



NCA Accredited by the North Central Association of Colleges and Schools

SCHALM ELEMENTARY SCHOOL 248.655.4949
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Clawson, MI 48017

February 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Paul A. Schalm Elementary. 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 Bianca Sines, Schalm Principal for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3aU2RVL> or you may review a copy in the main office at your child's school.

For the 2019-20 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. Schalm HAS NOT BEEN GIVEN ONE OF THESE LABELS.

What we have noticed is that our students are in need of social emotional support. In order to provide support for these students we have had each teacher provide information in the form of a screener. We then will be studying this data and provide support as determined by our student support team. Teachers also participate in academic data meetings to determine instructional grouping and tiered supports. Professional development continues to be designed to strengthen teacher's tier 1 instructional skills and classroom best practices. Through our MTSS process struggling students are identified and supported in multiple literacy interventions designed to build their literacy skills. Intervention includes: small group instruction, Leveled Literacy Intervention (LLI), and Sound Partners. These interventions are an additional reading class, student progress is monitored closely and reports are shared with parents.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Clawson school buildings based on residency within the district or through the school-of-choice application process.

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

Individual building school improvement plans reflect district and building goals and are developed by appropriate stakeholders. School improvement plans are submitted as required by regulation and are implemented, reviewed, and revised as needed. We recently created a district Strategic Plan and identified two areas of effort: Excellence and Wellbeing. The Schalm School Improvement Plan now addresses these 2 areas.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Clawson does not have any specialized schools at this time.

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

To access a copy of the Core Curriculum and Michigan State Standards -please visit http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html Our ELA core curriculum are the MAISA units provided K-5 by our local ISD. We use the Eureka Math Program to implement our math curriculum and our science and social studies units are provided by the local ISD. For more information about these units, see <https://oaklandk12-public.rubiconatlas.org/> All students in the building are scheduled into classes taught by highly qualified teachers in which requirements of the state core curriculum are met without variance.

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

All test results for our school are listed within the pages of the following annual education report. Clawson Public Schools uses i-Ready for local assessments. We assess students 3 times per year in Reading and Math. This assessment data informs our school decisions about placement in intervention classes and small group instruction. We were unable to test accurately in the spring to see a continued growth trend due to Covid-19 and the school closure.

In the 2019-2020 school year our students made growth in both reading and math school wide.

In the fall 15% of our students DK-5 needed intensive support in reading and in the winter only 9% needed intensive support.

In the fall 27% of our student population DK-5 needed intensive support in math and by winter only 10% needed that amount of support.

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

We had 94% of our parents who were able to attend parent-teacher conferences in the building. Spring conferences were canceled due to the pandemic and closure of school.

We at Paul A. Schalm Elementary School hope you find the information in this annual report helpful. Our continued goal is to support the social, emotional, and academic needs of all of our students. We are aware of the continual need to increase student achievement, especially in regard to the challenges caused by the pandemic. However, we are confident that we are on a positive path of improvement as we continue to press into strategies and tasks that will build our students up. We congratulate our students, staff, and families that stepped up during the time of school closure. Although unprecedented times, we band together to remain steadfast in supporting our students, and each other, both academically and socially!!

If you have any questions, please do not hesitate to call. For more information about our school please visit [http://www.clawsonschools.org/schalm-elementary/.](http://www.clawsonschools.org/schalm-elementary/)

Sincerely,

Bianca Sines
Principal