



School Annual Education Report (AER) Cover Letter

April, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Forest View 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 Emily Brown, Forest View Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Forest View Combined AER](#) or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified 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. 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.

Our school has not been given one of these labels.

Our analysis of available data, that is ongoing by our staff, shows that the implementation of School Improvement goals to improve English Language Arts and mathematics instruction may be affecting student achievement in a positive manner on formative assessments and universal screeners, but is not translating to success on the high stakes assessment, the M-STEP. In 2018-19, 23% of third grade students demonstrated proficiency on the M-STEP mathematics assessment, 16% below the state average and 5% below the district average. 23% of third grade students demonstrated proficiency on the M-STEP English Language Arts Assessment, 26% below the state average and 1% below the district average. Many students continue to struggle achieving benchmark goals as measured by the M-STEP. 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 face additional challenges to academic achievement including high rates of student mobility and attendance issues as well as students demonstrating socioemotional challenges. We have improved student voice, strengthened our plan for incorporating outdoor learning through a natural playground plan, and received training in Project Based Learning to increase student engagement and achievement. We employ a full time Student Support Specialist and are evaluating potential socioemotional learning programs to address these challenges. We appreciate the continued support of parents, staff and our community in our efforts for improvement.

Students are assigned to schools based on neighborhood boundaries, but families may also choose Forest View Elementary School as their child's home school by following the "Schools

of Choice" process managed through the Lansing School District and district-wide bussing is available for those students as well. As a result of our school-wide focus of Environmental Science and Outdoor Education, our student population increased by 28%.

In the 2014-15, 2015-16, and 2016-17 school years, 127 (80.9%), 229 (92%) and (95%) of parents attended parent teacher conferences respectively at Forest View. We will continue our efforts to improve this important communication and will be purchasing a web-based scheduling program for parent-teacher conferences to streamline scheduling and better meet the needs of our families.

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 Multi-tiered 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. We put marked effort into a model intervention program at the kindergarten and first grade levels and have seen measurable response. Despite the limitations imposed by the change to a newer version of the universal screener administered, we can identify evidence of effectiveness when looking at our 2019-20 fall and winter data. Looking at student achievement from fall to winter, we can infer that although they are not meeting benchmark yet, there is a rate of improvement high enough that movement toward benchmark is being observed and the probability of not reaching benchmark is lower. We will look to replicate this progress next year and extend tiered support in mathematics in a similar manner.

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. In addition, staff participates in Instructional Learning Cycles (ILCs) with the support of an Instructional Coach to learn strategies to improve instruction. Such activities include book studies, lesson study, modeling, and data analysis. These ILCs have shown success in improving instructional implementation of increasing student voice as demonstrated by our Edusnap data. Our ILCs are monthly to ensure ongoing, sustained professional development and the successful improvement of instructional practices. Adjustments to the plan are made as a result of ongoing data analysis which resulted in an additional focus on mathematics instruction.

Teachers participate in ongoing profession development on the Common Core Curriculum which can be accessed at <http://www.michiganccr.org/>. Staff also utilize district level Pacing Guides for core content areas to inform planning and collaboration at each grade level which can be accessed at www.lansingschools.net. The core curriculum and content standards are implemented with fidelity by the teaching staff at Forest View Elementary School through the use of best practices for teaching and learning.

Congratulations to the Forest View staff, students and their families 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,

Emily Brown, Principal