

17470 Sewell ■ Fraser, Michigan 48026 ■ (586) 439-6500 ■ Fax: (586) 439-6501 ■ www.fraser.k12.mi.us

Thomas Edison Elementary School Annual Education Report (AER) February 2026

February 19, 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 Thomas Edison 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 Ms. Kate Mulligan, Director of Elementary Instruction, for assistance.

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

Key Challenges:

One of the key challenges at Thomas A. Edison Elementary School continues to be ensuring that all students reach proficiency in core academic areas. To support student growth and close persistent gaps in achievement, Edison 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 regularly with the MTSS team and building administration 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 staff collaborates regularly to analyze assessment results and refine instructional practices using the **Universal Design for Learning (UDL)** framework to proactively remove barriers and increase access for all learners. Alongside our academic focus, we intentionally support students' social-emotional development through schoolwide implementation of **PBIS**, the district-adopted **Second Step** curriculum, and restorative practices. These combined efforts help ensure students feel supported, engaged, and prepared to be successful learners.

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 Thomas Edison Elementary assigns students to available roster slots within the district and school through the following district process:

- Fraser Public Schools residents living within the Thomas Edison boundaries.
- Siblings of current Thomas Edison students that apply during open enrollment periods.
- Fraser Public School residents living outside of the Thomas Edison 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, Thomas Edison 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 2030
- Fraser Public Schools will increase proficiency in math as demonstrated on math state assessments by 3 percentage points in 2030. Thomas Edison Elementary 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 2030. Thomas Edison Elementary 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%. Thomas Edison Elementary 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

Thomas Edison 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,

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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 Thomas Edison 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 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

Grade Level	2023 - 2024 Tier 1 Reading (Based on FASTBRIDGE Assessments)	2024 - 2025 Tier 1 Reading (Based on FASTBRIDGE Assessments)
K	84%	90%
1	60%	68%
2	65%	57%
3	49%	62%
4	50%	43%
5	52%	41%
6	52%	66%

Grade Level	2023 - 2024 Tier 1 Math (Based on FASTBRIDGE Assessments)	2024 - 2025 Tier 1 Math (Based on FASTBRIDGE Assessments)
K	82%	83%
1	63%	86%
2	65%	39%
3	58%	68%
4	62%	59%
5	66%	51%

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 Thomas Edison Elementary. At our fall 2024-2025 Parent Teacher Conferences, 92% of parents attended. During the Fall of 2025-2026, 91% of

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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, Thomas A. Edison Elementary School continues to foster a positive school environment supported by a dedicated, collaborative staff committed to meeting the needs of all students. Our staff members are actively engaged in district initiatives focused on High Impact Teaching Strategies and the Universal Design for Learning (UDL) framework to strengthen instruction, increase access, and improve outcomes for all learners. We continue to leverage 1:1 devices to extend and customize learning experiences and regularly review and refine our instructional practices and supports to better meet student needs.

Edison Elementary continues to strengthen its **Positive Behavior Interventions and Supports (PBIS)** framework to promote positive behavior, build strong relationships, and foster a sense of belonging and shared responsibility across our school community. Through PBIS, restorative practices, and schoolwide SEL instruction using **Second Step**, we intentionally teach and reinforce positive behaviors while supporting students' social-emotional development so they are ready to engage in learning.

We value strong family and community partnerships and are grateful for the ongoing support of our PTO, which helps bring families together through schoolwide events and provides additional opportunities for student enrichment. Edison also offers a variety of extracurricular and leadership opportunities to engage students and build connections across our school community.

Overall, Edison Elementary continues to reflect, refine, and grow in our work to support all learners. Should you have any questions or concerns regarding our Annual Education Report, please do not hesitate to reach out.

Sincerely,

Ms. Kate Mulligan
Director of Elementary Instruction

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