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Ralph Waldo Emerson Elementary School Annual Education Report (AER)

February 18, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Emerson 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 Sam Argiri for assistance.

The AER is available for you to review electronically by visiting the following [website](#), or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Emerson Elementary has not received one of these labels.

At Ralph Waldo Emerson Elementary, one of our primary challenges is ensuring that every student receives the necessary support and intervention to achieve success. To address this, we implement a school-wide Multi-Tiered System of Support (MTSS), which helps our teachers meet the diverse needs of all learners. Through benchmark, formative, and summative assessments, we identify students who are not meeting their growth and proficiency targets based on M-Step results and district data points. 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. Targeted interventions and instruction are then provided to support their progress.

All students engage in Growth Mindset and Self-Regulation practices and set individual goals in reading, math, writing, and life skills. Students also participate in conferences twice a year to discuss their growth. Our staff collaborates regularly to define essential curriculum components, establish goals, analyze common assessment data, and monitor student growth.

We are committed to continuous professional learning and school improvement. Our staff participates in district-provided professional development in key areas such as School Safety, Competency-Based

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Education, Modern Teacher, Universal Design for Learning, Literacy, Eureka Math, Restorative Practices, Positive Behavior Interventions and Supports (PBIS), and Portrait of a Graduate. These initiatives help us create a supportive, student-centered learning environment that fosters success for all. State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Fraser Public Schools and Ralph Waldo Emerson Elementary assign students to available roster slots within the district and school through the following district process:

- a. Fraser Public Schools residents living within the Emerson boundaries.
- b. Siblings of current Emerson students that apply during open enrollment periods.
- c. Fraser Public School residents living outside of the Emerson boundaries that apply for Internal Schools of Choice during open enrollment periods.
- d. County-wide Schools of Choice residents that live within Macomb County that apply during open enrollment period.
- e. 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

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

- a. 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.
- b. Fraser Public Schools will increase proficiency in math as demonstrated on math state assessments by 3 percentage points in 2024. Emerson will support the district goal of improving math proficiency by 3 percentage points.
- c. Fraser Public Schools will increase proficiency in reading as demonstrated on the ELA State Assessments by 3 percentage points in 2024. Emerson will contribute to the goal of improving reading proficiency by 3 percentage points.
- d. Fraser Public Schools will implement a MTSS system for social emotional learning where the percentage of students identified as Tier 1 increases by 1%. Emerson 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.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Emerson Elementary is not a specialized school. We are a Young 5 through 6th grade 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 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 Emerson 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 Emerson 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 2024-2025 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 Mrs. Mary Kate Mulligan, 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

2021-2022/2023-2024 FastBridge READING

End-of-Year Reading Local Data - Tier 1

Grade	FastBridge Reading 2021-2022	FastBridge Reading 2022-2023	FastBridge Reading 2023-2024
1st	Tier 1 40%	Tier 1 43%	Tier 1 35%
2nd	Tier 1 45%	Tier 1 76%	Tier 1 69%
3rd	Tier 1 77%	Tier 1 66%	Tier 1 64%
4th	Tier 1 65%	Tier 1 73%	Tier 1 50%

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5th	Tier 1 59%	Tier 1 71%	Tier 1 68%
6th	Tier 1 66%	Tier 1 74%	Tier 1 77%

2021-2022/2023-2024 FastBridge MATH

End-of-Year Math Local Data - Tier 1

Grade	FastBridge Math 2021-2022	FastBridge Math 2022-2023	FastBridge Math 2023-2024
1st	Tier 1 67%	Tier 1 53%	Tier 1 73%
2nd	Tier 1 65%	Tier 1 76%	Tier 1 75%
3rd	Tier 1 78%	Tier 1 68%	Tier 1 75%
4th	Tier 1 56%	Tier 1 74%	Tier 1 64%
5th	Tier 1 67%	Tier 1 71%	Tier 1 73%
6th	Tier 1 64%	Tier 1 75%	Tier 1 69%

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

During our fall 2023-2024 Parent Teacher Conferences, 93% of parents attended. Individual conferences are also held with parents throughout the course of the year as needed. Our 2023-2024 Fall conferences were student-led conferences and were attended by both the parents and the students.

Ralph Waldo Emerson Elementary fosters a positive school environment with a dedicated staff committed to meeting the unique needs of every student. We take a team approach to identifying areas for growth, as outlined in our MICIP (Michigan Integrated Continuous Improvement Process). Our efforts align with Fraser Public Schools' mission—"Innovate, Learn, Lead".

As part of our focus on Competency-Based Learning (CBL), students demonstrate proficiency in essential competencies at their grade level. To support this, we utilize CANVAS, our district's Learning Management System (LMS), which provides students with anytime, anywhere learning. This platform houses student work, assignments, lessons, videos, reflection opportunities, and learning goals. All Fraser elementary students participate in student-led conferences, where they proudly share their progress and goals with their families.

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At Emerson, we are incredibly fortunate to have strong support from our dedicated PTO, parents, and community who help us celebrate learning through various events, including our annual Walk-a-Thon, Family Fun Night, school-wide assemblies, PBIS award events, and grade-level enrichment field trips. We also continue to prioritize social-emotional learning (SEL), positive growth mindset training, and family support initiatives. Our year concludes with special Kindergarten and 6th Grade celebrations.

Our school has implemented a structured PBIS (Positive Behavior Intervention and Supports) framework to reinforce positive behaviors and cultivate a positive school culture. As part of this initiative, we have monthly individual, classroom, and building-wide incentives to recognize students who demonstrate our P.A.W.S. traits. Over the past six years, our schoolwide implementation of Restorative Practices has fostered an environment where students develop the social-emotional skills needed for academic success. Additionally, our use of Second Step as a Tier 1 SEL curriculum strengthens our commitment to student well-being.

Our 1:1 technology initiative continues to enhance personalized learning experiences, and we are constantly evolving our instructional programs to support all learners. We are proud to have a highly qualified, collaborative staff who are deeply committed to student success. Their dedication and countless hours of hard work ensure that every child has the support they need to thrive.

We are always seeking new ways to enhance learning opportunities for all students. If you have any questions or concerns regarding our AER (Annual Education Report), please do not hesitate to reach out.

Sincerely,

Sam Argiri
Principal
Emerson Elementary School

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