



School Annual Education Report (AER) Cover Letter

May 24, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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 <https://goo.gl/CmzSQL> , or you may review a copy in the main office at your child's school.

For the 2016-17 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 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 mathematics instruction may be affecting student achievement in a positive manner. The results of the 16-17 M-STEP math assessment showed that 4% more students scored in the proficient range, a 16% increase over two years. In ELA, 6% fewer students scored in the proficient range. 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.

Students are assigned to schools based on neighborhood boundaries, but have the opportunity to apply for placement in a district Magnet Program. As a result of our school-wide focus of Environmental Science and Outdoor Education, our student population increased by 28%.

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.

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. We put marked effort into a model intervention program at the first grade level. AIMSweb data showed that over 80% of 1st graders were proficient in reading and math. We will implement this model in other grade levels.

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, 16-17 and 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 2015-16 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 2016-17 school year. Based on the previous three 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,

Emily Brown, Principal