

CLINTON VALLEY ELEMENTARY SCHOOL



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 2022-23 educational progress for Clinton Valley Elementary School. 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 the Clinton Valley Elementary School administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData web site [Annual Education Report](#), the Chippewa Valley web site ([open link](#)), or you may obtain a copy in the main office at your child's school.

For the 2022-23 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 had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. Some schools do not identify with any of these labels. In these cases, no label is given. Our school 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 administrators 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. 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 both 2022 and 2023 spring M-Step data along with both spring and fall 2022 and 2023 local district FastBridge and NWEA assessment data, we are aware of which subgroups need improvement and we are diligently working to improve these areas.

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 and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

In addition to the implementation of the above research-based reading strategies and methods, teachers also use the data collected from M-STEP and FastBridge assessments to plan individualized skill-based interventions. At Clinton Valley, we use a Multi-Tiered System of Support (MTSS) intervention program that targets specific skills students need to improve their reading and writing (ELA). This program occurs five days a week for all grade levels alongside progress monitoring routines to monitor students and adjust interventions as necessary.

Regarding support staff, our school currently has one bilingual para-educator to help support ESL students. In addition to our bilingual para-educator support, we also have one-part time English Language teacher who service our K-5th grade EL students in various capacities. We also have three Title One reading para-educators to assist in our MTSS (Multi-Tiered Systems of Support) interventions. An addition to our team we have a Reading Interventionist/Coach position. This team member provides professional development and training to our teachers and para-educators, reviews student assessment data, provides interventions to students as necessary and works closely with the principal to review teaching practices and strategies, core and intervention curriculum and systems and structures in literacy in our school.

Below is a look at our data for the 2022-23 school year. All data reflects two different cohorts from fall 2022- fall 2023.

Reading:

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	31%	23%	37%	54%
1 st Grade	20%	31%	25%	30%
2 nd Grade	20%	22%	30%	20%
3 rd Grade			29%	42%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 rd Grade	4%	5%		
4 th Grade	34%	35%	9%	8%
5 th Grade	29%	26%	50%	34%

Math:

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			54%	57%
1 st Grade			42%	21%
2 nd Grade			29%	30%
3 rd Grade			38%	26%
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 rd Grade	1%	2%		
4 th Grade	11%	24%	3%	4%
5 th Grade	9%	27%	33%	26%

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 implemented a school-wide approach to the social-emotional well-being of our students, which includes the daily use of the Positivity Project.

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. You can also find more information on the Michigan State Standards by visiting <https://www.michigan.gov/mde/services/academic-standards>.
- 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.

At Clinton Valley, we are committed to the continuous growth of every student we serve. Students are at the forefront of every decision that we make. We are dedicated to our community, teaching the value of character, fostering continuous student improvement, and developing the whole child.

I look forward to a great school year!

Sincerely,

Kristin Doyle