

Shelters Elementary School



January 8, 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 Shelters. 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 Gundick, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2ueCMPH> 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 new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was **not** identified with any of the above labels.

After reviewing the combined report, 4th grade math, 5th-grade math and 4th grade ELA either stayed the same or had positive gains between 1-9%. 3rd-grade math and 3rd-grade reading showed a 22-44% significant decline in proficiency. Many factors play a role in this decline, such as the need for two long-term substitutes for back to back years and the evacuation of the students multiple times a day from the classroom, however, the students at Shelters are 10% higher than the district average in math, and the ELA students at Shelters in 3rd grade is 7.5% higher than the district average. In addition, Shelters has children entering kindergarten with academic, as well as social and emotional and behavioral challenges. Our school was awarded free breakfast and lunch for the entire student population due to our increase with students living in poverty. In addition, Shelters has the largest ESL (English Language Learner) population within the district. ESL support and tutoring services are offered during the school day and after school.

The data supports the need for more social and emotional support such as, Trauma-informed strategies, PBIS and additional need for more social work services. Teachers are continuing education in these areas as well, with book studies, professional development and workshops.

Our system of MTSS (multi-tiered-system of support) enables any student to receive additional services during the school day and after school, through push in and/or pull out ELA (English

Shelters Elementary School

Language Arts) services, and Math after school tutoring. This year the district was awarded the What I Need (WIN) program. This program provides support for the striving children along with the gifted children. Additional remedial and extension lessons are provided through this program. Through Federal grants we are able to continue increasing time with our PBIS (Positive Behavior Intervention Support) program and MTSS to foster greater one to one and small group lessons. This year through the Targeted Literacy Grant we were able to add a kindergarten interventionist.

2018-19 NWEA Results

Average RIT Score

	Reading		Mathematics		Language		Science	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019
Kindergarten	135.6	151	135.2	153.2				
1st Grade	158.7	178.9	158.7	182.4				
2nd Grade	175	189.1	178.4	198.3.				
3rd Grade	180.8	193.4	181.6	197.1	180.8	191.9	183.9	193.3
4th Grade	196.9	208.6	200	213.9	199.5	207.4	197.2	203.8
5th Grade	206.9	214.4	213.8	223.3	208.7	214.6	203	211.1

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

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. <http://www.southgateschools.com>

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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, and parents who wish to transfer to another school are considered once they turn in an Intra-district transfer request.

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-5 parents are given a scheduled time to visit their child's building to discuss their individual progress. In grades 6-12 parents are given a two-hour window in the afternoon and evening. Parents are strongly encouraged to talk to all their child's teachers.

Year	# Students Represent ed	% Students Represent ed
Fall 2017	324	98%
Spring 2018	300	92%

Fall 2018	305	99%
Spring 2019	275	92%

Southgate School is dedicated to continuous improvement and constant analysis of 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,

Shelters
Elementary School

A handwritten signature in black ink that reads "Mrs. Sinder M. Gundick". The script is cursive and fluid, with the first letters of each word being capitalized and prominent.

Mrs. Sinder Gundick
Principal