

# Shelters Elementary School



March 30, 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 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 <https://goo.gl/2qDvxn> 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 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.

When reviewing the combined report, 3rd grade math, 4th grade math and 5th grade math along with 3rd grade ELA and 4th grade ELA they, either stayed the same or had gains except fifth grade math scores showed a 13% decline in proficiency. Shelters faces social, emotional and behavior challenges that students demonstrate in a greater frequency on a daily basis. 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 Language Arts) services, and Math after school tutoring.

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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.

## **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 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 resident 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.

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<b>Year</b>	<b># Students Represent ed</b>	<b>% Students Represent ed</b>
Fall 2017	332	98%
Spring 2018	324	90%

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,

Mrs. Sinder Gundick  
Principal