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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 Salk 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. Kristi Skladanowski for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VSYgKh>, 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 been identified with one of these labels. Salk'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. The data available in the combined report is a component of the model. Our building also focuses on instruction through the lens of Universal Design for Learning (UDL) and the district's "Portrait of a Graduate" work and the social-emotional learning of all students. All of our students are setting individual goals in reading, writing, and math. Our district initiative around Competency Based Education ensures every students' needs are met.

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State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Fraser Public Schools and Salk Elementary assigns 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

In the 2018-2019 school year Salk Elementary School continued for the seventh year to work on School Improvement goals in all of the core content areas including reading, writing, math, science, and social studies. Another goal related to technology use and awareness was also a focus area for both students and staff. This comprehensive school improvement plan outlines various strategies such as the resources, professional development and instructional practices for each goal. The school improvement articulates the areas of focus and growth.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Salk 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 two years, departments and K-12 District Committees have been engaged in reassessing and revamping the core curriculum to better align with the

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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 Salk Elementary School 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 AIMSWeb 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.

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

Percent of Student Proficient at the End of Year-Local Data

Grade	Reading 2017-2018	Reading 2018-2019
1 st Grade	72	72
2 nd Grade	85	83
3 rd Grade	74	73
4 th Grade	74	75
5 th Grade	74	82
6 th Grade	78	77

Grade	Math 2017-2018	Math 2018-2019
1 st Grade	79	79
2 nd Grade	85	90
3 rd Grade	79	79
4 th Grade	85	85
5 th grade	91	92
6 th Grade	96	94

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

Parent teacher conferences are held each December and March. In December, all families are required to attend and participate. In March, conferences are held by request only. Either the parent or the teacher may request a conference. At our fall 2017-2018 conferences, we had 93.5% attendance. In fall 2018-2019, we had 95.6%. At Salk, we

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recognize that the home-school connection is critical for each student's success and continue to focus on learning partnerships.

In closing, I am proud of the achievement efforts and accomplishments made by our students. As always, we strive to show additional improvements in all areas. Our dedication to personalize instruction with a competency-based system in 21st Century environment for every student is impacting student learning. As a result, student engagement in learning continues to thrive.

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

Sincerely,

Kristi M. Skladanowski
Principal
Salk Elementary

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