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Eisenhower Elementary School Annual Education Report (AER) Cover Letter

February 18, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Eisenhower. 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 Jennifer Kelley for assistance.

The AER is available for you to review electronically by visiting the following [website](#), or you may review a copy in the main office at your child's School.

For the 2023-24 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 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.

Our school has not been given any of these labels.

One of our key challenges at Eisenhower 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 the annual measurable objectives. All our students are setting individual goals in reading and math. All of 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. We have also implemented the Second Step Program as a Tier 1 SEL curriculum for all students, K-6, to help provide for our students' social-emotional learning needs.

State law requires that we also report additional information.

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1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

- a. Fraser Public Schools residents living within the boundaries.
- b. Siblings of current Eisenhower students that apply during open enrollment periods.
- c. Fraser Public School residents living outside of the Eisenhower boundaries who apply for Internal Schools of Choice during open enrollment periods.
- d. County-wide Schools of Choice residents that live within Macomb County who apply during open enrollment periods.
- e. Each building is assigned Schools of Choice students based on classroom space, target numbers per grade level, and, if possible, honoring parents' school requests.

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

During the 2023-2024 school year, Eisenhower continued to work on the following School Improvement Goals.

- a. All staff will be fully vested in implementing the Universal Design for Learning framework to support district-wide design for equity and Inclusion in conjunction with expert learning by the Spring of 2024.
- b. Fraser Public Schools will increase proficiency in math as demonstrated on math state assessments by 3 percentage points in 2024. Eisenhower will support the district goal of improving math proficiency by 3 percentage points.
- c. Fraser Public Schools will increase proficiency in reading as demonstrated on the ELA State Assessments by 3 percentage points in 2023. Eisenhower will contribute to the goal of improving reading proficiency by 3 percentage points.
- d. Fraser Public Schools will implement a MTSS system for social emotional learning where the percentage of students identified as Tier 1 increases by 1%. Eisenhower will contribute to the goal of Improving Tier 1 students by 1% .

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 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

Eisenhower Elementary School is not considered a specialized school. We are a Young 5s-6 grade public school.

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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 two years, 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 Eisenhower 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 FastBridge test results. Department 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 the 2023-24 school year 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 Mary Kate Mulligan, Director of Elementary Instruction.

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

End-of-Year Reading Local Data - Tier 1

Grade	Measure	21-22	22-23	23-24
Kindergarten	FastBridge	35%	35%	25%
1st Grade	FastBridge	46%	46%	43%
2nd Grade	FastBridge	48%	48%	57%
3rd Grade	FastBridge	65%	65%	51%
4th Grade	FastBridge	70%	70%	32%
5th Grade	FastBridge	49%	49%	58%
6th Grade	FastBridge	55%	55%	69%

End-of-Year Reading Proficiency

Grade	Measure	21-22 P & A	22-23 P&A	23-24 P&A
3 rd Grade	M-STEP Reading	39%	27.3%	37.7%
4 th Grade	M-STEP Reading	40%	27.9%	21.4%
5 th Grade	M-STEP Reading	24%	40.4%	32.1%
6 th Grade	M-STEP Reading	24.70%	35.2%	48.9%

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End-of-Year Math Proficiency – Tier 1

Grade	2021-2022	2022-2023	2023-2024
Kindergarten	70%	70%	57%
1 st Grade	71%	71%	47%
2 nd Grade	77%	77%	68%
3 rd Grade	69%	69%	65%
4 th Grade	74%	74%	61%
5 th Grade	71%	71%	57%
6 th Grade	73%	73%	79%

Grade	Measure	21-22 P & A	22-23 P & A	23-24 P&A
3 rd Grade	M-STEP Math	47.50%	27.3%	37.7%
4 th Grade	M-STEP Math	33.30%	27.9%	17.9%
5 th Grade	M-STEP Math	20%	27.7%	19.6%
6 th Grade	M-STEP Math	17.80%	20.8%	34%

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

During our fall 2023-2024 Parent Teacher Conferences, 84% of parents attended. Individual conferences are also held with parents throughout the course of the year as needed. Our 2023-2024 Fall conferences were student-led conferences and were attended by both the parents and the students. We had 84% in attendance for this conference.

In closing, Eisenhower Elementary has a positive school environment and staff dedicated to meeting the needs of our students. We continue to develop Competency- Based Learning strategies and staff members are immersed in Modern Teacher initiatives that focus on High-Impact Teaching Strategies. These strategies are increasing rigor and improving achievement district-wide. We also continue to engage staff in Universal Design for Learning training to diminish barriers and help all students soar. We have adopted a SW-PBIS behavior model based on our SOAR expectations to recognize students for positive choices and recently began to implement the Second Step social and emotional learning curriculum in all classrooms. At Eisenhower we also celebrate the strength of our outreach programs, including our family Title I events and parent reading and math nights. We have extracurricular activities to engage learners, such as Student Council, Kindness Club, Science Olympiad, and Green Team. We also have a strong PTO and encourage families to volunteer. We look forward to continuing these community building activities as soon as it is safe to do so. Should you have any questions or concerns regarding our AER, please do not hesitate to reach out to me.

Sincerely,
Jennifer Kelley
Principal
Eisenhower Elementary

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