

Roseville Community Schools  
**Kaiser Elementary School**  
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**Principal: Kelly Grider**  
**Secretary: Emily Mariotto**



January 26, 2024

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 Mrs. Kelly Grider 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 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Kaiser Elementary has not been given any of these labels.

**Key Challenges:**

While our goal is continuous student improvement and growth, our school community has faced challenges. The spring 2020 school closure and the amount of remote instruction during the 2020-21 school year has had a profound impact on instruction, student reading achievement, and the social-emotional wellbeing of our students.

In review of our 2022 M-STEP data, our Spring 2022 and Fall 2022 Iready, we have identified which students need improvement in reading, and are diligently working to help all students meet state standards. We are working to improve student achievement and close the achievement gap among our subgroups. We have continued to improve our practice and develop resources aligned to the state standards. Along with these efforts to apply strategies and methods aligned to the curriculum teachers meet in collaborative teams (PLCs (Professional Learning Communities)) to discuss and use the data collected from M-STEP, Iready and the core curricular areas to guide their instruction and make decisions to meet the individual needs of our students.

In an effort to increase student achievement and close achievement gaps, the staff at Kaiser has designed and implemented a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in English language arts (reading, writing, and listening). During data review, which occurs biweekly throughout the school year, staff members utilize data from Iready, M-Step and common summative/formative assessments to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and enhanced as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies to help our students continue to grow and develop. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas. Furthermore, efforts are being taken to ensure the social-emotional wellbeing of our students. As a staff, we recognize the importance of educating the “whole child” by focusing on positive behavior.

State law requires that we also report additional information:

**Student Enrollment:**

Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student’s residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.

**3-5 School Improvement Plan**

Additional efforts are taken as our teachers and instructional staff are provided continuous and systematic professional development in several different domains with a high priority in the area of teaching ELA, math, science, and social studies. Our staff also participates in Collaborative grade level Team’s meetings, which occur biweekly. During this time, staff members utilize data from various assessments to identify the specific learning needs of each child. Using this information and other data, teachers determine areas of core instruction to be improved and enhanced as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies to help our students continue to grow and develop. Furthermore, the district continues to support the implementation of a daily comprehensive literacy program and math program to support the diverse needs of all students. Our recent data indicates that all these initiatives are helping our students to make academic gains. While our school understands the importance and need to demonstrate continuous academic improvement and growth, we have also recognized the value of educating the “Whole Child.” School-Wide Positive Behavior Interventions and Supports are implemented at the building to support a positive, effective environment conducive to learning. PBIS (Positive Behavior Interventions and Supports) is a broad range of systematic and individualized strategies for achieving important social and emotional learning outcomes while preventing problem behavior.

**Core Curriculum:**

Roseville Schools has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about Roseville’s curriculum can be found by visiting <https://rosevillepride.org/parents/roseville-curriculum/>

**District Assessments:**

Roseville Community Schools administers the IReady common benchmark assessments to all students in grades K-5 in ELA (English Language Arts) and math. Iready computerized, adaptive assessments, are administered three times throughout the school year. The purpose of these assessments is to provide data on individual

students' growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student's specific needs.

### **Parent/Teacher Conferences:**

Parent-Teacher communication is a key to student success. We are committed to partnering with our families to support student success. Twice a year we host parent-teacher conferences and invite our families to attend. Parent attendance was 90% in the fall of 2022. The conferences allow families and teachers to focus on individual student growth and goal setting.

### **Points of Pride:**

Our school continues to celebrate success in a number of key ways. Below are some of our Points of Pride:

- Michigan Green School Emerald Status
- Kindness Ambassador recognition
- STEAM (Science, Technology, Engineering, Arts, and Mathematics) (Grades 3-5)
- Schoolwide Title I support for all students in Literacy

Various student groups/activities include the following: Service Squad, Safety Patrol, Science Olympiad, Art Club, and green team. We are pleased to provide this annual education report to our school community. The information in this report shows our continued efforts to ensure every student achieves in our school.

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Sincerely,

*Mrs. Kelly Grider*

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