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January 20, 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 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 Mr. Aaron Sutherland for assistance. The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2VPQ3GH> 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 received one of these labels.

Key Challenges:

Disney's key challenge is to facilitate student growth and demonstrate high levels of student achievement. 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 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. The following information meets these State requirements.

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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 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

Disney continues to meet the challenges of Annual Yearly Progress through a successful school improvement plan and process. Disney Elementary, along with Fraser Public Schools, is focused on building customized student learning environments, and student-centered classrooms based on the Universal Design for Learning models. We are using the Fraser Public Schools' Strategic Growth Plan 2019-2022 to guide our objectives and monitor our progress. Disney's specific focus of 2018-2019 is to maintain our ELA and Mathematics targets while developing our school in four key areas. Fraser and Disney Elementary are improving the student experience with focus on Teaching Practices, Learning Partnerships, Learning Environment and use of our Digital Ecosystem to support all students both academically and emotionally. Through District Provided Professional Development, our building has been able to work collaboratively to give teachers time to work in their grade levels, develop essential items in the curriculum, and monitor the progress of student data and student growth while caring for Social Emotional Learning.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Disney Elementary is not a specialized 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 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 2018-19 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 Donna Anderson, Assistant Superintendent, Fraser Schools.

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

Grade	2017-18 Reading	2018-19 Reading
K	65.3%	77.5%
1	74%	72%
2	57.5%	69%
3	76%	63.5%
4	73.5%	68%
5	79%	72%
6	74.5%	83%

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Grade	2017-18 Math	2018-19 Math
K	82%	82.5%
1	89%	90%
2	91%	90%
3	84%	78%
4	84%	81%
5	93%	89%
6	93%	81%

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. In the Fall of 2017 369 of 384 (96%) of students were represented at Parent Teacher Conferences. In the Fall of 2018 382 of 391 (97%) of students were represented at Parent Teacher Conferences. Spring Conferences are scheduled at parent or teacher request. Of the requested conferences, 100% of students were represented by a family member for Spring of 2018 and 2019 respectively. Staff held phone conferences for any parent unable to attend in person.

Another successful year has passed marked with many things to celebrate. Wonderful events have been happening over the course of this year to make it memorable, such as an award winning Social Studies and Science Olympiad teams, and many events that expand experiences for our students. We continue to use our Digital Ecosystem to extend and customize learning for students. We have a highly qualified staff that is excited about education! They dedicate countless hours to helping children learn. Disney’s mission statement is reflected in everything we do: **“Disney – Parents, students and educators.... Working together to provide a caring environment where each student will be afforded the opportunity to succeed, academically and personally to the best of his/her ability.”**

Disney had a very successful 2018-19 school year. We are proud of all our students and look forward to a great finish to the 2019-20 school year.

Sincerely,
Mr. Aaron Sutherland
Proud Disney Principal

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