

January 2023

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 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 Principal [Cindy Viveen](#) for assistance.

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

For the 2021-22 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 2021-22. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Based on combined data from the 2021-2022 school year, the school improvement team at Countryside Elementary has identified critical thinking skills in mathematics and reading as areas of growth. We are being intentional in our instruction to develop deeper level thinking skills, as well as, increased instructional time in both subjects. We are seeing growth as a result of our reading intervention program and are implementing a math intervention program as well. Teachers continually refine their instruction based on student data from local assessments including MAP, grade level common assessments, curriculum unit assessments, Running Records, phonics screener, and Scholastic Reading Inventories. It is our endeavor to continually improve on the processes and techniques used to ensure all children reach their full potential as learners.

State law requires that we also report the following information.

ASSIGNING PUPILS TO THE SCHOOL:

Students in the Byron Center Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Byron Center Public Schools Administration Building located at 8542 Byron Center Ave.

SCHOOL IMPROVEMENT PLAN

Countryside Elementary has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

CORE CURRICULUM

Process: Byron Center Public Schools 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 routinely by building principals and academic support personnel.

Alignment: Each grade level at the elementary level and each content area at the secondary level meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP and SAT testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity: “Creating Student Success Stories” is the motto of Byron Center Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report cards help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between regular education and special education also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

Scholastic Reading Inventory Data

| | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|----------------|---------------|-----------|
| 2nd Grade | 80% (February) | 63% (January) | 81% (May) |
| 3rd Grade | 78% (February) | 79% (January) | 88% (May) |
| 4th Grade | 90% (February) | 83% (January) | 84% (May) |



Fall Conferences 2021: 592 parents out of 597- 99%

Spring Conferences 2022: 528 parents out of 533- 99%

We are so grateful to have the support of the Byron Center community and the support of parents as we strive for academic excellence and character development for each child. We are very proud of the hard work, determination and academic achievement of our students and look forward to another year of growing leaders.

Sincerely,

Ms. Cindy Viveen
Principal