

February 2024:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Marquette 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 Jennifer Halverson for assistance.

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

For the 2022-23 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 2022-23. 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 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as an Additional Targeted Support School.

Key Challenges

Marquette Elementary School has challenges like many other schools in our communities. Our goal at Marquette Elementary is to cultivate students to be Respectful, Excellent, Dependable and Safe. We are committed to partnership with students, families, and the community to reach our goal. We also strive to create a learning community that promotes student achievement in academic and social emotional learning. Several initiatives are implemented to support students in meeting the targets of proficiency in all core content areas and grade levels. The initiatives we continue to implement and modify for the best support of student learning include providing a Multi-Tiered Support System for students that are experiencing difficulty in meeting academic objectives in reading and mathematics. The system includes looking at student data results on the iReady benchmark assessments and classroom summative and formative assessments to inform Tier I instruction. If students are not successful in Tier I, specific interventions are provided to meet each student's individual needs. Interventions are research based and the progress of the student is monitored and adjusted as appropriate. This year, our

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district is piloting three different programs for reading: Great First Eight for kindergarten, Bookworms for grades 1 - 5, and EL for grades 1 - 5. All of these curricula use research-based, following grade-level standards and objectives. A math pilot is underway this year following the District Curriculum review process. EnVision Mathematics and an updated version of Everyday Math are the programs under consideration. Science content is introduced through phenomena following the practices outlined in teaching science by the Next Generation Science Standards using Cereal City Science units. Project Based Learning units are used in 2nd and 3rd grade classrooms for Social Studies instruction. Furthermore, our staff receives ongoing support through academic and grade level coaches as well as attending professional learning focused on the initiatives being implemented. Staff members gather for Professional Learning Communities each Wednesday during early release. In doing so, we strive to meet each student where they are at academically to ensure a pattern of growth in their learning.

Pupil Assignment

Muskegon Public Schools follows the Michigan Department of Education Pupil Accounting manual to determine the assignment of students to the school. Students are placed in their "District of Residence." This is defined as "the district in which a pupil's custodial parent or parents or legal guardian resides." In addition, Muskegon Public Schools participated in the Muskegon County Schools of Choice Program, which follows MDE's Pupil Accounting Manual "Section 105 and 105c Schools of Choice Pupils."

School Improvement Plan

The School Improvement Plan is designed on the findings determined by the Comprehensive Needs Assessment (CNA). The CNA is put together by the stakeholders of the school in which they analyze the demographic, achievement, process and perception data. Three long-term goals (for 3-5 years) were written for the 2023-24 school year and include: (1) all Muskegon Public School students will be proficient readers and writers (2) All Muskegon Public Students will be proficient in mathematics (3) All MPS students will exhibit Positive Behavior to create an environment conducive to learning. Strategies and activities to support each goal are written in the plan and are monitored by the school leadership team on a monthly basis. The plan is adjusted and redefined as necessary based on data results throughout the school year.

Core Curriculum

The curriculum at Marquette Elementary provides learning experiences in all areas of language arts (reading, writing, speaking, and listening), mathematics, social studies, science, health, physical education, art and music. Major portions of the elementary curriculum have been completely revised over the last few years. Considerable staff training focused on improving writing instruction throughout all content areas, reading and math. The Board-approved Core Curriculum of the Muskegon Public Schools is aligned with the CCSS. A complete copy of the curriculum and instructional program is available for review on the Muskegon Public Schools website.

Student Achievement

In the fall of 2023, students in grades kindergarten through fifth grade took a standardized adaptive computer test in reading and mathematics. The first column states the percent proficient in the fall of 2023 and second column states the percent proficient in the winter of 2024.

iReady Mathematics			iReady Reading		
Grade	Fall 2023 Percent Proficient	Winter 2024 Percent Proficient	Grade	Fall 2023 Percent Proficient	Winter 2024 Percent Proficient
K	6	24	K	17	34
1	4	26	1	6	15
2	2	8	2	11	18
3	0	5	3	5	15
4	3	6	4	10	11
5	3	5	5	8	9

Participation in Parent-Teacher Conferences

	%	# of Student Conferences Held	# of Students Enrolled		%	# of Student Conferences Held	# of Students Enrolled
Fall 2023	55.09	184	369		Fall 2022	67.73	359
Spring 2023	15.09	80	530		Spring 2022	63.60	325

Parent Involvement: Key to Success

The staff at Marquette believes that Parental Involvement plays a huge part in a child's academic success. Marquette Elementary provides several opportunities for parent involvement. Those include: chaperoning field trips, Home to School Partnership meetings, classroom assistants, parent workshops, attendance at monthly assemblies, and Title I activities to showcase students at Marquette. Parent programming at Marquette also includes Parent Cafes and a Play and Learn program for caregivers and children ages 0-5.

In closing, we are very proud of our students, parents, staff and community of Marquette Elementary School. The Marquette School staff and community believe that all children can learn and can acquire the essential knowledge and skills needed to assume responsible, productive life roles. **We are committed to the academic and social success of every student** by using the most effective research-based teaching methods. We want every student to be Happy and Proud!

Sincerely,

Mrs. Jennifer M. Halverson

Jennifer M. Halverson, M. Ed.
 Principal