

31275 Eveningside ■ Fraser, Michigan 48026 ■ (586) 439-6600 ■ Fax: (586) 439-6601 ■ www.fraser.k12.mi.us

Eisenhower 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 Eisenhower 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 Mrs. Kelley, Principal for assistance.

The AER is available for you to review electronically by visiting the following website: [annual-education-report](#) 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 the key challenges at Eisenhower Elementary School continues to be ensuring that all students reach proficiency in all academic areas. According to the 2024–25 Annual Education Report, state assessment data shows that a significant number of students are still progressing toward grade-level expectations, with roughly one-third of students meeting proficiency benchmarks in mathematics and reading on the M-STEP. This data highlights ongoing learning gaps and reinforces our commitment to continuous growth and improvement.

To accelerate student achievement and close persistent gaps, Eisenhower Elementary implements a comprehensive Multi-Tiered System of Support (MTSS). Through the use of benchmark, formative, and summative assessment data, we identify students in need of targeted support and closely monitor progress toward individualized growth goals. Students set personal academic goals in reading and mathematics, and staff regularly adjust instruction and interventions based on data-driven decision-making. Students also engage in social/emotional learning through Second Step to promote executive functioning skills and a growth mindset.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

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

Eisenhower is not a specialized school. We are 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.

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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 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 Local Data - Tier 1

Grade	Measure	21-22	22-23	23-24	24-25
Kindergarten	FastBridge	35%	35%	25%	81%
1st Grade	FastBridge	46%	46%	43%	40%
2nd Grade	FastBridge	48%	48%	57%	64%
3rd Grade	FastBridge	65%	65%	51%	61%
4th Grade	FastBridge	70%	70%	32%	56%
5th Grade	FastBridge	49%	49%	58%	54%
6th Grade	FastBridge	55%	55%	69%	67%

End-of-Year Reading Proficiency

Grade	Measure	21-22 P&A	22-23 P&A	23-24 P&A	24-25 P&A
3rd Grade	M-STEP Reading	39%	27.3%	37.7%	35.7%
4th Grade	M-STEP Reading	40%	27.9%	21.4%	34.5%
5th Grade	M-STEP Reading	24%	40.4%	32.1%	34.5%
6th Grade	M-STEP Reading	24.70%	35.2%	48.9%	40.7%

End-of-Year Math Proficiency – Tier 1

Grade	2021-2022	2022-2023	2023-2024	2024-2025
Kindergarten	70%	70%	57%	85%
1st Grade	71%	71%	47%	55%
2nd Grade	77%	77%	68%	58%
3rd Grade	69%	69%	65%	64%
4th Grade	74%	74%	61%	60%
5th Grade	71%	71%	57%	46%
6th Grade	73%	73%	79%	76%

Grade	Measure	21-22 P&A	22-23 P&A	23-24 P&A	24-25 P&A
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3 rd Grade	M-STEP Math	47.50%	27.3%	37.7%	50.0%
4 th Grade	M-STEP Math	33.30%	27.9%	17.9%	37.9%
5 th Grade	M-STEP Math	20%	27.7%	19.6%	7.3%
6 th Grade	M-STEP Math	17.80%	20.8%	34%	24.1%

Our staff plays a vital role in fostering a strong, connected school family. Through intentional relationship-building with students, colleagues, and families, they cultivate a culture where everyone feels valued, respected, and supported. Eisenhower has strengthened its Positive Behavior Interventions and Supports (PBIS) framework not only to promote positive behavior, but to build a deep sense of belonging and shared responsibility across our building.

Through our **SOAR** initiative, we intentionally recognize and celebrate students who demonstrate our school-wide expectations. From daily acknowledgements and classroom recognitions to school-wide celebrations, students see that positive choices matter. These celebrations reinforce a culture of encouragement, pride, and unity, helping every child feel like an important part of our school family.

Academically, our focused efforts are showing positive results. We have seen an increase in 4th and 5th grade reading proficiency on the M-STEP, as well as growth in 3rd and 4th grade mathematics proficiency on the M-STEP. These gains reflect our staff's commitment to targeted instruction, data-driven decision-making, and strategic interventions designed to meet students where they are and move them forward.

In addition, our team collaborates to analyze assessment outcomes and align instructional practices, incorporating Universal Design for Learning (UDL) strategies to remove barriers and ensure access for all learners. We continue to support students' social-emotional growth through the district-adopted Second Step curriculum, recognizing that strong relationships and emotional well-being are foundational to academic success.

Together, these efforts reflect Eisenhower Elementary's unwavering commitment to equitable instruction, meaningful relationships, and a unified community of SOARing Eagles as we strive to improve outcomes for every student.

Sincerely,

Mrs. Jennifer Kelley
Proud Principal

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