

January 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Marshall 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 Mr. Kris Vydareny (Marshall Elementary Principal) for assistance.

The AER is available for you to review electronically by visiting the following website: [MI School Data: Marshall Elementary](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Although Marshall Elementary students are performing well and meeting and exceeding key milestones, we continue to strive for improvement in every possible way. Our overall goal remains to have all students attain proficiency in all core academic areas. The Marshall staff addresses key challenges through the School Improvement Process and adjusts strategies and activities to meet the needs of our student population.

At the core of our work is Marshall Elementary's commitment to creating intentional time for collaborative teams to meet to engage in the PLC (Professional Learning Communities) process. This commitment has been a catalyst for Marshall's increase in student achievement as well as adjustments to meet the social and emotional needs of our student population. Teams of teachers and other specialists meet during weekly common planning times, as well as on designated days before school and on professional development days to answer four key questions during their PLC meetings:

- (1) What do we want our students to know and be able to do? This ensures we have a guaranteed and viable curriculum.
- (2) How will we know if they have learned it? This focuses conversations on formative and summative assessments.
- (3) How will we respond if they do not demonstrate attainment of these skills? This helps create targeted interventions as part of our Multi Tiered System of Support (MTSS)
- (4) How will we respond if they already can do what is expected? This provides guidance around creating student enrichment opportunities.

Marshall's response to questions 3 and 4 above have been the key to assisting our students in their academic growth. Students are placed in small groups with highly trained professionals for 30 minute blocks of time during our "Super Switch" that targets skill deficits students have in reading and math. Groups are modified as students show progress and new groups are formed as needed. The focus on these two questions also helps us to address challenges that arise within and between years, allowing us to adjust instruction at all three tiers. Overall, Marshall's commitment to the PLC process helps students to build success stories during their foundational years and sets students up for future success.

State law requires that we also report additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students in the Byron Center Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Byron Center Public Schools Administration Building located at 8542 Byron Center Ave.

SCHOOL IMPROVEMENT PLAN

Marshall Elementary has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

Using the combined data from the 2021-2022 school year, the school improvement team at Marshall Elementary has identified critical skills in mathematics, writing, and reading as areas of growth. We are being intentional in our instruction to develop higher level thinking skills, as well as, increased instructional time in core subjects. We are seeing growth as a result of our strong Tier 1 program, as well as our intervention program. Teachers continually refine their instruction based on student data from district assessments, grade level common formative assessments, curriculum unit assessments, Running Records and Scholastic Reading Inventories. It is our desire to continually improve on the processes and techniques used to ensure all children reach their full potential as learners.

CORE CURRICULUM

Process: Byron Center Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: Michigan Academic Standards. Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored routinely by building principals and academic support personnel.

Alignment: Each grade level at the elementary level and each content area at the secondary level meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular

experiences. A gap analysis is conducted annually with the M-STEP and SAT testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity: “Creating Student Success Stories” is the motto of Byron Center Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between regular education and special education also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS

Grade Level	SRI Proficiency 2021-22	SRI Proficiency 2020-2021
2nd Grade	52%	61%
3rd Grade	80%	73%
4th Grade	74%	80%

PARENT-TEACHER CONFERENCE ATTENDANCE

Fall Conferences 2021: 97%

Spring Conferences 2022: 96%

Fall Conferences 2022: 99%

Overall, I am extremely proud of the efforts of the staff, students and families at Marshall Elementary. Our committed staff appreciates being able to serve our community and helping students to learn, grow and build success stories.

Sincerely,

Mr. Kris M. Vydareny
Principal