

**Forest View School  
School Annual Education Report (AER) Cover Letter**

February 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 Forest View 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, Principal, Forest View for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/40K5eUj> , 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. Forest View was identified as a Universal Schools Support (USS).

The National Assessment of Educational Progress (NAEP) data made available in this AER indicates how critical it is for an early grades school like ours to establish a primary foundation to support K-12 student success. Forest View has prioritized data analysis to identify how to best meet the individual student needs through Multi-Tiered Systems of Support (MTSS).

The Forest View School Improvement Team regularly reviews student data to make instructional decisions based on the needs of our students. We identify trends occurring across various student sub-groups, which may include the following areas: race, gender, English Language Learners, Special Education, and socio-economic status.

MTSS support for students is provided by classroom teachers, Literacy Interventionists and a Special Education Resource Room teacher. Additionally, all Forest View K-3

teachers are completing additional foundational literacy training in LETRS Science of Reading Training and is implementing UFLI reading to enhance core reading instruction. Our early data reveals promising results from this implementation.

State law requires that we also report the following information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students and families interested in attending Forest View apply for registration through the district website to complete the enrollment process. Any student who lives within LSD boundaries is eligible to attend in accordance with the district's "schools of choice" policy.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

At Forest View, The School Improvement Plan has been implemented with fidelity. Part of each staff meeting spent reviewing goals for 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.

We have transitioned from the ADvanceED process to full implementation of the MDE's Michigan Integrated Continuous Improvement Process (MICIP), MICIP uses a "whole-child" approach to develop school improvement plans and coordinate funding to meeting the needs and improving the outcomes of all students. We have a continued focus on academic proficiency in both ELA and Math as well as improving daily student attendance rates and social-emotional learning (SEL). MICIP is a continuous process, which monitors progress and can be adjusted in real time to realize student growth toward desired outcomes.

We continue to focus on improving student outcomes in literacy, math, SEL and Environmental Science. Our assessment data in literacy has led us to having all teachers be trained in LETRS and implement UFLI with fidelity. We are already seeing positive outcomes in this area. With the reward of a magnet grant for Environmental Science, we will have additional support to improve instructional practices in this area with integration into all academic areas.

3. A BRIEF DESCRIPTION OF Forest View

Forest View is one of ten Lansing Schools with a focus on foundational learning in a PK-3 model. Forest View is comprised of 3 Early Childhood Special Education

Classes, 2 blended GSRP PK, one traditional GSRP classroom and ten K-3 classes. As a result, 1/3 of our students school-wide have an IEP. Student instruction focuses on the foundational tenants of core Literacy and Math instruction. We have enriched this program with a focus on Environmental Science driven by teachers for the past 10 years. This is the first year of Magnet school focus with support in Environmental Science which will be designed through Project-Based and Expeditionary Learning Models.

4. A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at [www.lansingschools.net](http://www.lansingschools.net). The core curriculum and content standards are implemented by the teaching staff through best practices for teaching and learning.
5. Aggregate Test Scores:
  - a. Winter AIMSweb 21-22 Early Literacy Proficiency: 23.64%
  - b. Winter AIMSweb 22-23 Early Literacy Proficiency: 36.44%
  - c. Winter AIMSweb 21-22 Early Numeracy Proficiency: 33.94%
  - d. Winter AIMSweb 22-23 Early Numeracy Proficiency: 34.91%
  - e. Winter NWEA Reading 21-22: 13.73%
  - f. Winter NWEA Reading 22-23: 20.83%
  - g. Winter NWEA Math 21-22: 6.86%
  - h. Winter NWEA Math 22-23: 17.71%
  - i. MSTEP ELA 21-22 Proficiency: 29%
  - j. MSTEP Math 21-22 Proficiency: 23.6%
6. 92 % of families attended Parent Teacher Conferences in the fall of 2022. We will continue to work on ways to improve this to 100% conference attendance.

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. If you have any questions, please contact me at (517) 755-1330.

Sincerely,

Emily Brown, Principal  
Forest View Elementary School