

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for North School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Michelle Foreman for assistance.

The AER is available for you to review electronically by visiting the following website: [North Annual Education Report](#) you may review a copy in the main office at your child's school.

For the 2025–2026 school year, schools were identified using ESSA-required definitions based on performance data from the 2024–2025 school year. A Targeted Support and Improvement (TSI) school is one with at least one underperforming student subgroup in 2024–2025. An Additional Targeted Support (ATS) school is one in which a student subgroup performed at a level comparable to the lowest 5% of schools statewide in 2024–2025. A Comprehensive Support and Improvement (CSI) school is identified as being among the lowest 5% of all schools in the state or having a graduation rate of 67% or lower based on 2024–2025 data. Schools not meeting any of these criteria are not assigned a designation.

Our school was identified as a Comprehensive Support and Improvement (CSI) school. This designation provides an opportunity to build upon existing strengths, reflect on data with intentionality, and implement targeted, evidence-based strategies to accelerate student growth and improve outcomes for all learners during the 2025–2026 school year.

Our school was identified for: Comprehensive Support and Improvement

North School is a K–8 building serving students in kindergarten through eighth grade. The school primarily serves students residing on the south side of Lansing and also operates as a School of Choice, enrolling students from outside the immediate attendance area and district boundaries.

During the 2025–2026 school year, North focuses on stabilizing staff by retaining teachers from the 2024–2025 school year and hiring experienced educators to ensure instructional continuity and consistency. Professional Learning Communities (PLCs) are established and meet weekly by grade level and content area to analyze multiple data sources, including formative assessments, benchmark data, and student work. PLCs use this data to identify instructional gaps, plan targeted reteaching, and set grade-level goals aligned to increasing student proficiency and passing rates on the M-STEP assessment.

An Instructional Coach supports this work by collaborating with teachers through classroom observations, co-planning, modeling lessons, and providing timely feedback focused on strengthening instructional practices, increasing student engagement, and aligning daily instruction to grade-level standards. Coaching cycles are intentionally connected to PLC outcomes and identified student needs.

Weekly leadership meetings are held to conduct deep dives into schoolwide, grade-level, and subgroup data. The leadership team uses these data reviews to monitor progress toward M-STEP goals, evaluate the effectiveness of instructional strategies and interventions, and make timely, data-driven decisions to adjust supports as needed.

Faculty meetings and professional development days are intentionally designed to build teacher capacity in data-driven instruction, curriculum alignment, and effective instructional strategies that directly support student learning goals. Saturday School and Tuesday and Thursday tutorials are implemented as targeted intervention opportunities aligned to PLC-identified needs and leadership-driven data decisions. These supports focus on priority standards, provide additional practice and reteaching, and are used to accelerate learning for students who require additional academic support in preparation for M-STEP success.

North School remains committed to continuous improvement and to ensuring high levels of learning for every student. Throughout this school year, staff have engaged in intentional professional learning, data-driven instructional planning, and targeted student supports to address academic needs and accelerate achievement. By strengthening instructional practices, leveraging PLCs, and maintaining a clear focus on student growth, North continues to build a culture of high expectations and shared responsibility. We value our partnership with families and the community and will continue to reflect, refine, and respond to student data to ensure progress toward our academic goals in the coming school year.

1. The core curriculum and variances may be found on [the Lansing School District website](#).
2. NWEA Spring 2024:
 - a. NWEA Math Proficiency: 16%
 - b. NWEA Reading Proficiency: 14.40%
3. NWEA Spring 2025:
 - a. NWEA Math Proficiency: 12%
 - b. NWEA Reading Proficiency: 14%
4. Percent of Students Represented by Parents at Parent-Teacher Conferences: 50%

Sincerely,
Michelle Foreman
Principal, North School