System of Support (MTSS) program or in 'student friendly' terms, Success of All Readers (SOAR) program. Using the assessment data, teachers place students into MTSS groups to help them reach specific learning goals. In each MTSS group, staff utilized research-based strategies to target specific reading skills. Our recent NWEA-MAP data indicates that all these initiatives helped our students make academic gains.

The foundation for creating our positive school environment and culture is our Positive Behavior Interventions and Supports (PBIS). Students are systematically provided instruction on our school-wide behavior expectations called the Thunderbird Three: Safety, Respect, and Responsibility. We place the focus on helping students understand what the Thunderbird Three "looks like" throughout their school day in key locations, such as, classrooms, cafeteria, hallway, playground, bus, and bathroom. Our staff works to teach, model, rehearse, reinforce, and praise students for appropriate behaviors. In other words, we recognize students with the correct behaviors to create a positive school culture. We know that when good behavior and teaching come together, our students will excel in their learning as well.

The staff created a student recognition program called the Thunderbird Three Heroes. This program recognizes students who are role models for other students, make positive contributions to the school and consistently follow the Thunderbird Three. The list of Thunderbird Three Heroes is published in the bi-monthly newsletter and students' pictures and biographies are displayed on a highly visible bulletin board seen as you enter the school. Students are also given a Thunderbird Three Heroes t-shirt and certificate.

Success in school is not just about reading, writing, and math. It is also about knowing how to learn and get along with others. We will be using the **Second Step** program in your child's classroom to teach these critical social and emotional skills.

The Second Step program teaches skills in the following four areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. **Empathy:** Students learn to identify and understand their own and others' feelings. Students also learn how to take another perspective and how to show compassion.
3. **Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. **Problem Solving:** Students learn a process for solving problems with others in a positive way.

Your child will be learning a lot this year – and he/she will need your help! Throughout the year, your child will be bringing home "**Home Links**" that go with several of the *Second Step* lessons. "**Home Links**" are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning and for your child to show you what he/she knows.

Our school social worker facilitates weekly lessons with all students. Thank you for supporting your child in learning the skills that lead to success in school and life too.

State law requires that we also report additional information:

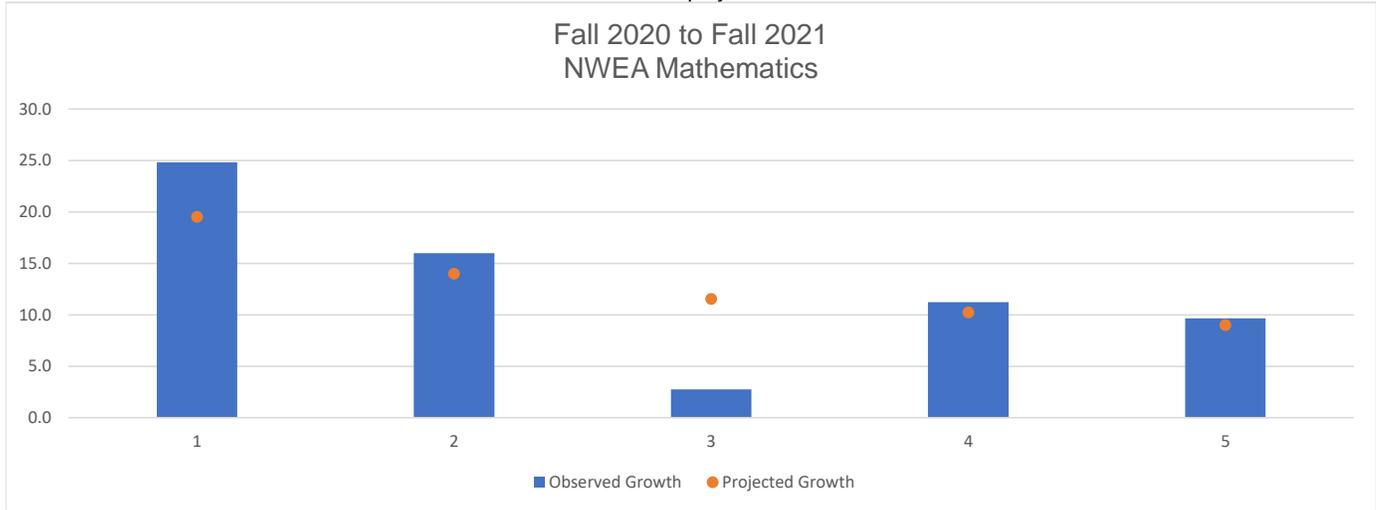
- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside 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 analysis, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data, 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.
- 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/>.
- 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 can be found attached to this document.
- Parent-teacher communication is a key component to student success. Sequoyah families have an outstanding participation rate at parent-teacher conferences with 97% participation for the fall 2020 and 98% participation in fall 2021.

Sequoyah Elementary places great emphasis on academic excellence through our collaborative mission, **Believe*Achieve*Succeed** and vision to help all students reach their social, emotional, and academic potential. Our mission and vision are why we exist at Sequoyah Elementary; thank you for helping us on our journey of excellence for **ALL!**

Sincerely,
Jed Zotos, Ed.S.
Principal

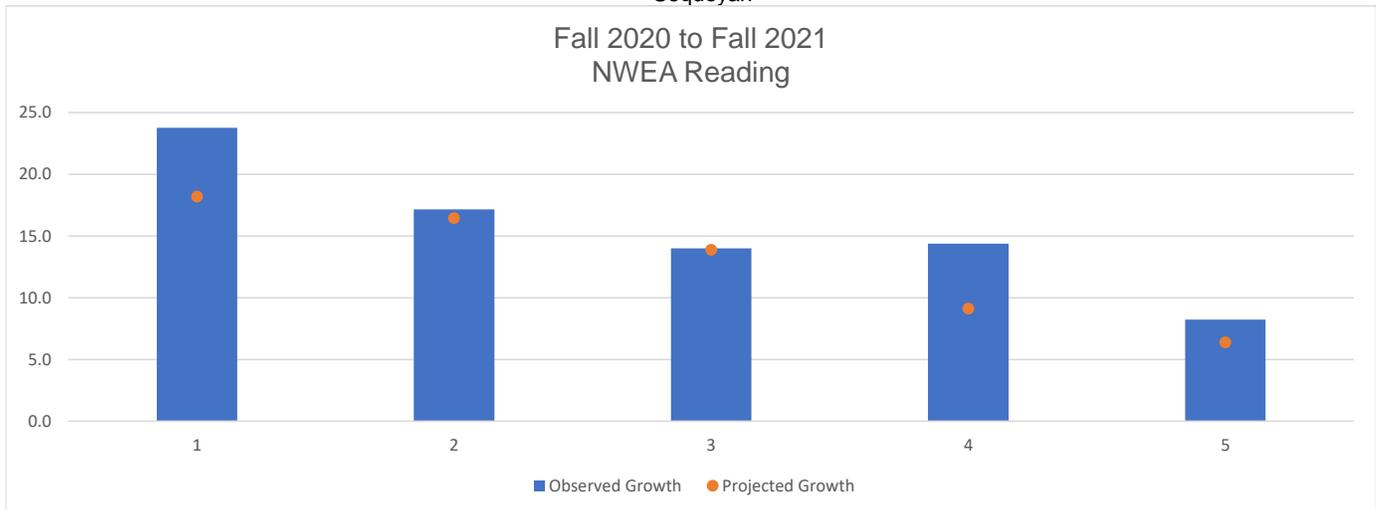
Sequoyah		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	165.8	98	165.4	98						
1	172.1	86	172.1	86	24.8	19.5	75	54	72.0%	64
2	187.3	86	186.8	85	16.0	14.0	82	41	50.0%	48
3	192.1	62	192.1	62	2.8	11.5	76	10	13.2%	7
4	205.3	69	205.3	69	11.2	10.2	105	56	53.3%	49
5	217.4	71	217.4	71	9.7	9.0	105	59	56.2%	56

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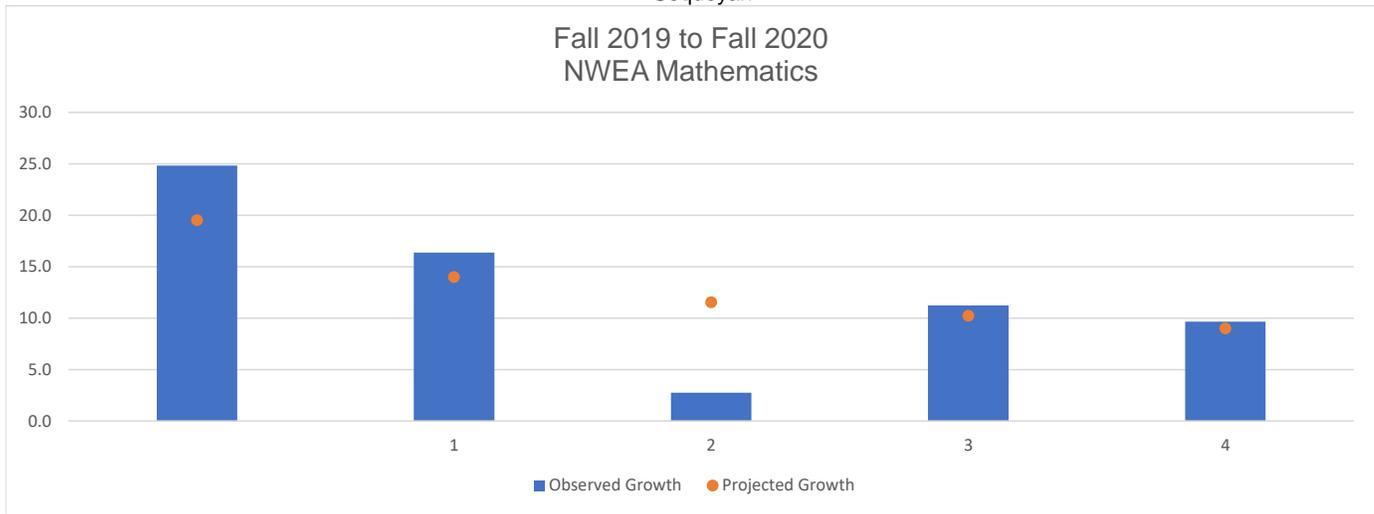
Sequoyah		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	160.0	98	160.0	98						
1	168.1	87	168.1	87	23.8	18.2	75	46	61.3%	68
2	181.4	76	181.4	76	17.2	16.4	83	38	45.8%	43
3	196.1	75	196.1	75	14.0	13.9	76	36	47.4%	43
4	204.7	73	204.7	73	14.4	9.1	104	76	73.1%	74
5	212.3	69	212.3	70	8.2	6.4	104	62	59.6%	59

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Sequoyah		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	146.1	64	165.8	98							
1	170.6	81	172.1	86	24.8	19.5	75	54	72.0%	64	
2	189.2	87	187.3	86	16.4	14.0	78	40	51.3%	51	
3	194.4	69	192.1	62	2.8	11.5	76	10	13.2%	7	
4	207.8	72	205.3	69	11.2	10.2	105	56	53.3%	49	
5	219.3	74	217.4	71	9.7	9.0	105	59	56.2%	56	

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Sequoyah		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	143.9	67	160.0	98							
1	164.9	74	168.1	87	23.8	18.2	75	46	61.3%	68	
2	181.5	74	181.4	76	17.2	16.4	83	38	45.8%	43	
3	190.8	60	196.1	75	14.0	13.9	76	36	47.4%	43	
4	204.3	67	204.7	73	14.4	9.1	104	76	73.1%	74	
5	212.1	70	212.3	69	8.2	6.4	103	61	59.2%	60	

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