



Forest View Annual Education Report (AER) Cover Letter

March 10, 2016

Dear Forest View Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Forest View Elementary. 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 Emily Brown, Principal Forest View for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/NPd5T8> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our analysis of available data that is ongoing by our staff shows that the implementation of School Improvement goals to improve mathematics instruction may be affecting student achievement in a positive manner. The results of the 15-16 M-STEP math assessment showed that 10% more students scored in the proficient range and in ELA, 19% more students scored in the proficient range. Although students have made improvement in both areas, many students continue to struggle achieving benchmark goals. Our School Improvement Plan (SIP) will continue to address specific areas of need and we are hopeful this will be reflected

in this year's assessment data. We appreciate the continued support of parents, staff and our community in our efforts for improvement.

To assure that students make continued improvement in the area of mathematics and reading, the Forest View School Improvement Team has created a plan to improve student achievement. Data analysis of the current SIP shows that the implementation of MultiTiered Systems of Support (MTSS) in the area of reading has supported significant student growth. Students struggling in the area of reading and mathematics are identified and have opportunities for additional support and instruction in their identified area of need within and across grade level intervention block. With the implementation of a new core mathematics program this school year, we are hopeful of an even stronger program.

Students are assigned to schools based on neighborhood boundaries, but have the opportunity to apply for placement in a district Magnet Program.

In the 2014-15 and 2015-16 school years, 127 (80.9%) and 229 (92%) of parents attended parent teacher conferences respectively at Forest View. We will continue our efforts to improve this important communication.

At Forest View the School Improvement Plan has been implemented with fidelity. Part of each staff meeting is spent reviewing goals for individual self-assessment, and that implementation is monitored by the administrator through classroom walk throughs and evaluation of teacher performance. Adjustments to the plan are made as a result of ongoing data analysis which resulted in an additional focus on mathematics instruction. When comparing AIMSweb math computation scores from 2015-16 to the current school year, the rate of improvement has held steady. Our SIP goals will address this to assure that continued improvement.

Based on AIMSweb reading assessment data in the 2014-15 school year we saw a need for instructional improvement in the area of phonological awareness. Our SIP implemented professional development on targeted interventions in this area. We saw an increase in students achieving benchmark in all grades during the 2015-16 school year. Based on the previous two years data we expanded intervention to include more students and anticipate seeing continued growth in reading skills as measured by AIMSweb.

Teachers participate in ongoing profession development on the Common Core Curriculum which can be accessed at www.lansingschools.net.

Congratulations to the Forest View staff and students for their ongoing academic progress. We look forward to working with you and your child this school year. In you have any questions, please contact me at (517) 755-1330.

Sincerely,

Commented [TSi1]: Two years of local assessment results required (i.e., DRA or AIMSweb)

Emily Brown, Principal

