



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 2018-2019 educational progress for Reo 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 Sarah Odneal for assistance.

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

For the 2018-2019 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been identified by any of the previous labels described.

Currently our challenges at Reo school continue to include increasing our parental involvement, continue to increase both our math and literacy achievement scores. In 2018-2019 we scored at 26% partially proficient (23% last year), 21% proficient (up from 16%) and 6% scored as advanced in language arts. In 2018-2019 proficiency rates in math also showed increase; 34% of students scored partially proficient (up from 25% 2017-18 MSTEP), 19% of students are proficient (14% last year) and 9% are advanced. We worked really hard with families and LSD to greatly reduce our percentage of chronically absent students which is reported as 23% of students missing 10 or more days of school. Although this is a significant decrease from the previous year we know that this still shows almost a fourth of our student population missing out on valuable learning time. Panorama reports 87% average daily attendance. Although this is significant improvement, we hope to use our district and building wide supports to continue this momentum. Our data reflects gains in literacy AND math, which we attribute to two major initiatives we began implementing during the 2017-2018 school year, as described below.

The first is a new coaching design which has helped us systemize as a team that failure is simply not an option. Each teacher is experiencing increasing competency through individualization toward their own needs as supported by a coach. We have created a schematic of coaching that each teacher, current and future at Reo, will proceed through, in order to make it a visible system. By working together to organize our work into a schematic and sequence, we now have a common direction

that is helping to shift mindsets toward increased collective efficacy to meet the needs of all students.

Our coaches assist teachers in all diagnostic work and data review; coach and teacher next move into identifying assets and areas of improvement for individual students, instructional goal setting, planning, and developing strategies for home connections. Along the way coach and teacher meet weekly so that coach can scaffold instructional decisions and help to make identifications for intervention supports. We will work hard to utilize this same model to increase math scores in addition our rising literacy scores.

The second major initiative Reo is supporting is the use of learning targets as instructional objectives for both teachers and students to guide their instruction and learning by. This year we have used the pacing guide as developed by the district from the Common Core State Standards, and broken it down into a continuum of skills that every child must master within their grade level. This will help us to provide a more equitable experience for all students regardless of the classroom they are assigned. Our work with learning targets will continue during our collaborative late start Wednesdays to further break down our continuums into learning targets, formative assessments, and criteria for success for each. Both initiatives will support us in the continuing growth in our literacy scores, as well as closing the gap between our literacy and math scores.

This year we ran a parent focus group around the topic of trust between our parents and staff. The focus group consisted of six parents, all from different backgrounds. There were four men in the group, and two women. Overall our parents trust us completely, and understand how difficult our job is balancing behavior with academics. They are feeling uneasy about the math homework being sent home from the Go Math curriculum. They often don't know how to work with their kids around the homework. Coming in after-hours is very hard for families, so we are working hard to create some tutorial videos we will post on our website and upload to our school level ClassDojo site. We also conducted home visits in the beginning of the year to continue building relationships, many students received even more visits from teachers and staff throughout the remainder of the year as well. We will continue to focus energy and resources in relationship building, as well as reaching out to communicate with families outside of the physical school environment, making personal attendance phone calls every day, and restructuring our conferences to accommodate families to continue building trust and helping them feel welcome in their child[ren] learning environment.

If you are interested in enrolling at Reo School, the district now offers within district schools of choice. Any student within boundary can be bussed to the school of their choice! You will need to visit the Welcome Center at 2400 Pattengill Ave, Lansing, MI 48910, and they will help you enroll at Reo School.

The current status of school improvement plan is both exciting and motivating as we plan for more rigorous instruction! Below are some of the listed achievements we have accomplished this year as compared to last!

- Our mobility rate decreased from 34% in 2017-2018 to 25% in 2018-2019. More of our families are choosing to stay with us.
- Our enrollment has increased from 147 in fall of 2018 to currently 255 in spring of 2019!

Reo is a small Pre-K through 3rd grade school that resides within a neighborhood setting. We have two sets of apartments that border our property, creating a close sense of community. We provide 100% of our students both breakfast and lunch, and have many community partners who help us carry out our vision of helping our students become increasingly competitive in global marketplace. Some of community connections include members of Kingdom Life Church, Central Free Methodist Church, Boy Scouts, Modern Woodmen Fraternal Financial, Good News Club, South Lansing CDA, etc. Our students are spread out throughout the city of Lansing, as we rediscover each year when we conduct home visits in the fall. This year is our third year with our Moderately and Severely Cognitively Impaired classrooms, Early Childhood Special Education classroom, and two Head Start classrooms braided into our GSRP classrooms!

As a district, we have adopted Journeys as a Language Arts curriculum for elementary. Please see Mrs. Odneal, or Mrs. Chavez for a full explanation of parent resources that can be accessed by families. They are also communicated in our Reo School Wide Reading Plan. Our math curriculum is Go Math, and we are in our fourth year of implementation.

The 2018-2019 school year, Reo achieved 40% of ALL students meeting benchmark in literacy and 34% of ALL students meeting benchmark standard in math using the AIMSWebPlus math and literacy assessments. Reo has taken initiative to study this data closely in relation to state average as well as how students have performed within individual ethnic groups. Both are being addressed by the above described initiatives of learning targets, our new coaching model, and increased parental involvement.

Although, we have worked hard to increase conference rates overall, the national pandemic has affected parent teacher conference efforts for the Spring of 2020. We will continue to work within our existing framework to help make conferences a realization for as many Reo families as possible. In 2019, parent teacher conferences reached new levels with successful meetings with 225 families, reaching a completion rate of 88% we hope to continue this momentum in spite of the public health crises this coming school year. We will have many additional options to complete conferences with web based platforms to help keep the forward motion in parental involvement and interaction opportunities for families.

Teachers are free to schedule conferences within a two- week period around the schedule of each individual family, instead of limiting contact to scheduled four hour blocks that might not be conducive to the needs of our population. Teachers have appreciated this change, and we will continue this model moving forward. We will add hybrid meeting opportunities to make this format even more conducive to parents and staff.

I close with this, next year Reo staff and families will return with renewed energy of how much learning students AND staff underwent during this school year. I invite you as the community to join in the planning process if you are interested, we love to partner with our community. We will use our attendance, achievement, and behavioral data to be as intentional as we can around building relationships with our families right out of the gate. Let's support one another in running classrooms where students describe us as caring about them, creating a family in the classroom, and make learning fun without lowering our expectations. It is an honor to continue leading Reo through our initiatives of learning targets, sustained coaching, and increased parental involvement. While I continue to have high expectations, I also believe strongly in distributed leadership. Together we will come out on top. It will take all of us. Thank you for the growth we have made, and thank you, for trusting me with your children as we embark on a new school year together for 2020-2021.

Sincerely,



Sarah. A. Odneal