



East Lansing
Public Schools

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Marble Elementary School Annual Education Report (AER) 2023-2024

February 6, 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 Marble 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 Josh Robertson for assistance.

The AER is available for you to review electronically by visiting the following web site: https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,9151,1104,85, or you may review a copy in the main office at your child's school.

A Brief Description of Our School

Marble Elementary provides a comprehensive educational program for students in Kindergarten through Fifth Grade. Our focus is to provide a quality educational opportunity for our students, with an emphasis placed on the principles of best practice in education. This is made possible through the services of a strong instructional team.

Marble Elementary is home to 305 students in grade Kindergarten to Fifth Grade.

- a. 12 classroom teachers, 2 special education teachers, and highly qualified art, music and physical education teachers.
- b. A full-time principal, district media specialist, and building paraprofessional.
- c. Support staff, including a social worker, a speech and language pathologist, a psychologist, a teacher consultant, and an occupational therapist.
- d. Additional supports include a full-time administrative assistant, custodians, lunch room staff, and volunteers.

There are two sections at each grade level. All of our teachers are highly qualified. Marble is also proud of our EI program. This program allows Emotionally Impaired students to access general education classrooms with dedicated supports and

behavior plans. Marble has a full time Interventionist. This teacher meets with students in small groups to provide targeted reading intervention. This year, we dedicated thirty (45) minutes in each classroom for differentiated instruction and targeted intervention and/or enrichment.

We would also like to report on some additional information that may be of interest to parents and community members.

For the 2023-24 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 has at least one underperforming student subgroup in 2022-2023. 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 was identified as one that "has not been given one of these labels".

In 2022, Marble School received an overall index score of 85.27, based on our 2022-2023 M-STEP data. Our academic success is a result of the strong community of students, teachers, families, and community members that work hard each and every day. The Marble staff is committed to teaching all students with differentiated instruction, providing interventions as needed, and continuing to build the socioemotional skills of our students. We value and welcome the support from our Marble community, through active family involvement, volunteer opportunities, and our Marble School Community Council and Equity Team.

Process for Assigning Pupils to the School District

K-5 students are assigned to schools based on where they reside in our district. Each K-5 school has specific boundaries within our district. Parents are allowed the opportunity to complete a permeable boundary request that would allow their child to attend a school with the school district other than the neighborhood school. Requests require the approval of the sending and receiving school Principals as well as the Superintendent and are based on space availability at the school/grade.

East Lansing Public Schools also participate in the state's Schools of Choice process annually. Available openings are advertised, applications are accepted during a specific application period, and students are accepted on a lottery system to fill the advertised slots.

Status of the 3-5 Year School Improvement Plan

East Lansing Public Schools has submitted a District Improvement Plan through the Michigan Integrated Continuous Improvement Process (MICIP). This plan is focused on the whole child by developing school environments that are healthy, safe, engaged, supported and challenged. Our plan, in conjunction with our school

community improves learning and improves health while coordinating policy, processes and practices that meet the needs of our students, educators and families. The district goals articulated in this plan are specific, measurable, attainable, relevant, time bound, inclusive and equitable. Each of our schools engage and share in the responsibility to make our goals a reality for all who are a part of our education community.

Core Curriculum Access

East Lansing Public Schools’ core curriculum may be accessed on the state website as follows:

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

Additional hard copy publications are available from the office of the Assistant Superintendent and at the building level. There are no variances from the state’s model.

Description of Implementation

The implementation of the core curriculum is sustained through a curriculum structure that employs grade level and department chairpersons who meet monthly. The curriculum council reviews state requirements for core curriculum, plans curriculum development, coherence and articulation, provides for the identification of necessary professional development and budget related requirements to support the implementation of the curriculum. The council members meet with grade level and department level colleagues and with administration to implement and monitor the effectiveness of curriculum development, implementation and impact on student performance.

Parent Teacher Conferences

Marble Elementary students benefit from the support of parents and families. This is represented in our parent teacher conference participation, as follows:

FALL 2022	94%
SPRING 2023	88%
FALL 2023	93%

It is clear that the Marble team and school community have worked collectively for our students and have achieved much success in 2022-2023. We are proud of our Muskrats and the hard work they do each day!

Sincerely,

Josh Robertson

Josh Robertson
Principal, Marble Elementary