



"Every student will excel, both personally and for the benefit of humanity."

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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 Marysville Middle 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 Jay Schultz, principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3XghGZu>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Marysville Middle School faced many challenges due to Covid. We were fortunate to have in-person learning but still faced hurdles with social distancing, periodic masking requirements, contact tracing, and student behavior.

To address learning loss due to Covid and to close the achievement gap, the entire school district continues to implement a Multi-Tiered System of Support (MTSS) to help assist all students, including those most at risk academically and behaviorally. Within the MTSS, we have identified universal screeners for ELA, Math, and Science (NWEA), which are administered three times per year. The data is analyzed to guide instruction and meet the individual needs of all students. In addition, teachers progress monitor students regularly and make instructional changes based on lead measures. All staff has been trained on Classroom Instruction that Works (CITW) as a strategy to improve core instruction across the content areas. Marysville Middle School utilizes our Focused Intervention Time (FIT) for our Tier II and Tier III students to reteach and retest. For our most "at-risk" students, we continue our Corrective Reading program, which is a Tier III support for students reading below grade level. The implementation of NWEA math assessment as a universal screener has provided school staff relevant data to guide instruction. We have grade-level math intervention classes that provide Tier III support to identified students. Our grade-level math intervention classes utilize data from NWEA testing to determine previous grade-level deficits. Small group instruction, Khan Academy/MAP Accelerator, and One-on-One instruction are utilized to help fill those deficits in our math intervention classes. The above strategies, programs, and use of data will allow us to continue to focus on student

achievement, close the achievement gap, and make up for the learning loss caused by Covid.

State law requires that we also report the following additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

In 2021-22, Marysville Middle School had a student population consisting of 634 children ranging from sixth through eighth grade. The majority of these students were assigned to our school, based upon district boundaries set forth by the Marysville Public Schools' Board of Education. Other children attending Marysville Middle School were participants in the "School of Choice" option available to those students residing in St. Clair County, MI.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

The staff and students at Marysville Middle School continue to work towards our established goals in the four core areas of instruction: English Language Arts, math, science, and social studies. The data shows Covid 19 has had a major effect on student learning and we strive to get back to pre-pandemic levels.

We have a goal that all Marysville Middle School, staff and students, will demonstrate the behavioral characteristics of motivated, mature, strong while creating a school culture where 21st-century learning is taking place. Our district has made a commitment with technology and every middle school student has a 1:1 device- Chromebook. This goal also incorporates our Positive Behavioral Interventions and Supports motto of Motivated, Mature, and Strong. Professional staff development also plays a key role in our school improvement plan. Staff meets monthly as a Professional Learning Community (PLC) to provide professional development in areas of curriculum, instruction, assessment, and technology, all of which are linked to our school improvement plan. Furthermore, our school improvement plan encourages and supports parent involvement to increase student achievement. We will continue to explore additional ways to inform parents of learning objectives, gain input on a variety of topics, and support learning at home.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

The following programs are offered to Marysville students:

- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.

CORE CURRICULUM:

The Marysville Public Schools' preK-12 curriculum can be retrieved on the District's website at <http://www.marysville.k12.mi.us/district/curriculum--instruction/>. The District's curriculum provides instructional resources to teach district, state and national-level standards, along with aligned assessments (e.g., NWEA MAP Growth, M-STEP, PSAT, SAT, ACT WorkKeys, etc.).

Our curriculum alignment is a continuous process and is based upon current state standards (e.g., Common Core State Standards, Next Generation Science Standards, Grade Level Content Expectations, etc.). These standards call for specific elements of knowledge and define what students should understand and be able to do by the end of each grade. Because of this, our instructional and District administrative staff members collaboratively work together to improve Marysville Public Schools' curriculum. Grade-level committees also closely monitor our District's curriculum/instructional program for its effectiveness so that adjustments can be made (e.g., pacing, differentiation, technology integration, etc.).

The District's assessment program carefully measures students' learning and acts as a progress monitoring system for various grade level claims, targets, and standards. Assessment data is strategically used to close achievement gaps.

Students, who are identified as needing more support, receive assistance as part of our [Multi-Tiered System of Supports](#) program (e.g., Lexia PowerUp Literacy, Corrective Reading, conceptual math intervention, etc.).

Finally, throughout the school year, preK-12 staff members actively participate in focused professional development activities aligned to the District's academic needs and goals in improving students' learning (i.e., PLCs, CITW, Corrective Reading, Lexia Strategies, MTSS, etc.). These professional development trainings are focused on evidence-based activities, strategies, and interventions.

STUDENT ACHIEVEMENT: M-STEP and PSAT

Grade Level	2020/21 ELA	2020/21 Math	2020/21 Social Studies	2020/21 Science
6th	33.5%	31.7%		
7th	37.1%	42.5%		
8th	75.8%	40.0%	26.4%	18.3%

Grade Level	2021/22 ELA	2021/22 Math	2021/22 Social Studies	2021/22 Science
6th	41%	33.2		
7th	45.8%	45.8%		
8th	71%	44%	32.5%	45.9%

PARENT-TEACHER CONFERENCES:

2020-2021 66.3% (433 students)
 2021-2022 69.4% (444 students)

Covid caused many challenges in education and for Marysville Middle School for the 2021-22 school year. I know the staff, parents, and students at Marysville Middle School will work together to address these challenges. We are committed to the success of each and every student, which is one reason why Marysville Middle is a viable school of choice option in the area. Our teachers collaborate on best-practice instructional strategies and utilize lead data to support the learning needs of all students. To increase teacher effectiveness, staff members are provided ongoing job-embedded professional learning opportunities throughout the school year. Our district has also embraced a 1:1 technology initiative providing Chromebooks to our 3rd-11th graders in preparation for 21st Century learning. Teachers include opportunities on a regular basis to integrate technology resources into their instruction. Our dedicated parents support school initiatives through active involvement in a variety of activities, both at school and at home. Finally, Marysville Middle School students are committed to working hard and putting forth their best efforts to be MMS! Mature, Motivated, and Strong!

Marysville Middle School would like to thank and recognize the tremendous effort of our students, staff, and parents of the Marysville community. We continue to offer and try to expand our middle school opportunities to enhance the student's middle school experience.

Marysville Middle School wants to continue its culture of academic excellence and participation to help nurture and create a well-rounded student.

For the aforementioned reasons and many others, I commend the students, staff, and parents of Marysville Middle School for their continued efforts and dedication to providing a positive learning environment where all students work to find personal success. We look forward to continued success while striving to accelerate learning due to Covid-19. We are working together to have a very impactful 2022-2023 academic year.

Sincerely,



Jay Schultz

PRINCIPAL

Marysville Middle School