



KAISER ELEMENTARY SCHOOL

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PRINCIPAL

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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 Kaiser 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 Ms. Kelly Torpey for assistance.

The AER is available for you to review electronically by visiting the following web site [Annual Report](#) , 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 any of these labels.

Kaiser Elementary has undertaken several initiatives to combat the challenges we face. These initiatives include using Direct Instruction for reading to provide structure and consistency in reading instruction. All instructional staff at Kaiser are expected to implement the district's core curriculum, which is aligned with Michigan's Grade Level Content Expectations (i.e., science, social studies, physical

education, etc.) and Common Core State Standards (e.g., reading, writing, mathematics, etc.). For those interested in a copy of the district's core curriculum, please feel free to contact the Roseville Community Schools' Office of Curriculum at 586.445.5688.

The majority of our students are assigned to our school based upon district boundaries set forth by the Roseville Community Schools' Board of Education. Other children attending Kaiser were either intra-district transfers from other schools within Roseville Community Schools or participants in the "School of Choice" option available to those students residing in Macomb County, MI.

Kaiser Elementary works diligently to meet the needs of all students through differentiated instruction, while simultaneously providing rigorous and challenging academic content. Kaiser Elementary is now fully implementing: Everyday Mathematics (K-5), Independent Learning Blocks, Lexia Core 5, (K-3), MAISA writing units, Reading Mastery (K-5), Positive Behavior Interventions & Supports (PBIS), and Moby Max as a means to provide quality instruction that will ultimately accelerate student achievement and help close achievement gaps.

Based on the 2016-2017 M-Step data the key challenges for Kaiser Elementary is to increase student proficiency in all core subjects. The 2016-17 M-Step data reflects that the proficiency percentage of Kaiser's third through fifth graders was below the state proficiency averages in English Language Arts, Mathematics, Science and Social Studies and resources and extra support are being provided to meet this challenge. However, the ELA proficiency for our 3rd graders had a 12.7% increase from the previous school year. Also, 4th grade students had a 2.9% increase in math. The 4th grade science scores at Kaiser increased by 1%.

Kaiser's School Improvement Plan, is as follows: Kaiser staff participated in professional development activities related to Everyday Mathematics, MAISA writing units, technology and PBIS (Positive Behavioral Intervention and Supports). Kaiser staff will identify tiered and targeted instruction in all content areas to close achievement gaps and increase proficiency percentages for all students. Kaiser staff will utilize Collaboration time (Planning table) to effectively respond to data that reveals the needs of students. Staff will also use formative and summative assessments to gauge the success or failure of curriculum changes, and as a means of strategizing and focusing instruction.

First through fifth-grade students take the Measures of Academic Proficiency (MAP) assessment three times per year. Staff analyzes the results, including areas of

weakness and growth, and makes instructional decisions based on this data. In 2016-2017, students in grades 1 thru 5 achieved the following percentage of their projected level of growth in math: 1-86%, 2-124%, 3-65%, 4-73%, 5-66%. They reached the following percentages of projected growth in reading: 1-60%, 2-99%, 3-85%, 4-71%, 5-67%. This year is looking even better with all grades achieving over 100%

Every year, fall and spring parent-teacher conferences are conducted at KES. Attendance for our Fall 2016 conferences was at 68% while our Spring 2017 conferences were at 80%.

In closing, the staff and I are very proud of all the hard work our students at Kaiser have accomplished. Their hard work, effort and determination have already lead to positive gains in academic achievement. We are fortunate to have a school community that is involved so greatly with education.

Sincerely,

Kelly Torpey