

17601 15 Mile Rd. ■ Clinton Twp., Michigan 48035 ■ (586) 439-6800 ■ Fax: (586) 439-6801 ■ [www.fraser.k12.mi.us](http://www.fraser.k12.mi.us)

### **Jonas Salk Elementary School Annual Education Report (AER)**

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Jonas Salk Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Anthony Birkmeier for assistance.

The AER is available for you to review electronically by visiting the following website:  
<https://bit.ly/4tLzfBk> or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

One of our key challenges at Salk Elementary is making sure that all students receive the support and intervention needed for student success. Our 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 summative assessments and targeted intervention for all learners not meeting the annual measurable objectives. All of our students are setting individual goals in reading and math.

Our grade-level teams meet regularly with our MTSS Lead and Principal to look at the specific needs of all students and to monitor their MTSS progress. 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 and Restorative Practices. We have also implemented the Second Step Program as a Tier 1 SEL curriculum for all students, K-6, to help provide for our students' social-emotional learning needs.

State law requires that we also report additional information.

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## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Fraser Public Schools and Salk Elementary assign 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

During the 2025-2026 school year, Salk continued to work on the following School Improvement Goals.

- Fraser Public Schools will increase proficiency in Reading/ELA demonstrated on state assessments by 5% by 2030.
- Fraser Public Schools will increase proficiency in Mathematics demonstrated on state assessments by 5% by 2030.
- Fraser Public Schools will focus on a Whole-School, Whole-Child system that incorporates an MTSS approach that improves our percentage of Tier 1 in the areas of attendance, academics, behaviors, and targeted behavior intervention by 3% by 2030.

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.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Salk Elementary School is not considered a specialized school. We are a Young 5-6 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 two years, 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

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Expectations to design a Competency Based Learning Model. The core curriculum can be accessed at <https://www.michigan.gov/mde/services/academic-standards>.

Time and effort have been spent to ensure that Salk Elementary School's 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 FastBridge test results. Department 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 2025-26 school year 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 Mulligan, Director of Elementary Education

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

##### End-of-Year Reading Local Data - Tier 1

| Grade                 | Measure    | 2020-2021* | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|-----------------------|------------|------------|-----------|-----------|-----------|-----------|
| K                     | FastBridge | N/A        |           |           | 76%       | 62%       |
| 1 <sup>st</sup> Grade | FastBridge | N/A        | 39%       | 45%       | 62%       | 45%       |
| 2 <sup>nd</sup> Grade | FastBridge | N/A        | 56%       | 64%       | 78%       | 75%       |
| 3 <sup>rd</sup> Grade | FastBridge | N/A        | 77%       | 69%       | 66%       | 78%       |
| 4 <sup>th</sup> Grade | FastBridge | N/A        | 73%       | 83%       | 54%       | 60%       |
| 5 <sup>th</sup> Grade | FastBridge | N/A        | 56%       | 70%       |           | 60%       |
| 6 <sup>th</sup> Grade | FastBridge | N/A        | 57%       | 66%       |           | 82%       |

##### End-of-Year Reading Proficiency

| Grade                 | Measure        | 20-21 P & A | 21-22 P & A | 22-23 P&A | 23-24 P&A | 24-25 P&A |
|-----------------------|----------------|-------------|-------------|-----------|-----------|-----------|
| 3 <sup>rd</sup> Grade | M-STEP Reading | 29.6%       | 39.7%       | 27.4%     | 28.5%     | 42.0%     |
| 4 <sup>th</sup> Grade | M-STEP Reading | 31.7%       | 41.5%       | 58.3%     | 53.5%     | 45.1%     |
| 5 <sup>th</sup> Grade | M-STEP Reading | 43.9%       | 43.4%       | 50.0%     | 66.7%     | 44.6%     |
| 6 <sup>th</sup> Grade | M-STEP Reading | 44.6%       | 50.0%       | 47.5%     | 62.5%     | 63.9%     |

##### End-of-Year Math Proficiency – Tier 1

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| Grade                 | 2020-2021* | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|-----------------------|------------|-----------|-----------|-----------|-----------|
| K                     | N/A        |           |           |           | 78%       |
| 1 <sup>st</sup> Grade | N/A        | 77%       | 75%       |           | 75%       |
| 2 <sup>nd</sup> Grade | N/A        | 70%       | 78%       | 78%       | 87%       |
| 3 <sup>rd</sup> Grade | N/A        | 72%       | 71%       | 80%       | 76%       |
| 4 <sup>th</sup> Grade | N/A        | 83%       | 82%       | 68%       | 63%       |
| 5 <sup>th</sup> Grade | N/A        | 60%       | 73%       |           | 60%       |
| 6 <sup>th</sup> Grade | N/A        | 58%       | 67%       |           | 86%       |

| Grade                 | Measure     | 20-21 P & A | 21-22 P & A | 22-23 P&A | 23-24 P&A | 24-25 P&A |
|-----------------------|-------------|-------------|-------------|-----------|-----------|-----------|
| 3 <sup>rd</sup> Grade | M-STEP Math | 39.6%       | 48.7%       | 42.9%     | 46.8%     | 46.4%     |
| 4 <sup>th</sup> Grade | M-STEP Math | 36.6%       | 39.6%       | 51.4%     | 39.7%     | 41.1%     |
| 5 <sup>th</sup> Grade | M-STEP Math | 29.3%       | 37.7%       | 41.1%     | 41.7%     | 33.8%     |
| 6 <sup>th</sup> Grade | M-STEP Math | 34.3%       | 42.3%       | 39.3%     | 43.9%     | 45.2%     |

\*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

During our fall 2024-2025 Parent Teacher Conferences, 91% of parents signed-up to attend. At the fall 2025-2026 Parent Teacher Conferences, 96% of parents signed-up to attend and came. These conferences were student-led conferences and were attended by both the parents and the students. Individual conferences are also held with parents throughout the course of the year as needed.

In closing, Salk 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.

At Salk, we offer several extracurricular activities to meet the varying interests of our Seahawks. 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

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several family events that draw our community together, including our Trunk-Or-Treat, Salk Color Run, and Ice Cream Social. 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 monthly 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 Seahawk Culture. Through PBIS, we recognize students in positive ways throughout the year.

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

Sincerely,

Anthony Birkmeier, Ed.S.  
Principal, Salk Elementary

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