

## **Walt Disney Elementary Annual Education Report (AER) Cover Letter**

February 13, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Walt Disney 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 Mrs. Amy Porter for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3og4Hpc> or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance 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.

Walt Disney has not received one of these labels.

### **Key Challenges:**

Disney's key challenge is to facilitate student growth and make sure all students receive the support and intervention needed for their success. To address this, we implement 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 grade level teams meet regularly with our MTSS team and Principal to look at the specific needs of all students and to monitor their MTSS progress. All 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, Second Step curriculum, and Restorative Practice.

State law requires that we also report additional information. The following information meets these State requirements.

State law requires that we also report additional information.

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

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

- Fraser Public Schools residents living within the Disney boundaries.
- Siblings of current Disney students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Disney 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 school 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

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

- 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.
- Fraser Public Schools will increase proficiency in math as demonstrated on math state assessments by 3 percentage points in 2023. Disney will support the district goal of improving math proficiency by 3 percentage points.
- Fraser Public Schools will increase proficiency in reading as demonstrated on the ELA State Assessments by 3 percentage points in 2023. Disney will contribute to the goal of improving reading proficiency by 3 percentage points.
- Fraser Public Schools will implement a MTSS system for social emotional learning where the percentage of students identified as Tier 1 increases by 1%. Disney will contribute to the goal of improving Tier 1 students by 1%.

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

Disney 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 has been spent to ensure that the Disney 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 Disney 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 continued goal for 2023-2024 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 Ms. Mary Kate Fitzpatrick, Director of Elementary Instruction

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

#### Local Data Results: Percent of Students on Grade Level

End-of-Year Reading Local Data - Tier 1

<b>Grade Level</b>	<b>21-22 Tier 1 Reading*</b> (based on District ORR, SRI, & Benchmark Assessments)	<b>22-23 Tier 1 Reading*</b> (based on District ORR, SRI, & Benchmark Assessments)
Kindergarten	51%	14%
1st Grade	58%	43.1%
2nd Grade	66%	56.5%
3rd Grade	73%	64.4%
4th Grade	53%	79.2%
5th Grade	57%	65.3%
6th Grade	66%	68.9%

Grade	Measure	2021-2022 (Proficient & Advanced)	2022-2023 (Proficient & Advanced)
3 <sup>rd</sup> Grade	M-STEP Reading	34.6%	39.10%
4 <sup>th</sup> Grade	M-STEP Reading	30.6%	43.10%
5 <sup>th</sup> Grade	M-STEP Reading	43.1%	46.90%
6 <sup>th</sup> Grade	M-STEP Reading	24.6%	43.3%

End-of-Year Math Proficiency – Tier 1

Grade	2021-2022 Tier 1 Math* (based on District Benchmark Assessments)	2022-2023 Tier 1 Math* (based on District Benchmark Assessments)
Kindergarten	71%	78.8%
1 <sup>st</sup> Grade	71%	70.6%
2 <sup>nd</sup> Grade	62%	78.3%
3 <sup>rd</sup> Grade	66%	68.9%
4 <sup>th</sup> Grade	61%	77.8%
5 <sup>th</sup> Grade	68%	66.7%
6 <sup>th</sup> Grade	70%	77%

Grade	Measure	2021-2022 (Proficient & Advanced)	2022-2023 (Proficient & Advanced)
3 <sup>rd</sup> Grade	M-STEP Math	51.3%	54.3%
4 <sup>th</sup> Grade	M-STEP Math	30.6%	34.7%
5 <sup>th</sup> Grade	M-STEP Math	41.4%	28.6%
6 <sup>th</sup> Grade	M-STEP Math	36.8%	45.0%

*\*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

We have enjoyed a high degree of parent participation at Disney Elementary. At our fall 2022-2023 Parent Teacher Conferences, 90% of parents attended. During the Fall of 2023-2024, 88% of parents attended conferences. These conferences were student-led and included students, parents, and the teacher. Individual conferences are also held with parents throughout the course of the year as needed.

In closing, Disney 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. In addition, 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.

At Disney, we offer several extracurricular activities to meet the varying interests of our students. These activities engage learners, such as Student Council, Safety Squad, Service Squad, and Science Olympiad. We also have a strong PTO and encourage families to volunteer. Our PTO organizes and sponsors several family events that draw our community together, including our Trunk-Or-Treat, Fun Run, and Aloha Fun Night. They also help make sure our students have additional opportunities for learning through field trips and a variety of classroom donations.

We instill positive character building, as we established characteristics to support our work with restorative practice and our school wide Positive Behavior Intervention Supports (PBIS) efforts. It is our goal to strategically teach and reinforce positive behaviors from our students and to create a Disney Culture. Through PBIS, we recognize students in positive ways throughout the year.

Overall, Disney had a very successful 2022-23 school year. We continue to look for ways to advance learning for all of our students. Should you have any questions or concerns regarding our AER, please do not hesitate to reach out to me.

*Amy Porter*

Amy Porter  
Principal  
Walt Disney Elementary

***“A caring district — working together”***

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.