



"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 Gardens 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 Rebecca Biedermann, principal for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3CFGpVj>, 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.

Our school continues to perform above the state targets of proficiency for reading and math. Staff are committed to increasing student achievement for all students. Although we continue to see growth in the majority of our students, the bottom 30% student population growth has not kept up with the growth of our top 30%. This continues to be a challenge and an important area of focus for our school. In addition, we are also seeing gaps in all grade levels due to Covid Learning Loss.

To address these challenges our school and district has implemented a Multi-Tiered System of Supports to help assist all students, including students most at risk both academically and behaviorally. Within the MTSS, we have identified universal screeners for ELA and Math, 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.

Tier 1

- All staff continue to utilize best practice strategies to teach our core programs including Classroom Instruction That Works, Open Court Reading and Eureka Math. Having consistent and research-based programs in place continues to improve core instruction across the content areas. Staff also use Kagan strategies to increase student engagement and ownership of learning.

Tier 2

- The district continues to use a variety of online resources to support tier 2 instruction including Lexia Core 5, DreamBox, Reflex Math, and Khan Academy. These online resources allow students to work at their own instructional levels and at their own pace. Additionally, staff implement small group instruction to support both reading and math using PALS, BLAST, Intervention, Workshop and skill targeted small group instruction.

Tier 3

- We use Reading Recovery as a tier 3 direct support program for first grade students who are performing below benchmark standards. Other tier 3 supports include 1:1 instruction from classroom teachers and support for identified students. The above strategies, programs, and use of data allow us to continue to focus on student achievement and reduce the gaps.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

In 2021-22, Gardens Elementary School had a student population consisting of 489 children ranging from pre-kindergarten through fifth grades. 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 Gardens Elementary School were either intra-district transfers from other schools within Marysville Public Schools or 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 Gardens Elementary School continue to make progress on our established goals in the four core areas of instruction: English Language Arts, Math, Science, and Social Studies. Staff professional development plays a key role in our school improvement plan. Staff meets monthly as a Professional Learning Community to provide professional development in areas of curriculum, instruction, assessment, and technology, which are all linked to our school improvement plan. Furthermore, our school improvement plan encourages and supports parent involvement to increase student achievement. We continue to investigate 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 Reading Core5, Leveled Literacy Intervention, Reading Recovery, DreamBox Math, Reflex Math, Open Court Reading, 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, Lexia Reading Core5, MTSS, etc.). These professional development trainings are focused on research-based best practices.

STUDENT ACHIEVEMENT: M-STEP

Grade Level	2020/21 ELA	2020/21 Math	2020/21 Social Studies	2020/21 Science
3 rd	68.7%	69.1%		
4 th	59%	55.1%		
5 th	49.2%	36.4%	28.8%	33.3%

Grade Level	2021/22 ELA	2021/22 Math	2021/22 Social Studies	2021/22 Science
3 rd	77.8%	72.8%		
4 th	78.8%	84.7%		
5 th	68.7%	63.9%	49.4%	62.7%

PARENT-TEACHER CONFERENCES:

2020-2021 96.5% (454 students)
 2021-2022 96.4% (472 students)

The staff, students, and families at Gardens Elementary are extremely committed to the success of our school. Our students were above the state average in all content areas on the state assessment and we met or exceeded the state targets in all content areas. The staff are committed to the success of each and every student, which is one reason why Gardens Elementary is a school of choice 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, teachers are provided ongoing job-embedded professional learning opportunities throughout the school year. Teachers include opportunities to integrate technology resources on a daily basis, which helps us stay current with 21st century learning. In addition to the curriculum programs and support listed above, we will be adding LLI and Corrective Reading in the 2022/23 school year as a Tier 3 Intervention. Another layer of support that will be added next year will be an after school support program.

Our students have made a commitment to learning the 7 Habits, which help support both behavior and academic success. Students are committed to working hard and putting forth their best efforts through the use of the 7 Habits into their daily work which has made a direct positive impact on student achievement. In the fall of 2019, our school became an official Leader in Me School. This program is still in place this year and we have included additional training and coaching for staff.

Finally, our dedicated parents support school initiatives through active involvement in a variety of activities, groups, and programs including our PTO, WatchDOGS (Dads Of Great Students) program and volunteering in the classrooms and field trips to name a few.

Gardens School provides a number of extra-curricular opportunities for students. Students participate in after school clubs such as Robotics and Science Olympiad. Our Robotics team continues to perform very well often moving on to the State Level competition. Our Science Olympiad club continues to grow and advance their learning, and we continue to have individual student teams place in events this past year. We also offer an introductory band program for all interested 5th grade students. In addition to band, Marysville will be offering an introductory String program for our 5th grade students.

In addition to strong academics and extracurricular clubs, Gardens is a school that cares about the community. Our students participate in a variety of service projects annually. These include a food drive for the Salvation Army and the Marysville SOS Food Pantry, raising money for Hunter Hospitality House, as well as other grade level projects. Our students recognize the importance of giving back to others and are proud to support these worthwhile organizations. Through this teamwork and dedication, Gardens Elementary continues to be a great place to learn and grow together.

For these reasons and many others, I commend the staff, students and parents of Gardens Elementary School for their continued efforts and dedication in providing a positive learning environment where all students work to find personal success. I look forward to continued success in the 2022-2023 school year.

Sincerely,

Rebecca Biedermann

Rebecca Biedermann
Principal, Gardens Elementary School