



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 Marshall 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 Mr. Kris Vydareny (Principal) for assistance.

The AER is available for you to review electronically by visiting [Mi School Data: Marshall 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.

Marshall Elementary School is one of four elementary schools in the Byron Center Public Schools district. Marshall serves approximately 470 students in grades DK-4 as well as a regional program for students with moderate cognitive impairments (MOCI). Our school population predominantly resides within the growing Byron Center community. Students and staff at Marshall Elementary School focus both on academic as well as social growth - working to combine these skills and help students reach their full potential.

At the core of our work is Marshall Elementary's commitment to creating intentional time for collaborative teams to meet to engage in the PLC (Professional Learning Communities) process. This commitment has been a catalyst for Marshall's increase in student achievement as well as adjustments to meet the social and emotional needs of our student population. Teams of teachers and other specialists meet during weekly common planning times, as well as on designated days before school and on professional development days to answer four key questions during their PLC meetings:

- (1) What do we want our students to know and be able to do? This ensures we have a guaranteed and viable curriculum.
- (2) How will we know if they have learned it? This focuses conversations on formative and summative assessments.

- (3) How will we respond if they do not demonstrate attainment of these skills? This helps create targeted interventions as part of our Multi Tiered System of Support (MTSS)
- (4) How will we respond if they already can do what is expected? This provides guidance around creating student enrichment opportunities.

Marshall's response to questions 3 and 4 above have been the key to assisting our students in their academic growth. Students are placed in small groups with highly trained professionals for 30 minute blocks of time during our "Super Switch" that targets skill deficits students have in reading and math. Groups are modified as students show progress and new groups are formed as needed. The focus on these two questions also helps us to address challenges that arise within and between years, allowing us to adjust instruction at all three tiers.

Overall, Marshall's commitment to the PLC process helps students to build success stories during their foundational years and sets students up for future success.

State law requires that we also report additional information.

Process for Assigning Pupils to the School:

Marshall 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. Marshall Elementary School's current school improvement plan is up-to-date and constantly being reviewed in order to ensure student and building success.

During the 2022-23 and 2023-24 school years, School Improvement Goals were set at the building level around Social Emotional Learning, Literacy and Math. As a building, we set academic goals for achievement of our 3rd and 4th grade students (as measured by MSTEP data) as well as grade level goals measured by NWEA.

When analyzing data during this time period, our students continue to meet Social Emotional Learning goals and continue to make positive trends in consistently reaching academic goals across all subject areas (school-wide average literacy and math scores exceeded 80% on MSTEP while many individual grades also exceeded this mark on NWEA). Our continued focus and goal is for every grade, every year to consistently hit these marks.

Curriculum and Alignment:

Marshall 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 Marshall 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).

Grade	22-23 Reading	23-24 Reading	22-23 Math	23-24 Math
3rd	78%	87%	84%	87%
4th	83%	79%	82%	77%

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

Parent-Teacher Conference Attendance

Marshall Elementary School typically holds Parent/Teacher Conferences in October and March. Out of 470 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 Marshall Elementary School, we understand that this is an integral part of an adolescent'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, Marshall Elementary School will look to continue to prepare each and every student for success in all of their endeavors.

Sincerely,

Kris Vydareny
Marshall Elementary Principal