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School Annual Education Report (AER) Cover Letter

January 22, 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 the Forest Park School District. 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 the Forest Park Superintendent for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/36J28m7>, 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. In these cases, no label is given.

Our school was HAS NOT BEEN GIVEN ONE OF THESE LABELS.

State law also requires that we report additional information. Forest Park implemented a major initiative in reading, writing, and math over the past 1-3 years and have seen some growth in those content areas. Our other major initiatives are in the science and social studies content areas with vocabulary development and study skill implementation. Those tested areas have also shown improvement.

Forest Park School District recognizes the social and emotional needs of all students. With that said, through the professional development offered by the DIISD, Forest Park has developed a team to address this issue through grant funds offered by the State of Michigan. Forest Park is in year one of the cycle.

~Good isn't good enough, if better is expected, and the best is possible.



In 2017, Forest Park began the implementation of blended learning with the development of a blended learning team and donation of funds to purchase devices in all classrooms. Professional development has continued for the staff in year two of the initiative.

Our major goal is to not only close the achievement gap between our highest and lowest achieving students, including our at-risk and special education population. We are a school district striving to earn 85% or higher in each scoring category.

Forest Park ensures that every student has the opportunity to enroll in the core academic curriculum courses through an individual scheduling process. The guidance counselor works with students who have a scheduling conflict or a preference to enroll in an online core academic course or dual enrollment course. This process of individualized scheduling has occurred for the past eleven years and has proven to be quite successful in providing our students with classes that fulfill the Michigan Merit Curriculum. We have implemented an online registration process that has increased scheduling communication between the student, parents and school.

Forest Park has been able to expand the Industrial Technology program through sinking fund money to incorporate welding into this curriculum area. French has also been added, as well as, elementary and middle school art class.

The Forest Park School Improvement Team continually analyzes goals, objectives and strategies throughout the school year making adjustments as needed to attain the goals set in June of each school year. In 2018-19, Forest Park became a School Wide Title I School versus a Targeted Title I school. The team has targeted various areas of improvement including scientific inquiry, math, reading fluency and comprehension, and writing, with additional relationship building activities at the K-12 levels. All areas have shown growth on state testing. The School Improvement Team designs activities for improvement areas and provides professional development to the other staff members throughout the school year.

Forest Park is unique in that we are one building with students from Pre-Kindergarten (4 year olds) through twelfth (12th) grade students. We also house the DIISD Cognitively Impaired students from Iron County. The school improvement team prides itself in the development of a mentor program we call "POWER PALS", where all students in grades K-12 are paired with an older student. The Forest Park staff designs activities monthly that enhance relationship building with the student body.

The Forest Park School District follows the Michigan Merit Curriculum. The school district uses Traverse Bay ISD's online programs as a resource for the teaching staff and further curriculum development. The school district develops lessons that align with the Michigan Academic Standards which can be found on the following website:

https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510--,00.html

Forest Park has not been chosen for the NAEP testing in the past five years.

The Forest Park School District parent teacher conferences reported 85% of the students had representation for conferences at the elementary level, and 75% of the 6-12 student population had representation at conferences or through personal contact. The number of parents attending conferences in the traditional sense has decreased. The number of parents reached using email has increased. Having a student data system enables parents to be informed of grades and behavior more immediately than a fall and spring conference.

As you review the data on academic achievement and success, note the progress of our students over time. The Forest Park staff and administration is committed in meeting the educational needs of all our students through their continued professional development, data review, and curriculum planning which includes monitoring and adjusting accordingly. A math initiative started in 2017-2018 school year using the math intervention program AVMR. More staff were trained in 2018-2019 with the final training of remaining staff in the 2019-2020 school year. The math curriculum is being reviewed and recommended for an update or a change depending on the results of the committee review.

We believe that to be a high performing school district we need to sustain our extensive level of parent and community involvement. I am honored to assume the responsibilities of this school district under a supportive community that takes pride in the educational, extracurricular, athletic and financial systems of the Forest Park School District. The Forest Park community passed a 1 mill, ten year sinking fund in 2017-18 to further prove their continued support in maintaining a quality building and education for our students.

Please make every effort to attend our annual PTO Open House held in August, parent teacher conferences held twice a year, family nights, track and field day, award ceremonies, athletic events, etc. We welcome

volunteers in our classrooms and library. Our library is solely operated by a dedicated group of volunteers. I encourage parents to become involved in school organizations, such as, Band Boosters, PTO, Sports Boosters and Academic Boosters. Follow us on facebook, and check out the website www.fptrojans.org for valuable information.

On behalf of the entire school district, I would like to thank the staff, students, parents, communities, and school board members for their continued dedication to the Forest Park School District. Thank you for believing in our students and holding them to standards of high academic and behavior success each and every school year. Your dedication to our youth is very impressive and greatly appreciated. Together we can achieve even greater academic success during the upcoming school year.

Sincerely,

Becky J. Waters

Becky Waters

Forest Park Superintendent/Elementary Principal