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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 Mark Twain 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 Mrs. Laura Woods for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/35TFIkV> or you may review a copy in the main office at your child's 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.

**Mark Twain Elementary has not been given one of these labels.**

One of our key challenges at Mark Twain Elementary is making sure that all students receive the support and intervention needed for their success. To address this, Mark Twain Elementary 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

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summative assessments and targeted intervention for all learners not meeting the Annual Measurable Objectives. Our grade level teams meet at least once per month with our Title I Coordinator and Principal to look at the specific needs of all students and to monitor their MTSS progress. 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 supports 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. Another great challenge that impacted all of our learners during this past school year has been the Covid-19 Pandemic.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

- Fraser Public Schools residents living within the Twain boundaries.
- Siblings of current Twain students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Twain boundaries who 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 periods.
- 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, Mark Twain Elementary continued to work on the following school improvement goals:

- All students will become proficient in English language arts.
- All students will become proficient in writing.
- All students will become proficient in math.
- All students will become proficient in science.
- All students will become proficient in social studies.
- All students will demonstrate social, emotional, and behavioral growth.

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.



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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Twain 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. Time and effort have been spent to ensure that the Twain Elementary curriculum will prepare students appropriately.

The results of this process are assessed through individual classroom and teacher assessment procedures as well as M-STEP and Twain Elementary 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 goal for 2020-21 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.

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

**Reading Data**  
**Percent of Students Proficient at the End of the Year**

<b>Grade Level</b>	<b>2017/ 2018 Tier 1 Reading</b> (Based on District ORR, SRI, & AW+ Assessments)	<b>2018/ 2019 Tier 1 Reading</b> (Based on District ORR, SRI, & AW+ Assessments)	<b>2019/2020 Tier 1 Reading*</b> (Based on District ORR, SRI, & AW+ Assessments)
K	63%	65.3%	n/a
1	71%	57.1%	n/a
2	48%	65.1%	n/a
3	60%	66.6%	n/a
4	63%	57.1%	n/a
5	40%	64%	n/a
6	75%	62.5%	n/a

*\*2019/2020 data not available due to Covid-19 closure.*

**Math Data**  
**Percent of Students Proficient at the End of the Year**

<b>Grade Level</b>	<b>2017/ 2018 Tier 1 Math</b> (Based on District AW+ Assessments)	<b>2018/ 2019 Tier 1 Math</b> (Based on District AW+ Assessments)	<b>2019/2020 Tier 1 Math*</b> (Based on District AW+ Assessments)
K	67%	75.5%	n/a
1	73%	74%	n/a
2	90%	88%	n/a
3	78%	89.7%	n/a
4	86%	85.7%	n/a
5	73%	93.8%	n/a
6	85%	73.2%	n/a

*\*2019/2020 data not available due to Covid-19 closure.*

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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
- In the Fall of 2018, 345 of 372 (93%) of students were represented at Parent Teacher Conferences.
  - In the Fall of 2019, 324 of 350 (93%) of students were represented at Parent Teacher Conferences.

This is our fifth year implementing student-involved conferences to increase student participation and voice in their learning.

The current school year has been challenging to say the least, with the various pivots and shifts due to the Covid-19 pandemic. Despite that, we are working hard to give students what they need, whether they are coming to Twain for in-person learning each day or learning 100% virtually.

During a more normal school year, our Parents Club organizes and sponsors several family events that draw our community together, including our Fall Festival, Walk-a-thon, Talent Show, and Ice Cream Social. They also help make sure our students have additional opportunities for learning through field trips and a variety of assemblies to increase engagement and motivation in our students.

With the support of the MI-BLSI Grant, we have created a systematic structure of PBIS (Positive Behavior Intervention Supports) at Mark Twain to strategically teach and reinforce positive behaviors from our students and to create a culture of respect, organization, cooperation, kindness, and safety. As part of our PBIS work, we have implemented Trimester ROCKStar Breakfasts to allow parents to celebrate with their students who are demonstrating our ROCKS traits at Mark Twain. We look forward to resuming these types of community-building activities as soon as it is safe to do so.

We were recognized this year by the State of Michigan for our PBIS work with a Behavior Silver award for our improvements through our behavior MTSS. This work, combined with our building-wide implementation of restorative practices over the past two years, is impacting our student culture to create an environment where students have the social and emotional skills needed to be ready for academic success. We continue to use 1:1 devices to extend and customize learning for students, and we are continually revising our programs to support all of our learners. We have a highly qualified, collaborative staff that is committed to all of our students and their learning. They dedicate countless hours to helping children achieve success. We are working to live our school's

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mission each day of “Guiding our Comets to be compassionate, curious, creative citizens who will positively impact the world” very seriously. We continue to look for ways to advance learning for all of our students. All things considered during such a tough year, Mark Twain had a successful 2019-20 school year. We are proud of all our students and look forward to a great finish to the 2020-21 school year as well.

Sincerely,

Mrs. Laura Woods  
Principal, Mark Twain Elementary

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FRASER PUBLIC SCHOOLS DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, AGE, HEIGHT, WEIGHT, RELIGION, MARITAL STATUS, OR DISABILITY IN ITS PROGRAMS AND ACTIVITIES. THE FOLLOWING PERSON HAS BEEN DESIGNATED TO HANDLE INQUIRIES REGARDING THE NONDISCRIMINATION POLICIES: HUMAN RESOURCES DIRECTOR, 33466 GARFIELD, FRASER, MI 48026 (586) 439-7000.