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January 10, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Thomas Edison 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. Kristina Wiegand at (586) 439-6500 for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2VOBmDL>, or you may review a copy in the main office at your child's school.

For the 2018-19 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. Our school has not been given one of these labels.

One of our key challenges at Thomas Edison Elementary is making sure that all students receive the support and intervention needed for student success. Our school implements 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 intervention for all learners not meeting their growth and proficiency target percentages as assessed on the M-Step and/or district data points. Our building also implements Universal Design for Learning (UDL), in an effort to reach all learners at their instructional levels. Through the UDL model, our teachers work collaboratively in setting goals, analyzing common assessment results, monitoring student progress and offering choice in student learning. All of our students are setting individual goals in reading and math.

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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 Thomas Edison Elementary assign students to available roster slots within the district and school through the following district process:

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

In the 2018-2019 school year Thomas Edison Elementary continued to work on the following School Improvement goals. Thomas Edison's Current Target Goals:

- All students will become proficient in Reading.
- All students will become proficient in Writing.
- All students will become proficient in Math.
- All students will become proficient in Science.

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 math and then analyze student data to determine what interventions are needed. We have a school-wide Multi-Tiered System of Support in place for our students. The MTSS model assists our teachers in meeting the needs of every learner.

Fraser's elementary curriculum is based on the Common Core Standards and Benchmarks. If you wish to view the Fraser Public Schools Core Curriculum in Language Arts, Science, Social Studies, and Mathematics, please refer to the

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district website. Fraser curriculum committees have developed core essential items that each student is expected to master in his/her grade level in order to be successful on State and local assessments in the core areas of Reading, Writing, Math, Science, and Social Studies. This has been accomplished with the help of staff at various levels in the district, including teachers and administrators. The school's Principal is responsible for monitoring its implementation at the building level and ensuring every student is getting the core essentials.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Thomas Edison 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. The core curriculum can be accessed at http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Time and effort have been spent to ensure that Thomas Edison Elementary School's curriculum will prepare students appropriately.

The results of this process are assessed through individual classroom and teacher assessment procedures as well as M-STEP, SRI, DRA, and Aimsweb 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 2019-2020 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 Donna Anderson, Assistant Superintendent.

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

2017-2018 & 2018-2019

Grade	Reading 2017-2018	Reading 2018-2019
Kindergarten	83%	76%
1 st Grade	75%	69%
2 nd Grade	69%	62%
3 rd Grade	73%	56%
4 th Grade	59%	65%
5 th Grade	74%	57%
6 th Grade	76%	75%

Grade	Math 2017-2018	Math 2018-2019
Kindergarten	83%	76%
1 st Grade	82%	73%
2 nd Grade	78%	79%
3 rd Grade	75%	72%
4 th Grade	67%	87%
5 th Grade	89%	77%
6 th Grade	96%	84%

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

At our Fall 2017 Parent Teacher Conferences, 342 parents (86%) out of 391 students attended. Students were invited to their student led conference.

At our Fall 2018 Parent Teacher Conferences, 312 parents (80%) out of 392 students attended. Students were invited to their student led conference.

This year, at Edison, we're celebrating the successes of another great school year.

Wonderful events throughout the building have made this year so memorable (Ice Cream Social, School Picnic, Walk-a-thon, and a variety of assemblies). Our iPads, Apple TV, new state-of-the-art Promethean Boards and class sound systems have continued to enhance student learning.

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We have a highly qualified staff who are passionate about educating our youth. They dedicate countless hours to helping children learn. Edison's mission statement is reflected in everything we do: "Innovate. Learn. Lead." We continue to meet our students where they are at, instructionally. We have trained staff members and have begun an implementation of Universal Design for Learning- in an effort to ensure that all students are provided with personalized learning. In addition, we have placed an emphasis on Social & Emotional Wellness through the use of Restorative Practices building-wide. We also use ITS Learning -- a learning management system (LMS) – which provides students with anytime, anywhere learning. It is a system that houses student work, assignments, lessons, videos, reflection opportunities, and learning goals. This was our 4th year implementing student led conferences. Our students were excited to share their goals and learning progress with their parents.

Our PTO continues to provide our school with many extras such as assemblies, field trips, and other opportunities for our children. We also have many parents who volunteer at the Book Fair, Santa Shoppe, Ice Cream Social, Walk-a-thon, library, and in the classroom. Our school is extremely fortunate to have wonderful support from our parents and community.

Sincerely,

Kristina Wiegand
Principal

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