



SEMINOLE ACADEMY

1500 MULBERRY • MOUNT CLEMENS, MICHIGAN 48043
7027

(586) 461-3900 • FAX (586) 469-

MATTHEW LUCAS, PRINCIPAL

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-19 educational progress for the Seminole Academy. 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 Matthew Lucas for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tHdyWi>, or you may review a copy in the main office at your child's school.

For the 2018-19 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. Seminole Academy has not been given one of these labels.

Seminole Academy is the only elementary school in Mount Clemens, MI. Our catchment area includes all of Mount Clemens. The community supports us materially and with their time and attention. During Parent teacher conferences in the fall, we met with 312 or 59% of our families.

Seminole Academy is actively addressing ways for students to improve in growth in reading and math. Grade level teachers, coaches, Principal and central office administrators attend professional learning community meetings three times per month. During this time we review student assessment data and consider strategies that will improve our growth. Seminole staff is piloting new English Language Arts materials as well.



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To access a copy of the core curriculum, please visit our homepage at mtcps.org, view the "academics" tab, and choose "elementary curriculum".

The School Improvement Team meets twice each month to plan school-wide activities that will directly address our school improvement plan and ensure that we are good stewards of funding received. The School Improvement Team continues to use the unpacking tool to address Read by Third Grade law initiatives. We are actively addressing the instructional infrastructure as well. The School Improvement team also works to ensure our positive behavior interventions and supports program (ROAR) is up-to-date and used properly. We ROAR (Respectful, Orderly, Achieving, Responsible) in order to meet our behavioral and academic goals. We are working to become trauma-informed and use restorative practices rather than suspend students.

The Principal attends weekly Blueprint planning sessions as part of the district turnaround team and the Intense Student Support Network. He has also had Trauma Informed training and non-violent crisis intervention training.

At Seminole Academy, we house the county POHI (Physically or Otherwise Health Impaired) program. Although the program is a Macomb Intermediate School District program, the students and staff are very much a part of our Seminole Academy family. The students attend classes with Seminole peers and the staff is part of our Professional Learning Community and part of our decision-making processes.

We have made many changes at Seminole Academy for the 2019-2020 school year. A new Principal, two new administrative assistants, and five new teachers have rounded out the staff very well. As we make changes in personnel, new ELA materials, and mindset, we look forward to seeing how these changes will affect our growth on the Spring NWEA, Spring MSTEP scores, and the overall performance of the school.



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Below you will find the latest NWEA data:

Grade	Subject	Total Count	LO		Lo-Avg		Avg		HiAvg		HI	
			Count	%	Count	%	Count	%	Count	%	Count	%
K	Math	92	29	32%	30	33%	17	18%	11	12%	5	5%
K	ELA	92	22	24%	31	34%	26	28%	11	12%	2	2%
1	Math	105	58	55%	25	24%	11	10%	9	9%	2	2%
1	ELA	105	56	53%	24	23%	14	13%	9	9%	2	2%
2	Math	91	62	68%	8	9%	16	18%	5	5%	0	0%
2	ELA	91	57	63%	16	18%	11	12%	6	7%	1	1%
3	Math	101	64	63%	18	18%	13	13%	6	6%	0	0%
3	ELA	98	50	51%	22	22%	12	12%	12	12%	2	2%
4	Math	67	30	45%	16	24%	12	18%	8	12%	1	1%
4	ELA	66	32	48%	17	26%	9	14%	6	9%	2	3%
5	Math	81	43	54%	20	25%	10	12%	7	9%	1	1%
5	ELA	82	47	57%	16	20%	11	13%	4	5%	4	5%

NWEA Winter 2017-2018

Grade	Subject	Total Count	LO		Lo-Avg		Avg		HiAvg		HI	
			Count	%	Count	%	Count	%	Count	%	Count	%
K	Math	106	60	57%	31	29%	12	11%	3	3%	0	2%
K	ELA	106	40	38%	45	42%	15	14%	4	4%	2	2%
1	Math	89	47	53%	17	19%	12	13%	10	11%	3	3%
1	ELA	89	49	55%	16	18%	12	13%	7	8%	5	6%
2	Math	94	66	70%	10	11%	13	14%	5	5%	0	0%
2	ELA	95	60	63%	16	17%	8	8%	7	7%	4	4%
3	Math	101	67	66%	16	16%	12	12%	6	6%	0	0%
3	ELA	100	56	56%	17	17%	17	17%	8	8%	2	2%
4	Math	69	35	51%	16	23%	11	16%	6	9%	1	1%
4	ELA	69	34	49%	14	20%	12	17%	6	9%	3	4%
5	Math	83	41	49%	24	29%	7	8%	10	12%	1	1%
5	ELA	85	36	42%	14	16%	20	24%	10	12%	5	6%

NWEA Fall 2018-2019

Grade	Subject	Total Count	LO		Lo-Avg		Avg		HiAvg		HI	
			Count	%	Count	%	Count	%	Count	%	Count	%
K	Math	101	36	35%	35	35%	21	21%	8	8%	1	1%
K	ELA	103	23	22%	37	36%	29	28%	12	12%	2	2%
1	Math	87	56	55%	21	24%	8	9%	7	8%	2	2%
1	ELA	87	52	60%	20	23%	11	13%	2	2%	2	2%
2	Math	77	56	33%	8	10%	6	8%	3	4%	4	4%



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2	ELA	76	47	62%	12	16%	10	13%	3	4%	4	5%
3	Math	85	55	65%	19	22%	9	11%	2	8%	0	0%
3	ELA	85	51	60%	13	15%	14	16%	6	7%	1	1%
4	Math	87	53	61%	19	22%	11	13%	4	5%	0	0%
4	ELA	86	50	58%	17	20%	11	13%	7	8%	1	1%
5	Math	72	45	63%	12	17%	10	14%	5	7%	0	0%
5	ELA	71	35	49%	16	23%	14	20%	5	7%	1	1%

NWEA Fall 2019-2020

We are encouraged with the direction Seminole Academy is headed. Our students will show growth each year as we address our weaknesses and build on our strengths. The dedicated staff arrives early and stays late to plan for instruction. They are all part of PLCs (Professional Learning Communities) where they discuss student growth and strategies to improve in English Language Arts and Math. Staff has multi-tiered systems of support (MTSS) meetings to ensure students get what they need in order to grow academically and behaviorally. Staff also attends professional development regularly in order to improve their craft. Math Recovery, Michigan Reading Association conferences, and Trauma Informed are just a few of the opportunities that teachers and the Principal have at their disposal. We also have the support of our community. Thank you to all of our Mount Clemens families.

Sincerely,



Matthew Lucas | Principal

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Mount Clemens Community Schools