Public Schools
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MARK TWAIN ELEMENTARY
Keith Tonn, Principal

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Mark Twain Elementary School Annual Education Report (AER)

January 16, 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 Mark Twain Elementary. 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 Mr. Keith Tonn for assistance.

The AER is available for you to review electronically by visiting the following website: MiSchool Data 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.

Mark Twain Elementary has not been given one of these labels.

One of our key challenges at Mark Twain Elementary is making sure that all students receive the support and intervention needed for their success. To address this, 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. 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. All of 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 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.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

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

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- Fraser Public School residents living outside of the Twain 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

In the 2024-2025 school year, Mark Twain Elementary 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 2025.
- Fraser Public Schools will increase proficiency in math as demonstrated on math state assessments by 3 percentage points in 2025. Twain 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 2025. Twain 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%. Twain will contribute to the goal of Improving Tier 1 students by 1% .

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

Twain Elementary is not a specialized school. We are a Young 5s 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 have been spent to ensure that the Twain 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, DRA, and FastBridge test results. Departments and Curriculum Leaders

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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 goal for 2025-26 is the continued implementation and expansion of targeted tiered interventions that will support our students in the areas 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

End-of-Year Reading Proficiency

Grade Level	2023 - 2024 Tier 1 Reading* (Based on FASTBRIDGE Assessments)	2024 - 2025 Tier 1 Reading* (Based on FASTBRIDGE Assessments)
K	66%	66%
1	50%	51%
2	70%	64%
3	69%	69%
4	63%	66%
5	53%	63%
6	57%	70%

End-of-Year Math Proficiency

Grade Level	2023 - 2024 Tier 1 Math* (Based on FASTBRIDGE Assessments)	2024 - 2025 Tier 1 Math* (Based on FASTBRIDGE Assessments)
K	71%	66%
1	57%	74%
2	53%	69%
3	82%	69%
4	81%	76%
5	73%	69%
6	68%	80%

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

During the fall of 2023, 95.5% of parents attended student-led conferences. During the Fall of 2024, 90.7% of parents attended student-led conferences. These conferences included students, parents, and the teacher.

The Mark Twain Parents Club organizes and sponsors several family events that draw our community together, including our Fall Festival, Walk-a-thon, and Ice Cream Social. They also help make sure our students have additional opportunities for learning through field trips and a variety of assemblies to increase engagement and motivation in our students.

We have created a systematic structure of PBIS (Positive Behavior Intervention Supports) at Mark Twain to strategically teach and reinforce positive behaviors from our students and to create a culture of respect & responsibility, organization, cooperation, kindness, and safety. As part of our PBIS work, we have implemented monthly individual, classroom, and building-wide incentives to celebrate with students who are demonstrating our ROCKS traits.

Our building-wide implementation of restorative practices over the past seven years is impacting our student culture to create an environment where students have the social and emotional skills needed to be ready for academic success. Our schoolwide implementation of Second Step as a Tier 1 SEL curriculum also supports this important work.

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. We have a highly-qualified, collaborative staff that is committed to all of our students and their learning. They dedicate countless hours to helping children achieve success. We are working to live our school's mission each day of "Guiding our Comets to be compassionate, curious, creative citizens who will positively impact the world" very seriously. 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.

Sincerely,
Mr. Keith Tonn
Proud Principal, Mark Twain Elementary

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