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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 Eisenhower Elementary. 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 Keith Tonn for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2u7Cel5> 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 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. Our building also implements the Professional Learning Communities (PLC) model of school improvement. Through the PLC model, our teachers work collaboratively, by grade levels on: defining curriculum essentials, setting SMART goals, analyzing common assessment results, and monitoring student progress. 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.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

- Fraser Public Schools residents living within the boundaries.
- Siblings of current Eisenhower students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Eisenhower boundaries who apply for Internal Schools of Choice during open enrollment periods.
- County-wide Schools of Choice residents that live within Macomb County who 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 parents' school requests.

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

During the 2018-2019 school year, Eisenhower continued to work on the following School Improvement Goals.

- Eisenhower Elementary students will become proficient in math.
- Eisenhower Elementary students will become proficient readers.
- Eisenhower Elementary students will become proficient writers.
- Eisenhower Elementary students will become proficient in science.
- Eisenhower Elementary students will become proficient in social studies.
- To improve school climate in the area of behavior.

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. An end of the year math assessment is given district wide to compare data. This is our seventh year of implementing a school-wide Multi-Tiered System of Support for our students. The MTSS model assists our teachers in meeting the needs of every learner.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Eisenhower Elementary School is not considered 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 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 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 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 Assistant Superintendent Dr. Donna Anderson.

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

End-of-Year Reading Proficiency

Grade	Measure	2017-2018	2018-2019
1 st Grade	DRA	55%	59%
2 nd Grade	DRA	56%	71%
3 rd Grade	SRI	55%	64%
4 th Grade	SRI	53%	51%
5 th Grade	SRI	63%	58%
6 th Grade	SRI	59%	49%

End-of-Year Math Proficiency – Tier 1

Grade	2017-2018	2018-2019
1 st Grade	92%	70%
2 nd Grade	94%	82%
3 rd Grade	87%	91%
4 th Grade	83%	77%
5 th Grade	85%	88%
6 th Grade	83%	71%

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

During our fall 2018-2019 Parent Teacher Conferences, 88% of parents attended. These conferences were student led and included students, parents and the teacher. At fall 2019-2020 Parent Teacher Conferences, 81% of parents attended. These conferences also followed the student-involved format. Individual conferences are also held with parents throughout the course of the year as needed.

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 instill a growth mindset philosophy in students and have adopted a SW-PBIS behavior model based on our SOAR expectations to recognize students for positive choices.

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At Eisenhower we also celebrate the strength of our outreach programs, including our family Title I events and our Dads of Great Students (D.O.G.S.) initiatives. We have extracurricular activities to engage learners, such as Student Council, SHOUT, Coding Club, Science Olympiad, Social Studies Olympiad, and Destination Imagination Club. We also have a strong PTO and encourage families to volunteer.

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

Sincerely,

Keith E. Tonn
Principal
Eisenhower Elementary

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