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**WALT DISNEY ELEMENTARY SCHOOL**  
**Annual Education Report (AER) Cover Letter**

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Walt Disney 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. Amy Porter for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3og4Hpc> or you may review a copy in the main office at your child's school or visit Disney's website at [www.gotofraser.com](http://www.gotofraser.com).

For the 2021-22 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Walt Disney has not received one of these labels.

**Key Challenges:**

Disney's key challenge is to facilitate student growth and make sure all students receive the support and intervention needed for their success. To address this, we implement 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

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intervention for all learners not meeting the Annual Measurable Objectives. Our grade level teams meet regularly with our MTSS team and Principal to look at the specific needs of all students and to monitor their MTSS progress. All our students are setting individual goals in reading and math, too. Our district is using the Universal Design for Learning (UDL) Framework to design instruction with the goal of removing barriers and increasing support for all learners. In addition, we are addressing students' social emotional needs so that our students are better ready to be successful learners through our schoolwide implementation of PBIS and Restorative Practices. This year, we have also implemented Second Step as a Tier 1 SEL curriculum for all students, K-t to help provide for our students' social-emotional learning needs. All of this has been more difficult the past two years due to the Covid-19 Pandemic.

State law requires that we also report additional information. The following information meets these State requirements.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Fraser Public Schools and Disney Elementary assigns students to available roster slots within the district and school through the following district process:

- Fraser Public Schools residents living within the Disney boundaries.
- Siblings of current Disney students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Disney boundaries who 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

During the 2021-2022 school year, Disney continued to work on the following School Improvement Goals:

- Disney Elementary students will become proficient in math.
- Disney Elementary students will become proficient readers.
- Disney Elementary students will become proficient writers.
- Disney Elementary students will become proficient in science.
- Disney Elementary students will become proficient in social studies.
- Disney Elementary students will demonstrate social, emotional, and behavioral growth..

As a result of these goals, we have seen progress in student scores on our building assessments. Teachers administer common assessments three times per year in reading and

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math and then analyze student data to determine what interventions are needed. We also utilize our school-wide Multi-Tiered System of Support to assist our teachers in meeting the needs of every learner.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Disney 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 Disney Elementary 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 Disney 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 2022-2023 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 Dr. Sara Delgado, Director of Elementary Instruction.

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

**Local Data Results: Percent of Students on Grade Level**

End-of-Year Reading Local Data - Tier 1

<b>Grade Level</b>	<b>20-21 Tier 1 Reading*</b> (based on District ORR, SRI, & AW+ Assessments)	<b>21-22 Tier 1 Reading*</b> (based on District ORR, SRI, & AW+ Assessments)
Kindergarten	N/A	51%
1st Grade	N/A	58%
2nd Grade	N/A	66%
3rd Grade	N/A	73%
4th Grade	N/A	53%
5th Grade	N/A	57%
6th Grade	N/A	66%

<b>Grade</b>	<b>Measure</b>	<b>2020-2021</b> (Proficient & Advanced)	<b>2021-2022</b> (Proficient & Advanced)
3 <sup>rd</sup> Grade	M-STEP Reading	32.6 %	34.6%
4 <sup>th</sup> Grade	M-STEP Reading	31.3 %	30.6%
5 <sup>th</sup> Grade	M-STEP Reading	23.8 %	43.1%
6 <sup>th</sup> Grade	M-STEP Reading	35 %	37.9%

End-of-Year Math Proficiency – Tier 1

<b>Grade</b>	<b>2020-2021 Tier 1 Math*</b> (based on District AW+ Assessments)	<b>2021-2022 Tier 1 Math*</b> (based on District AW+ Assessments)
Kindergarten	NA	71%
1 <sup>st</sup> Grade	NA	71%
2 <sup>nd</sup> Grade	NA	62%
3 <sup>rd</sup> Grade	NA	66%
4 <sup>th</sup> Grade	NA	61%
5 <sup>th</sup> Grade	NA	68%
6 <sup>th</sup> Grade	NA	70%

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<b>Grade</b>	<b>Measure</b>	<b>2020-2021</b> (Proficient & Advanced)	<b>2021-2022</b> (Proficient & Advanced)
3 <sup>rd</sup> Grade	M-STEP Math	48.8 %	51.3% %
4 <sup>th</sup> Grade	M-STEP Math	40.8 %	30.6%
5 <sup>th</sup> Grade	M-STEP Math	25 %	41.4%
6 <sup>th</sup> Grade	M-STEP Math	37.5 %	36.8%

*\*20-21 Local Data not available due to Covid-19 closure and irregularities. For this reason, 20-21 M-STEP Data is referenced above.*

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

We have enjoyed a high degree of parent participation at Disney Elementary. At our fall 2020 Parent Teacher Conferences, 95% of parents attended. These conferences were virtual due to Covid-19. Individual conferences are also held with parents throughout the course of the year as needed. During the Fall of 2021, 97% of parents attended conferences. These conferences were student-led and included students, parents, and the teacher.

In closing, Disney Elementary has a positive school environment and staff dedicated to meeting the needs of our students. Disney Elementary works to instill positive character building, as we established monthly characteristics to support our work with restorative practice and our school wide PBIS efforts. In addition, Disney had wonderful events happen over the course of this year to make it memorable, such as award-winning Social Studies and Science Olympiad teams, and many events that expand experiences for our students.

Disney Elementary has a highly-qualified, collaborative staff that is committed to all of our students and their learning. They dedicate countless hours to helping children achieve success. We continue to develop Competency Based Learning strategies and staff members are immersed in District initiatives that focus on High Impact Teaching Strategies and Universal Design for Learning work. These strategies are increasing rigor and improving achievement district-wide. In addition, we continue to use 1:1 devices to extend and customize learning for students, and we are continually revising our programs to support all of our learners.

Disney had a very successful 2021-22 school year. We are working to live our school’s mission each day of “Disney – Parents, students and educators... Working together to provide a caring environment where each student will be afforded the opportunity to succeed, academically and personally to the best of his/her ability.” We continue to look for ways to advance learning for all of our students.

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Should you have any questions or concerns regarding our AER, please do not hesitate to reach out to me.

Sincerely,

Amy Porter  
Principal  
Walt Disney Elementary

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