

Walt Disney Elementary Annual Education Report (AER) Cover Letter

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 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 Mrs. Amy Porter for assistance.

The AER is available for you to review electronically by visiting the following web site: [MiSchoolData](https://www.mischooldata.org) 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 subgroup in 2024-25. 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%, 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.

Walt Disney has not received one of these labels.

Key Challenges:

Disney's key challenge continues to be ensuring that all students reach proficiency in all academic areas on state assessments. To support student growth and close achievement gaps, Disney Elementary implements a schoolwide Multi-Tiered System of Supports (MTSS) to help ensure every student receives the instruction, support, and intervention needed for success.

The MTSS framework assists teachers in meeting the needs of every learner through the use of benchmark, formative, and summative assessments, along with targeted interventions for students who are not yet meeting Annual Measurable Objectives. Grade-level teams meet

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regularly with the MTSS team and the principal to review student data, identify specific needs, and monitor progress. In addition, all students set individual goals in reading and math to strengthen ownership of their learning. Our district also utilizes the Universal Design for Learning (UDL) framework to proactively design instruction that removes barriers and increases access for all learners. Alongside our academic focus, we intentionally support students' social-emotional development through schoolwide implementation of PBIS, the Second Step curriculum, and restorative practices helping to ensure students are ready, confident, and supported as successful learners.

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 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

During the 2024-2025 school year, Disney continued to work on the following School Improvement Goals:

- Fraser Public Schools will increase proficiency in reading/ELA as demonstrated on the State Assessments by 5 percentage points in 2030.

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- Fraser Public Schools will increase proficiency in math as demonstrated on state assessments by 5 percentage points in 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

Disney Elementary is not a specialized school. We are a Kindergarten 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 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

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continued goal for 2025-2026 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

End-of-Year Reading Local Data - Tier 1

Grade Level	20-21 Tier 1 Reading* (based on District ORR, SRI, & AW+ Assessments)	21-22 Tier 1 Reading* (based on District ORR, SRI, & AW+ Assessments)	22-23 Tier 1 Reading* (based on District Benchmark)	23-24 Tier 1 Reading (based on District Benchmark)	24-25 Tier 1 Reading (based on District Benchmark)
Kindergarten	N/A	51%	14%	53.2%	69%
1st Grade	N/A	58%	43.1%	41.3%	53%
2nd Grade	N/A	66%	56.5%	66%	63%
3rd Grade	N/A	73%	64.4%	57.1%	73%
4th Grade	N/A	53%	79.2%	52.9%	67%
5th Grade	N/A	57%	65.3%	67.1%	60%
6th Grade	N/A	66%	68.9%	52.8%	70%

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Grade	Measure	2020-2021 (Proficient & Advanced)	2021-2022 (Proficient & Advanced)	2022-2023 (Proficient & Advanced)	2023-2024 (Proficient & Advanced)	2024-2025 (Proficient & Advanced)
3 rd Grade	M-STEP Reading	32.6 %	34.6%	39.10%	32.1%	30.6%
4 th Grade	M-STEP Reading	31.3 %	30.6%	43.10%	41.2%	38.2%
5 th Grade	M-STEP Reading	23.8 %	43.1%	46.90%	45.7%	37.7%
6 th Grade	M-STEP Reading	35 %	37.9%	43.3%	43.4%	43.8%

End-of-Year Math Proficiency – Tier 1

Grade	2020-2021 Tier 1 Math* (based on District AW+ Assessments)	2021-2022 Tier 1 Math* (based on District AW+ Assessments)	2022-2023 Tier 1 Math* (based on District AW+ Assessments)	2023-2024 Tier 1 Math (based on District Benchmark)	2024-2025 Tier 1 Math (based on District Benchmark)
Kindergarten	NA	71%	78.8%	78%	80%
1 st Grade	NA	71%	70.6%	74%	78%
2 nd Grade	NA	62%	78.3%	88%	83%
3 rd Grade	NA	66%	68.9%	77%	79%
4 th Grade	NA	61%	77.8%	67%	75%
5 th Grade	NA	68%	66.7%	73%	56%
6 th Grade	NA	70%	77%	64%	77%

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Grade	Measure	2020-2021 (Proficient & Advanced)	2021-2022 (Proficient & Advanced)	2022-2023 (Proficient & Advanced)	2023-2024 (Proficient & Advanced)	2024-2025 (Proficient & Advanced)
3 rd Grade	M-STEP Math	48.8 %	51.3%	54.3%	53.6%	54%
4 th Grade	M-STEP Math	40.8 %	30.6%	34.7%	45.1%	38.2%
5 th Grade	M-STEP Math	25 %	41.4%	28.6%	38.6%	32.1%
6 th Grade	M-STEP Math	37.5 %	36.8%	45.0%	34%	25.7%

**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

We have enjoyed a high degree of parent participation at Disney Elementary. At our fall 2024-2025 Parent Teacher Conferences, 92% of parents attended. During the Fall of 2025-2026, 91% of parents attended conferences. These conferences were student-led and included students, parents, and the teacher. Individual conferences are also held with parents throughout the course of the year as needed.

In closing, Disney Elementary has a positive school environment and a high-quality staff that is collaborative and dedicated to meeting the needs of all our students. Our staff members are immersed in District initiatives that focus on High Impact Teaching Strategies and Universal Design for Learning work. In addition, 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.

Disney has strengthened its Positive Behavior Interventions and Supports (PBIS) framework not only to promote positive behavior, but also to build a deep sense of belonging and shared responsibility across our building. We intentionally foster positive character development by highlighting monthly character traits that align with our restorative practices and schoolwide PBIS efforts. Our goal is to strategically teach and reinforce positive behaviors while creating a

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strong Disney culture centered on showing kindness, taking responsibility, always making safe choices, and respecting others.

Through PBIS, we celebrate students in meaningful and positive ways throughout the year when they demonstrate our STAR expectations. From daily acknowledgements and classroom recognitions to schoolwide celebrations, students clearly see that positive choices matter. These celebrations strengthen a culture of encouragement, pride, and unity which helps every child feel valued and connected as an important member of our Disney family.

At Disney, we offer several extracurricular activities to meet the varying interests of our students. 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 several family events that draw our community together, including our Trunk-Or-Treat, Fun Run, and Aloha Fun Night. They also help make sure our students have additional opportunities for learning through field trips and a variety of classroom donations.

Overall, Disney had a very successful 2024-25 school year. We continue to look for ways to advance learning for all our students. Should you have any questions or concerns regarding our AER, please do not hesitate to reach out to me.

Sincerely,

Amy Porter

Amy Porter
Principal
Walt Disney Elementary

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