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Salk Elementary

Annual Education Report (AER) Cover Letter

February 11, 2022

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 Salk. 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 Adam Fichter for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/372i2Ly>. You may also review a copy in the main office at our school or visit Salk’s website, <https://www.fraser.k12.mi.us/salk>.

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 in 2018-2019. 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 in 2017-2018. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-2017. 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.

Key Challenges

One of our key challenges at Salk 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

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measurable objectives. All of our students are setting individual goals in reading and math. ALL of this has been more difficult due to Covid-19.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Fraser Public Schools and Salk Elementary assign 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 Salk students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Salk 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 2020-2021 school year, Salk continued to work on the following School Improvement Goals.

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

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 ninth 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.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Salk Elementary School is not considered a specialized school. We are a K-6 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 Salk 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 2021-22 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 Dr. Sara Delgado, Director of Elementary Instruction.

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

End-of-Year Reading Proficiency

Grade	Measure	2018-2019	2019-2020*	2020-2021*
1 st Grade	DRA	72%	NA	NA
2 nd Grade	DRA	83%	NA	NA
3 rd Grade	SRI	73%	NA	NA
4 th Grade	SRI	75%	NA	NA
5 th Grade	SRI	82%	NA	NA
6 th Grade	SRI	77%	NA	NA

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Grade	Measure	20-21 P & A
3 rd Grade	M-STEP Reading	29.6%
4 th Grade	M-STEP Reading	31.7%
5 th Grade	M-STEP Reading	43.9%
6 th Grade	M-STEP Reading	44.6%

End-of-Year Math Proficiency – Tier 1

Grade	2018-2019	2019-2020*	2020-2021*
1 st Grade	79%	NA	NA
2 nd Grade	90%	NA	NA
3 rd Grade	79%	NA	NA
4 th Grade	85%	NA	NA
5 th Grade	92%	NA	NA
6 th Grade	94%	NA	NA

Grade	Measure	20-21 P & A
3 rd Grade	M-STEP Math	39.6%
4 th Grade	M-STEP Math	36.6%
5 th Grade	M-STEP Math	29.3%
6 th Grade	M-STEP Math	34.3%

**19-20 & 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

During our fall 2019-2020 Parent Teacher Conferences, 93% of parents attended. These conferences were student led and included students, parents and the teacher. At fall 2020-2021 Parent Teacher Conferences, 92% 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.

In closing, Salk 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 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. At Salk, we offer several extracurricular activities to meet the varying interests of our Seahawks. These activities engage learners, such as Student Council,

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Safety Squad, Service Squad, Science Olympiad, Social Studies Olympiad, and Girls on the Run team. We also have a strong PTO and encourage families to volunteer. We instill positive character building, as we established monthly characteristics to support our work with restorative practice and our school wide PBIS efforts. Through PBIS, we recognize students in positive ways throughout the year.

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

Sincerely,

Adam Fichter
Principal
Salk Elementary

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