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January 18, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Ralph Waldo Emerson 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 Mr. Argiri at (586) 439-6700 or Samuel.Argiri@fraserk12.org for assistance.

The AER is available for you to review electronically by visiting the following website. <https://bit.ly/3tje6zs> You may also review a copy in the main office of the school.

For the 2019-20 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.

Ralph Waldo Emerson Elementary School was not identified with any of these labels.

One of our key challenges at Ralph Waldo Emerson 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

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targeted intervention for all learners not meeting their growth and proficiency target percentages as assessed on the M-Step and/or district data points. All of our students participate in Growth Mindset and Self-Regulation, they create individual student goals in reading, math and life skills. Our staff meets regularly to define curriculum essentials, set goals, analyze common assessment results, and monitor student progress. Our building implements all Professional Learning opportunities for staff and school improvement. District provided professional development has included Competency Based Education, Modern Teacher, Universal Design for Learning, Literacy, Eureka Math, Restorative Practice and Portrait of a Graduate.

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 Ralph Waldo Emerson Elementary assign students to available roster slots within the district and school through the following district process:

- Fraser Public Schools residents living within the Emerson boundaries.
- Siblings of current Emerson students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Emerson 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 2019-2020 school year Ralph Waldo Emerson Elementary continued to work on the following School Improvement goals.

Ralph Waldo Emerson's Current Target Goals:

- All students will become proficient in Language Arts.
- All students will become proficient in Math.

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- All students will become proficient in Science.
- All students will become proficient in Social Studies

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, Math, Science, and Social Studies, please refer to the district website. Fraser curriculum committees have developed learning objectives that each student is expected to be proficient in his/her grade level in order to be successful on State and local assessments in the core areas of Language Arts, 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 achieving a level proficiency on learning objectives.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Ralph Waldo Emerson Elementary is not a specialized school. We are a K-6 public 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.

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Time and effort have been spent to ensure that Ralph Waldo Emerson 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 2019-20 is the continued implementation and expansion of targeted tiered interventions that will support our students in the areas of reading and mathematics.

A copy of the comprehensive core curriculum can be obtained by contacting Dr. Donna Anderson, Assistant Superintendent.

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

2017-2018, 2018-2019, 2019-2020

Percent of Students Proficient at End of Year

| Grade | Reading 2017/2018 | Reading 2018/2019 | Reading 2019-2020 |
|-----------------------|-------------------|-------------------|-------------------|
| 1 st Grade | 76% | 56% | NA |
| 2 nd Grade | 95% | 65% | NA |
| 3 rd Grade | 88% | 74% | NA |
| 4 th Grade | 79% | 73.5% | NA |
| 5 th Grade | 87% | 86.5% | NA |
| 6 th Grade | 77% | 88% | NA |

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2017-2018, 2018-2019 & 2019-2020

Percent of Students Proficient at End of Year

| Grade | Math 2017/2018 | Math 2018/2019 | Math 2019/2020 |
|-----------------------|-------------------|-------------------|-------------------|
| 1 st Grade | 89% | 65% | NA |
| 2 nd Grade | 93% | 87% | NA |
| 3 rd Grade | 86% | 89.5% | NA |
| 4 th Grade | 83% | 83% | NA |
| 5 th Grade | 87% | 86.5% | NA |
| 6 th Grade | 91% | 91% | NA |

*2019-2020 Data not available due to Covid-19 school closure.

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

At our Fall 2017-2018 Parent Teacher Conferences approximately 94% of parents attended. Students were invited to participate in student led conferences.
At our Fall 2018-2019 Parent Teacher Conferences approximately 93% of parents attended. Students were invited to participate in student led conferences.
At our Fall 2019-2020 Parent Teacher Conferences approximately 93% of parents attended. Students were invited to participate in student led conferences.

Ralph Waldo Emerson has a positive school environment and a staff dedicated to meeting the specific needs of each student. A team approach is taken to identify specific areas that need improvement as outlined in our school improvement plan. The work at Emerson is consistent with Fraser’s mission statement of “Innovate, Learn, Lead.” Fraser has embarked on “Portrait of a Graduate” work and is focusing on student development in the 6Cs which are: Communication, Collaboration, Character, Critical Thinking, Citizenship and Creativity. We continue our work on Competency Based Learning, where students demonstrate proficiency

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on the competencies at their grade level. 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. The ItsLearning LMS was crucial in our delivery of curriculum and communication with students and families during the Covid-19 closure. This was our 4th year implementing student led conferences. Our students were excited to share their goals and learning progress with their parents. Universal Design for Learning classroom and lesson design, Promethean panels, iPads, Apple TV, and class sound systems have continued to enhance student learning.

At Emerson we celebrate our learning and strengthen our community with a number of events. Prior to the Covid-19 closure we had our annual Walk-a-thon, a variety of school wide assemblies and PBS award events, and various grade level activities. Our school continued social emotional learning, positive growth mindset and student/family support through the Covid-19 closure and provided many virtual opportunities for students. We were able to also end the year with our 6th grade celebration which was done in a “Drive Thru” format. Our school is extremely fortunate to have wonderful support from our parents and community, especially during a most difficult year.

Sincerely,

Sam Argiri
Principal

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