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Salk Elementary School – 2017-2018
School Annual Education Report (AER) Cover Letter

March 11, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for Salk 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. Skladanowski for assistance.

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

For the 2017-18 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 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

- TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.
- ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

One of our key challenges at Salk Elementary is to facilitate student growth and demonstrate high levels of student achievement. We implement a school-wide Multi-

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Tiered System of Support, MTSS, for our students. The MTSS model assists our teachers in meeting the needs of every learner through benchmark, formative, and summative assessments and targeted intervention for all learners not meeting the Annual Measurable Objectives. The data available in the combined report is a component of the model. Our building also implements the Professional Learning Communities (PLC) model of school improvement. Through the PLC model, our teachers work collaboratively, by grade levels on: defining curriculum competencies, setting SMART goals, analyzing common assessment results, and monitoring student progress. All of our students are setting individual goals in reading, writing, and math. Our district initiative around Competency Based Education ensures every student's needs are met.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Fraser Public Schools and Salk Elementary assigns students to available roster slots within the district and school through the following district process.

- Fraser Public Schools residents living within the boundaries.
- Siblings of current Salk students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Salk boundaries who apply for Internal Schools of Choice during open enrollment periods.
- County-wide Schools of Choice residents that live within Macomb County who apply during open enrollment periods.
- Each building is assigned Schools of Choice students based on classroom space, target numbers per grade level, and, if possible, honoring parents' school requests.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

In the 2017-2018 school year Salk Elementary School continued for the sixth year to work on School Improvement goals in all of the core content areas including reading, writing, math, science, and social studies. Another goal related to technology use and awareness was also a focus area for both students and staff. This comprehensive school improvement plan outlines various strategies such as the resources, professional development and instructional practices for each goal. The school improvement articulates the areas of focus and growth.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Salk Elementary is not a specialized school.

4. 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

The state of Michigan defines the comprehensive core curriculum as the essential curriculum content that all students must learn in order to progress through the various educational levels. In the last two years, departments and K-12 District Committees have been engaged in reassessing and revamping the core curriculum to better align with the Common Core State Standards, NGSS, C3 and Michigan Content Expectations to design a Competency Based Learning Model. Time and effort have been spent to ensure that the Salk Elementary School curriculum will prepare students appropriately. The results of this process are assessed through individual classroom and teacher assessment procedures as well as M-STEP, SRI, DRA, and AIMSWebPlus test results. Departments and Curriculum Leaders have developed common tests that assess student learning. This type of data will allow teachers to analyze and improve any area of weakness discovered in student learning.

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

Percent of Student Proficient at the End of Year-Local Data

Grade	Reading 2016-2017 Based on District ORR, SRI, & AimsWebPlus Assessments	Reading 2017-2018 Based on District ORR, SRI, & AimsWebPlus Assessments
1 st Grade	78	72
2 nd Grade	78	85
3 rd Grade	78	74
4 th Grade	87	74

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5 th Grade	93	74
6 th Grade	89	78

Grade	Math 2016-2017 Based on District AimsWebPlus Assessments	Math 2017-2018 Based on District AimsWebPlus Assessments
1 st Grade	80	79
2 nd Grade	86	85
3 rd Grade	78	79
4 th Grade	88	85
5 th grade	94	91
6 th Grade	95	96

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

Parent teacher conferences are held each December and March. In December, all families are required to attend and participate. In March, conferences are held by request only. Either the parent or the teacher may request a conference. At our fall 2016-2017 conferences, our participation was 95%. In fall 2017-18, we had 93%. At Salk, we recognize that the home-school connection is critical for each student's success.

We are moving to close another successful year, filled with activities and experiences that engage our students and families. Our Parent Teacher Organization sponsors several events throughout the year to bring our community together such as our annual Walk-A-Thon, holiday events, and Ice Cream Social. Our Science and Social Studies Olympiad teams continue to grow and excel. We continue our Startfish Breakfasts to allow parents

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to celebrate with their student who are demonstrating our FISH! Philosophy traits at Salk. Our mission is to support learning for all and our dedicated, collaborative staff works hard to achieve this goal. As always, we strive to show additional improvements in all areas. Our dedication to personalize instruction with a competency-based system in 21st Century environment for every student is impacting student learning. As a result, student engagement in learning continues to thrive. We are proud of our students and look forward to a strong finish to the 2018-2019 school year.

Sincerely,

Kristi M. Skladanowski

Principal

Salk Elementary

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