



## Sequoyah Elementary School



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18500 24 Mile Rd,

Macomb, MI 48042

February 2024

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 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/3uiDhY2> or you may review a copy in the main office at Sequoyah.

For the 2022-23 school year, schools were identified using definitions and labels as required in 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 was not given one of these labels.

While our goal is continuous improvement and growth in the areas of reading, writing, math, social studies, and science, our school community has faced challenges. Due to the closure of school in the spring of 2020, and most of the 2020-21 school year being held virtually, the impact on instruction and achievement has been significantly impacted. In review of the 2021 and 2022 M-STEP data along with the spring and fall 2021 and 2022 NWEA data, we are aware of the subgroups in need of improvement and are diligently working to improve in these areas. After analyzing M-Step data and Sequoyah's Overall and Proficiency Index for 2021 and 2022, our school is challenged with closing the achievement gap among our subgroups which include Economically Disadvantaged, and English Language Learners.

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.

FastBridge is being administered to all students for Reading and Math. Below is a look at our data for the 2021-22 and 2022-23 school years.

**Our Mission: To support ALL students reach their individual social, emotional, and academic potential.**





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### Reading

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	49%	51%	63%	70%
1 <sup>st</sup> Grade	45%	39%	49%	52%
2 <sup>nd</sup> Grade	57%	58%	49%	54%
3 <sup>rd</sup> Grade			57%	56%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 <sup>rd</sup> Grade	82%	76%		
4 <sup>th</sup> Grade	86%	84%	88%	73%
5 <sup>th</sup> Grade	73%	63%	72%	63%

### Math

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			62%	73%
1 <sup>st</sup> Grade			75%	68%
2 <sup>nd</sup> Grade	58%	61%	58%	61%
3 <sup>rd</sup> Grade			69%	75%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 <sup>rd</sup> Grade	70%	58%		
4 <sup>th</sup> Grade	79%	73%	76%	63%
5 <sup>th</sup> Grade	77%	70%	75%	67%

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The instructional staff at Sequoyah has implemented a Multi-Tiered System of Support (MTSS) targeting specific skills of students struggling in reading. Staff members utilize data from the FastBridge reading assessments, as well as 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 to help our students continue to grow and develop.

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. Our staff works to teach, model, rehearse, reinforce, and praise students for appropriate behaviors. Students who are role models for other students, make positive contributions to the school, and students who consistently follow the Thunderbird Three, are recognized as Thunderbird Three Heroes and receive a t-shirt and certificate. We know that when good behavior and teaching come together, our students will excel in their learning as well.

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 to teach these critical social and emotional skills. The Second Step program teaches skills in the following four areas: Skills for Learning, Empathy, Emotion Management, and Problem Solving. Students engage in the program weekly.

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,

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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 Sequoia Elementary School Improvement goals focus on reading, writing, and culture/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/for-parents/> and <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 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. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page: <http://www.chippewavalleyschools.org/academics/assessment>
- During the fall 2022 school year, 98% of our students were represented when at least one parent or guardian attended fall conferences.

Sequoia Elementary continues to be a great place to learn with an emphasis on growth and success. Thank you for supporting us on our journey to excellence for ALL!

Sincerely,

Monica Gabriel  
Principal

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