

Kaiser Elementary School

2024-2025 Comprehensive Needs Assessment Summary

CNA Results

During the 2024-2025 school year, the schoolwide transition team gathered the most recent three years of data available for the multiple types of data gathered during the comprehensive needs assessment process. Staff used multiple resources to gather the data and then were given time to analyze and reflect on the data trends. **Results** are as follows:

Community Demographics (www.city-data.com)

Roseville is an urban community with a population of 46,812 residents. Roseville is in Macomb County in southeast Michigan. There are seven elementary schools, two middle schools, and one high school, which are all located within the city limits.

Median resident age is 40.9 years old, which is older than the state average of 40.3 years old. Males comprise 22,785 (48.7%); females 24,027 (51.3%). 66.1% of the population are white. Other ethnicities include Hispanics (4%), Black (23.2%), Two or More Races (4.8%), American Indian (.08%), Asian (1.5%), Native Hawaiian / Pacific Islander (0.04%) and other (.07%).

Estimated median household income in 2022 was \$57,238, which is lower than the state average of \$66,986. The estimated household income has gone up from the 2020 median income of \$41,220.

Median house or condo value in 2022 was \$143,884, which is up from 2000 when it was \$97,100. However, it is significantly less than the state average, which is \$224,400.

Median gross rent in 2022 is \$1,114. Cost of living index in 2022 for Roseville is 95.6%, which is lower than the US average of 100%.

The percentage of residents living in poverty is 13.4%. The unemployment rate is 4.1%, which is slightly higher than the Michigan average of 3.5%.

Common industries include: Transportation equipment, educational services, accommodation and food services, metal and metal products, construction, professional scientific technical services, and health care.

Marital Status in Roseville

Never married: 38.5% Now married: 37.8% Separated: 1.6% Widowed: 7.3% Divorced: 14.8%

Education Levels in Roseville

High school or higher: 88.6% Bachelor's degree or higher: 14.2% Graduate or professional degree: 3.6% Unemployed: 5.7%

Commented [Sh1]: The CNA Summary is fantastic! It is clear and concise. You and the team have knocked it out of the park! Go you guys!

Read more: <https://www.city-data.com/city/Roseville-Michigan.html> (Updated 10.22.24)

Staff Demographic Data:

Based on the 2024-2025 survey, here is the experience level of key teaching personnel at Kaiser Elementary School. This data includes all staff PK-5. Kaiser is a school made up of mostly female staff (96%) and male staff (4%). 92% of Kaiser staff are Caucasian, 4% are African American and 4% are Multi-Ethnic. 100% of Kaiser staff speak English as their primary language. 28% of staff have been in education for 21 years or more. 16% of the staff have worked in education for 16-20 years. 8% have been educators for 11-15 years. 12% of staff have 7-10 years in education. 12% of the staff have 4-6 years of experience in education and 24% have 0-3 years' experience. 56% of our staff have a MA or higher, 44% have a BA.

Our biggest turnover rate in teachers is our Special Education staff. Staffing the rooms appropriately and correctly identifying the names of the programs. A smaller staff to student ratio to support the challenging needs and behaviors of the students. More support staff to address the needs of the students in special education, including increased time for social workers, psychologists, SLP's, and MISD consultants.

Student Demographic Data:

According to information from mischooldata.org and PowerSchool the following student demographic data was reported. Kaiser Elementary is a school that consists of PK-5 students. The data shared only included those students in grades K-5. Based on the 2023-2024 data there were 217 students enrolled in grades K-5. 47.9% of students enrolled are chronically absent. 55.8 % of students are males compared to 44.2 % females. 70.4 % of Kaiser students are economically disadvantaged. 0.9% (2 students) are English learners. There are no migrant workers. 29 % of students have disabilities. The Caucasian population is at 45.6%. The African American population is at 38.2 % The Hispanic population consists of 2.8%. The Asian population consists of 0%. The Island Pacificer population consists of .5%. There are no American Indians. 12.9% of the population consists of two or more races. 1.8% of the students are homeless. 0% of the students are in foster care. 0% of parents are active military. % of students have received office referrals. 3% of students had suspensions in the 2023-2024 school year.

Strategies/Activities to reduce chronic absenteeism

- Incentives each month to encourage students to attend school on a regular basis
- Activities for students with 2 or less absences each month
- School bear named ACE (Attendance Counts Everyday). The class with the highest percentage of attendance each week gets to have ACE as part of their class for the week

Staff Perception Data

The staff had 14 participants take a staff survey in the 24-25 school year using a survey created by a team using Microsoft forms. The survey had five categories which were strongly agree, agree, neutral, disagree or strongly disagree. The responses were as follows:

Successes:

1. I believe my school has security and safety procedures (100% agreed or strongly agreed)
2. I believe our students feel safe at school (100% agreed or strongly agreed)

3. I have "I CAN" statements published for each course/content area I teach (85% agreed or strongly agreed)
4. I provide parents with learning strategies to support their child at home. (92% agree or strongly agree)
5. I have access to information about my school and our events. (100% agree or strongly agree)
6. I review my students' progress with them and their parents more than once a year. (100 % agree or strongly agree)
7. The school provides opportunities for two-way communication between staff, students, and parents. (100% agree or strongly agree)
8. I have been provided with training on academic data collection and analysis. (71% agree or strongly agree)
9. My students attend class regularly (79% agree or strongly agree)
10. I am flexible in adjusting instructional and behavioral strategies in my lesson plans to meet the needs of all students. (92% agree or strongly agree)
11. I am offered professional learning that aligns with my needs to do my job at an effective level. (78% agree or strongly agree)
12. My school utilizes community partnerships for teaching and learning. (Example: business partnerships, etc.) (100% agree or strongly agree)

Challenges:

1. Although 79 % staff said that their students attend school regularly, our school has 39% of students enrolled are chronically absent
2. I have been provided with training on behavior data collection and analysis. (14% agree or strongly agree)
3. I have time to collaborate with my colleagues to conduct data analysis on student work and assessment results (35%).

Target Areas:

1. Attendance
2. Behavior data collection and analysis
3. Collaboration time with colleagues to conduct data analysis on student work and assessment results .

Strategies/Activities

1. My students attend class regularly
 - a. PBIS raffles for students (on time, stay all day, don't leave early)
 - b. Continue communication through reminder text, emails, phone calls, school newsletter and classroom newsletters
 - c. Attendance letters
 - d. Continue to talk to the students during morning announcements about being in school.
 - e. Award students with PBIS points for attendance achievements
 - f. Hold monthly schoolwide incentives for students that have been in school 90% of the time.
 - g. ACE the bear attends class for the week in the class with the highest % of attendance.

- h. Monthly family raffle for students who had perfect attendance.
- 2. I have been provided with training on behavior data collection and analysis
 - a. Collaborate with colleagues about different interventions and support around the different tiers.
 - b. Data coach will provide training/support to teachers throughout the year.
- 3. I have time to collaborate with my colleagues to conduct data analysis on student work and assessment results
 - a. PLC time will be used to look at formative assessments and analyze the results throughout the year.

Student Perception Data

There were 94 students in grades 3-5 who took a survey in December of 2024 using Microsoft forms. The survey had 12 questions. The survey had five categories which were strongly agree, agree, neutral, disagree or strongly disagree. The responses were as follows:

Successes:

- 1. I believe my school has safety and security procedures in place (89% agree or strongly agree)
- 2. I feel safe at school. (84% agree or strongly agree)
- 3. My teacher has shared with me the "I CAN" statements for all my classes/courses (89% agree or strongly agree)
- 4. My parents help me with my schoolwork. (70% agree or strongly agree)
- 5. I know what is happening at school. (86% agree or strongly agree)
- 6. I know how to monitor my own learning progress. (86% agree or strongly agree)
- 7. I know how to monitor my own behavior progress. (84% agree or strongly agree)
- 8. I am in class and participate every day. (84% agree or strongly agree)
- 9. I have opportunities to work with my classmates to complete work. (81% agree or strongly agree)
- 10. My teacher and I talk about how I'm doing in school. (84% agree or strongly agree)
- 11. I feel my school is clean. (82% agree or strongly agree)
- 12. I feel okay to ask for help and share feedback with my teacher. (71% agree or strongly agree)

Challenges:

Students do not feel there are significant challenges at our school.

Parent Perception Data

There were 145 parents who took a survey in December of 2024 using Microsoft forms. The survey had 14 questions. The survey had five categories which were strongly agree, agree, neutral, disagree or strongly disagree. The responses were as follows:

Successes:

- 1. I believe my child's school has security and safety procedures in place. (83% agree or strongly agree)
- 2. My child's teacher has shared a copy of the "I CAN" statements of skills my child should be able to do (93% agree or strongly agree)

3. School staff provide me with ways I can support my child's learning at home. (86% agree or strongly agree)
4. I have access to get information about my child's school and events. (96% agree or strongly agree)
5. My child's teachers keep me informed of my student's progress more than once a year. (99% agree or strongly agree)
6. The school provides opportunities for two-way communication between home and school. (95% agree or strongly agree)
7. I know how to monitor my child's academic progress. (86% agree or strongly agree)
8. I know how to monitor my child's behavior progress. (85% agree or strongly agree)
9. I make sure my child attends school every day. (94% agree or strongly agree)
10. I have opportunities to work with teachers to discuss ways to work with my child. (93% agree or strongly agree)
11. I am offered opportunities to participate in parent learning events to help support my child at home. (86% agree or strongly agree)
12. My child's teacher is flexible in adjusting instructional and behavioral strategies to meet the needs of my child. (89% agree or strongly agree)
13. My child's school utilizes community partnerships for teaching and learning. (77% agree or strongly agree).

Challenges:

Parents do not feel there are any significant challenges at Kaiser.

Process Data

The staff reviewed the SSR indicators and put in a preliminary rating for each indicator. The schoolwide transition team then had the opportunity to analyze and provide feedback on strengths and challenges, as well as target areas and strategies/activities to improve in these school systems. If a score of 60 or below was indicated this was an area of weakness. Indicators 60 or higher were viewed as a strength.

The results are as follows:

Successes

Kaiser Summary of SSR Ratings	
Indicators	2025
Indicator A: Alignment	100
Indicator N: Safe and Supportive Environment	100
Indicator O: Shared Leadership for Learning	100
Indicator P: Communications Systems	100
Indicator V: Impact of Professional Learning	100
Indicator W: Approaches and Tools	100
Indicator X: Cultural Responsiveness	100
Indicator E: Learning Environment	100
Indicator F: Reflection	91

Indicator L: Guidance and Support for Teaching and Learning	91
Indicator S: Collaborative Teams	100
Indicator Z- Partnerships	100
Indicator G: Assessment System	100
Indicator I: Data Analysis and Decision-Making	100
Indicator R: Resource Allocation	100
Indicator U: Purposeful Planning	100
Indicator B: Coherence	100
Indicator C: Instructional Design	100
Indicator H: Shared Understanding of Assessment Results	100
Indicator K: A Vision for Learning	100
Indicator M: Results-Focused	100
Indicator Q: Intentional Practices	100
Indicator D: Effective Instructional Practices	100
Indicator J: Student Involvement In Assessment Process	100
Indicator T: Collective Responsibility	91

Challenges

Indicators	2025
Indicator Y: Parent/Family Engagement Opportunities	100

Target Areas

1. Y- Learning Opportunities (100%)
 - a. While Kaiser is currently at 100% in this area it appears to be an area for improvement. In years prior, our scores indicated a need for improvement in Indicator Y “Parent/Family Engagement Opportunities” For this reason we will continue to focus on this area for the 2025-2026 school year.

Strategies/Activities

1. Y- Learning Opportunities Previously (9%, 25%, 40%) Currently: (100%)
 - a. Schedule 3-4 family learning events per year
 - b. Share “Learning Targets” and/or grade level standards with parents and on website
 - c. Continue to invite parents to participate on the school improvement team or through the use of PTO meetings
 - d. Continue school/parent communication by emails, text messaging, Facebook, newsletters and webpage
 - e. Have scheduled homework nights that are consistent among grade levels that include lessons that have automaticity skills

State Achievement Data

Trends for each aggregate set of data points in the core areas were analyzed and reflected upon.

M-STEP ELA

M-STEP ELA DATA TRENDS -% of Students Proficient					
Grade	20-21	21-22	22-23	23-24	24-25
3	19.40%	25.80%	27.60%	44.4%	
4	10.00%	24.20%	23.10%	34.5%	
5	27.50%	14.70%	12.90%	23.8%	

The average of students being proficient is below the state average.

M-STEP MATH

M-STEP MATH DATA TRENDS -% of Students Proficient					
Grade	20-21	21-22	22-23	23-24	24-25
3	19.40%	16.10%	27.60%	28.9%	
4	10.00%	12.10%	11.50%	13.8%	
5	5.00%	2.90%	9.70%	9.1%	

The average of students being proficient is below the state average

Science

- 1. 2023-2024 The percentage of students proficient and/or advanced was 31.8%. The state average was 40.4%.

Social Studies

- 1. 2023-2024 shows that 0% of the students are proficient. The state average was 18.9%.

State Subgroup Data

The school team collected and reviewed the state subgroup data and set up trend charts for all grades and all content areas. Data was collected from Mi-school data as well as the BAA secure site. Results of the review indicate subgroups with a discrepancy of 10% or more are as follows:

ELA

In 3rd grade, the males outperformed the females with a 11.1% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 3rd grade, the white students outperformed the black/African American with a 25% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 4th grade, the females outperformed the males with a 16.2% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 4th grade, the white students outperformed the black/African American with a 38% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 5th grade, there is no gap between females and males. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group

In 5th grade, the white students outperformed the black/African American with a 0% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

Math

In 3rd grade, the males outperformed the females with a 29.4% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 3rd grade, the white students outperformed the black/African American with a 22.4% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 4th grade, the females outperformed the males with a 1% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 4th grade, the white students outperformed the black/African American with a 20% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 5th grade, there is no gap between females and males. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group

In 5th grade, the white students outperformed the black/African American with a 20% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

Science

In 5th grade, the females outperformed the males with a 33.3% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

In 5th grade, the white students outperformed the black/African American with a 40% gap. It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

Social Studies

There are no significant subgroups in this area.

Summary of Subgroups

It should be noted that this information does not reflect a subgroup as there are less than 30 students in each group.

Local Data

The school team reviewed the local data from iReady for ELA and Math for grades K-5. However, there are currently no data reports for local Science and Social Studies, which will be an area of focus in the future.

Results show:

ELA- Fall to Spring

iREADY LOCAL READING DATA TRENDS -% of Norm Growth Met					
Grade	20-21	21-22	22-23	23-24	24-25
K	20.40%	64.80%	75.90%	100%	
1	-28.30%	102.20%	87.00%	76.1%	
2	26.50%	59.20%	81.60%	67.3%	
3	58.80%	135.30%	129.40%	73.5%	
4	0.00%	68.00%	64.00%	0%	
5	-28.60%	23.80%	138.10%	133.3%	

Math- Fall to Spring

iREADY LOCAL MATH DATA TRENDS -% of Norm Growth Met					
Grade	20-21	21-22	22-23	23-24	24-25
K	8.30%	74.30%	105.60%	105.6%	
1	45.20%	106.50%	96.8%%	103.2%	
2	31.00%	82.80%	93.10%	82.8%	
3	50.00%	83.30%	20.00%	53.3%	
4	4.00%	40.00%	60.00%	12%	
5	21.10%	47.40%	136.80%	73.7%	

CNA Conclusions

Once staff have had time to analyze and reflect on the data trends, *conclusions are drawn* based on the needs identified, for strategies and activities needed to improve student achievement, staff learning, and parent engagement. These conclusions are as follows and will be included in the continuous improvement goals as appropriate.

Commented [PN2]: Need to look at local data trends to complete. Will not have spring data in time to complete your CNA by the April meeting.

Commented [PN3R2]: For local data we should look at proficiency so that we can compare it to state data

Commented [Sh4]: You do not need to wait for spring data to say the local data section is complete. You have a great chart of the trend data and next fall when you enter the 24-25 data to your chart you will then reflect on this year's results. We will never have the state data in time to finish your CNA with it, and therefore, we don't expect the CNA to have spring data from this year.

Your CNA is a work of art! Great job to the whole team!

1. Social Emotional Learning
 - a. A Little Spot of Learning
2. PBIS Initiatives
 - a. Kuddos to Kindness
 - b. Pizza with the Principal
 - c. Kaiser School Store
 - d. PBIS Assemblies
 - e. PBIS badges for students
 - f. PBIS prizes
3. Attendance Initiatives
 - a. ACE, the attendance bear goes to the class with the highest percentage of students present for the week.
 - b. Monthly perfect attendance recognition
 - c. Monthly perfect attendance tags
 - d. Monthly family raffle for perfect attendance
 - e. Daily shout-outs about attendance during morning announcements
 - f. Certificates given to students with 3 or less absences at the end of the semester
 - g. End of semester glow party for students with 3 or less absences at the end of the semester
4. Annual Title I Night
 - a. District Parent involvement policy
 - b. Annual Title I Report
5. Kindergarten registration evening(s)
6. Family Engagement
 - a. 1 evening event per card marking up to 4 a year
 - b. PTO meetings
 - c. Trunk-or-Treat
 - d. Walk-a-Thon
 - e. iReady Parade
 - f. Field Day
 - g. Field Trips
 - h. In-class support
 - i. March-is-Reading Month activities
7. Continue to communicate to parent updates on the school improvement process
8. Tier I Content Area Strategies
 - a. ELA
 - i. Grades K-5 ELA block (Minimum of 90 minutes) using Wonders and Magnetic Reading as resources
 - ii. Lesson Plans contain Learning Targets/Content Standards
 - iii. I Can statements communicated to students
 - iv. Vertical and horizontal collaboration about curriculum standards and assessments

- v. Professional Learning for staff on the ELA strategies/activities; resources
- vi. Online learning resource for grades K-5 (I-Ready) Grades K-2 (a minimum of 45 minutes in reading) Grades 3-5 (60 minutes in reading)
- vii. Provide activities for March is Reading Month
- viii. Provide assemblies to promote literacy and enrich learning in ELA
- ix. Family literacy night
- x. ELS will attend Literacy Intervention network meetings
- xi. Use Studies Weekly for 3rd grade only
- xii. TCI- (Teacher Curriculum Institute)
- xiii. Cross grade level curricular alignment discussions and adjustment of curriculum standards and resources

b. Math

- i. Grades K-5 Math block (Minimum of 90 minutes) using Everyday Math as a resource
- ii. Lesson Plans Contain Learning Targets/Content Standards
- iii. I Can statements communicated to students
- iv. Vertical and horizontal collaboration about curriculum standards and assessments
- v. Online learning resource for grades K-5 (I-Ready) Online learning resource for grades K-5 (I-Ready Math) Grades K-2 (a minimum of 45 minutes in math) Grades 3-5 (60 minutes in math)
- vi. Professional Learning for new staff on the Math strategies/activities; resources
- vii. Family game night
- viii. Cross grade level curricular alignment discussions and adjustment of curriculum standard and resources
- ix. Number Corners

c. Science

- i. Use Inspire Science as a resource for science curriculum

d. Social Studies

- i. Use Studies Weekly for 3rd grade only
- ii. TCI- (Teacher Curriculum Institute)

9. Tier II and III Strategies

a. ELA

- i. Early Literacy Specialist support for increasing reading proficiency
- ii. ELS will use Reading A-Z to support small group intervention
- iii. IRIPs to identify students in grades K-3 at risk for reading
- iv. Interventionists support for students for increasing reading proficiency
- v. Reading groups for K-2 with Early Literacy Specialist
- vi. Online learning resource for grades K-5 (iReady)
- vii. ELS will attend monthly Literacy Intervention Network
- viii. The family liaison will plan up to 4 family events per year.
- ix. Phonics for Reading for 4th and 5th grade students
- x. UFLI for 2nd grade students

- xi. Magnetic Reading for 3rd grade students
- b. Math
 - i. Interventionists support for students for increasing math proficiency
 - ii. Online learning resource for grades K-5 (iReady)
 - iii. Leveled games for Everyday Math
 - iv. Grades K-5 Math block
- c. Science and Social Studies
 - i. Identify standards that are challenging students
 - ii. Provide modified interventions for low readers
 - iii. Use Studies Weekly for 3rd grade only
 - iv. TCI- (Teacher Curriculum Institute)
 - v. Use Inspire Science as a resource for science curriculum