



March 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for the Shelters 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 Mrs. Sinder Marie Gundick Principal (734) 246-4631 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/IMr0xW>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

We have not been given one of these labels this year.

When looking at the proficiency levels as scored on the M-Step Assessment, Shelters scored above the State and the County in 3rd and 4th grade Math. Shelters 3rd, 4th and 5<sup>th</sup> grade scored above the County in ELA and above the county in 3rd, 4th and 5th grade math. Shelters scored 9% below the county in science. Shelters 5th grade Social Studies scored the same as the county. In all these content areas, the goal is to show continued improvement. Shelters Elementary has the resources and interventions in place to target continued improvement in these areas. Our key challenge for Shelters Elementary is closing the gap between the bottom 30% and top 30% of performing students. An additional key challenge is that we have a high population of Economically Disadvantaged in the district and a high population of English as a Second Language students at Shelters. The School-Improvement Team participated in a summer book study, called Instructional Rounds, which is aimed at improving instructional practices. Our Multi-Tiered Support System has been updated to meet monthly, by grade level, with all staff who provide interventions for students. Additionally, intervention time has been used flexibly to maximize the amount of support that each student in need receives. We have implemented Instructional Rounds at Shelters and a new teacher evaluation system (5D+ Teacher Evaluation System) district wide.



State law requires that we also report additional information.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Southgate residents are assigned to our elementary based on where they live. Each building has home school boundaries. Parents register at their home school. School-of-Choice students are assigned to each building based on the student population in each grade level.

**THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Shelters Elementary is in the “Do” process of school improvement. We are currently implementing, monitoring and evaluating our goals and strategies. Southgate continued the school improvement process in accordance with Public Acts 25, 335, 339, the federal NCLB and requirements for Title I using the School Systems Review Report and the School Improvement systems as models. The district’s mission statement guided the work of the School Development Teams in each school.

**IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**

A copy of Southgate’s Core Curriculum can be found on the district website, [www.southgateschools.com](http://www.southgateschools.com).

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

| Subject | Grade           | 2014/2015 – M-Step | 2015/2016 – M-Step |
|---------|-----------------|--------------------|--------------------|
| Math    | 3 <sup>rd</sup> | 65%                | 56%                |
|         | 4 <sup>th</sup> | 49%                | 68%                |
|         | 5 <sup>th</sup> | 27%                | 32%                |

| Subject | Grade           | 2014/2015 – M-Step | 2015/2016 – M-Step |
|---------|-----------------|--------------------|--------------------|
| Reading | 3 <sup>rd</sup> | 49%                | 38%                |
|         | 4 <sup>th</sup> | 49%                | 37%                |
|         | 5 <sup>th</sup> | 46%                | 47%                |

The trend is showing that students are maintaining within at least 10 percentage points of previous year’s scores on the MSTEP, with few exceptions. There was a significant decrease on 3rd and 4th grade ELA for the 2016, a slight increase in the 4th and 5th grade math scores, and an decrease in 4th grade ELA. Additional information that is not contained above is that the 5<sup>th</sup> grade Social Studies MSTEP scores maintained percentage  
Principal: Sinder M.Gundick 12601 Fordline Southgate Michigan 48195 (734) 246-4631 Fax: (734) 246-7277

*“Learning for Life”* Southgate Schools: The best choice for students and parents



proficient. In all these content areas, the goal is to show continued improvement. Shelters Elementary has the resources and interventions in place to target continued improvement in these areas.

**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Each building has a day in the fall and a day in the spring dedicated to Parent-Teacher conferences. In grades K-7 parents are given a scheduled time to visit their child's building to discuss their individual progress in the fall. In the spring the conferences last between 30-45 minutes because we make it mandatory to meet with all parents of students that are struggling to meet grade level content expectations. In addition to these mandatory conferences we do provide an opportunity for other parents to meet with their classroom teachers in the spring.

| <b>Year</b> | <b># Students Represented</b> | <b>% Students Represented</b> |
|-------------|-------------------------------|-------------------------------|
| Fall 2014   | 362                           | 99.7%                         |
| Spring 2015 | 232                           | 100%                          |
| Fall 2015   | 359                           | 99%                           |
| Spring 2016 | 201                           | 100%                          |

Southgate Schools is dedicated to continuous improvement and consistently analyzes student achievement data to monitor progress. Although there are areas of needed improvement, Southgate teachers, parents, staff and students should be commended for their efforts in many areas that have continued to show student growth.

Sincerely,

Mrs. Sinder Marie Gundick  
Principal

Principal: Sinder M.Gundick 12601 Fordline Southgate Michigan 48195 (734) 246-4631 Fax: (734) 246-7277

*"Learning for Life"* Southgate Schools: The best choice for students and parents