



# BYRON CENTER PUBLIC SCHOOLS

Helping Students Build Success Stories

February 13, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Countryside 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 Ms. Cindy Viveen (Principal) for assistance.

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

For the 2024-2025 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 2023-24. 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 given no label.

Countryside Elementary School is one of the four elementary schools in Byron Center Public Schools. It serves approximately 440 students in grades DK-4 who mostly reside within the growing Byron Center community. Students at Countryside Elementary School not only learn academic skills to reach their fullest potential, but are also empowered to take responsibility for their own learning, develop leadership skills, and cultivate a growth mindset to become proactive, self-motivated individuals.

Countryside Elementary School continues to hold academics in high regard. All students at Countryside Elementary School are expected to show growth in all subject areas. Collectively, Countryside Elementary School continues to implement highly effective instructional methods in order to increase proficiency levels. The Professional Learning Community process (PLCs) is Countryside Elementary School's approach to addressing the challenge of improving proficiency for all students. Focusing on and answering the four questions that drive PLCs are pivotal to our success. The four questions that we use to drive our decisions are below.

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

By setting attainable goals and expectations, using common assessments aligned to our state standards, having a sound Response to Intervention (RtI) program and Multi-Tiered Systems of Support (MTSS) in place, and Progress Monitoring, Countryside Elementary School continues to rise to the top of the county and state in academics. Key challenges are identified and addressed through this process.

State law requires that we also report additional information.

**Process for Assigning Pupils to the School:**

Countryside Elementary School students are Byron Center students in grades DK - 4. Students are assigned to the school by residing in the attendance areas defined by the district. In rare instances a student attends a Byron Center elementary school outside of their attendance zone. This is done under special circumstances and for a specific reason to meet the best needs of the student.

**School Improvement Plan:**

Our School Improvement team meets regularly to discuss all components and facets of our building school improvement plan. Surveys to all stakeholders are sent out to gather both qualitative and quantitative data to ensure all voices are heard in order to build a plan for success. Countryside Elementary School's current school improvement plan is up-to-date and constantly being reviewed in order to ensure student and building success.

After a thorough analysis of data including M-STEP and MAP data, the school improvement goals for the 2023-2023 school year in math and phonics were adjusted to strive for growth goals of 90% proficiency during the 2024-2025 due to growth goals being met during the 2023-2024 school year. The goal for literacy remained at 85%+ as the school continues to focus on professional development to strengthen areas of literacy. Professional development has intentionally focused on foundational skills development, background knowledge and vocabulary development.

**Curriculum and Alignment:**

Countryside Elementary School 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 constantly by building and district administration, as well as academic support personnel. For more information about the curriculum, please visit the Byron Center Public Schools [website](#).

Each grade level or content area team meets regularly to study curriculum challenges and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP and MAP testing information, and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common report card help us work toward our goal of equity. In addition, principals and other leaders in the school have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between general

education and special education staff also facilitate this process. We are committed to all of our students having multiple opportunities to learn and be successful in the core curriculum.

### **Student Achievement**

Student results are displayed below. Utilizing this data and making decisions based off of the data allow for Countryside Elementary School students to thrive. Below are achievement tables/charts for all third and fourth grade students in the subject areas of math and reading on the Michigan Student Test of Educational Progress (M-STEP).

	2023-2023	2023-2024
3rd Grade - ELA	77%	79%
3rd Grade - Math	85%	87%
4th Grade - ELA	83%	81%
4th grade - Math	89%	84%

To access a PDF download of the building AER Combined Report, please click [here](#).

### **Parent-Teacher Conference Attendance**

Countryside Elementary School typically holds Parent/Teacher Conferences in October and March. Out of 432 students, face-to-face meetings with parents, phone calls, electronic communication, letters regarding academics and/or behaviors were sent home to 100% of parents/guardians. Parents and guardians have access to their son/daughter's grades through report cards that are given formally three times per year in addition to ongoing parent communication.

### **Closing**

Byron Center Public Schools Mission Statement states "Helping Students Build Success Stories." At Countryside Elementary School, we understand that this is an integral part of a child's life and that we can play an important role in this preparation and pursuit of success. By continuing to provide a balanced academic and social/emotional curriculum, making learning relevant and rigorous, and using research-based instructional strategies in the classroom, Countryside Elementary School will look to continue to prepare each and every student for success in all of their endeavors.

Sincerely,

Cindy Viveen  
Countryside Elementary Principal