



May 25, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the 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 Dr. Anderson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Fn8kDV> or you may review a copy in the main office at your child's school.

For the 2016-17 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 has not been given one of these labels.

Salk Elementary School implements a school-wide Multi-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 and math. Our district initiative around Competency Based Education ensures every students' needs are met.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL 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 Salk boundaries.
- Siblings of current Salk students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Salk boundaries that apply for Internal Schools of Choice during open enrollment periods.
- County-wide Schools of Choice residents that live within Macomb County that 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 parent school requests.

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

In the 2016-2017 school year Salk Elementary School continued for the fifth year to work on School Improvement goals which consisted of measureable 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. Specific activities are identified in the plan that assist in reaching each goal. The school improvement articulates the areas of focus and growth.

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 year, 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 has 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 and Salk Elementary 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. Our continued goal for 2017-18 is the continued implementation and expansion of targeted tiered interventions that will support our students in the area of reading and mathematics.

A copy of the comprehensive core curriculum can be obtained by contacting Carrie Wozniak, Assistant Superintendent.

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 2015/2016	Reading 2016/2017
1 st Grade – ORR	76	78
2 nd Grade – ORR	86	78
3 rd Grade – SRI	86	78
4 th Grade – SRI	95	87
5 th Grade – SRI	94	93
6 th Grade – SRI	96	89

Grade	Math 2015/2016	Math 2016/2017
1 st Grade	85	80
2 nd Grade	86	86

3 rd Grade	96	78
4 th Grade	77	88
5 th Grade	96	94
6 th Grade	61	95

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. In December, 2017 we had 93% participation rate. At Salk, we recognize that the home-school connection is critical for each student's success.

I am proud of the achievement efforts and accomplishments made by our students. As always, we strive to show additional improvements in all areas. Our dedication to personalizing instruction with a competency based system in a 21st Century environment for every student is impacting student learning. As a result, student engagement in learning continues to thrive.

Sincerely,

Dr. Donna Anderson