LUDINGTON AREA SCHOOLS

Administrative Offices

Jason J. Kennedy
Superintendent

Jesse Rickard
Director of Business Services

Foster Elementary School Annual Education Report (AER)

January 17, 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 Foster 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 Principal, Mr. Brian Dotson for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2tFPof0, 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 has not been given one of these labels.

From data in the combined report a key challenge that Foster Elementary School faces is reaching students in economically disadvantaged situations, particularly those with traumatic backgrounds. The data in the combined report, http://bit.ly/2tFPof0, shows that students that are economically disadvantaged were below the state average in 4th-grade math and reading, but above the state average in all other grades and subjects. This number is still below the school average by more than 10% in fourth and fifth grades. To close this gap, the staff at Foster Elementary School focused on developing a trauma-sensitive school. Ten Foster staff members were trained during the summer as trainers of trauma-sensitive schools and led professional development throughout the school year. Allison Nelson visiting Foster to conduct an environmental audit that had positive findings for reaching our goal of becoming a trauma-sensitive

school. Allison Nelson is also part of our professional development plan for the Foster staff retreat in February, where she will conduct an activity where staff learns how trauma affects the brain. The staff has also continued working with the help of the HIL grant and the Reading Now Network to close the gap in reading by developing consistent expectations and implementation of readers' and writers' workshop to ensure students have a complete and joyful literacy experience. Foster Elementary School used results from the PBIS tiered fidelity inventory to develop consistent and ongoing tier II and tier III interventions to go along with already established tier I supports.

State law requires that we also report additional information.

Foster Elementary School is the only upper elementary school in the district; this means all students in district attend Foster Elementary. Students transition from 2nd grade at Franklin Elementary (K-2) and Lakeview Elementary (K-2) to 3rd grade at Foster Elementary.

Foster Elementary School's school improvement plan is updated every year, but is currently in year three for the 2019-2020 school year. A team is comprised of administration and lead teachers that develop the school improvement plan using multiple sources of data including state assessment scores, parent, student and staff survey feedback, and local assessments.

Foster Elementary School has no specialized schools. We participate fully with the West Shore Educational Service District in specialized programming and instruction when available and applicable.

Ludington Area School District follows Common Core Curriculum for grades 3-5 in math and English Language Arts (ELA). In science, the school follows Michigan Next Generation Science Standards. Social Studies uses the MC3 curriculum which aligns with the Michigan Social Studies Standards. To access a copy of the core curriculum, visit the Foster School office or the curriculum link on our school's webpage, http://www.lasd.net/schools/foster-elementary/curriculum/.

Teachers also administer the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) assessment as screening tools. All staff, including teachers, the reading specialist, and principal, analyze the results and develop interventions for students not meeting the expected score.

Percentage of Students At or Above Norm Grade Level Mean RIT (NWEA)

	Fall 2019 NWEA Math	Fall 2018 NWEA Math	Fall 2017 NWEA Math
3rd Grade	45%	55%	57%
4th Grade	57%	41%	52%
5th Grade	43%	52%	44%

Percentage of Students At or Above Norm Grade Level Mean RIT (NWEA)			
	Fall 2019 NWEA Reading	Fall 2018 NWEA Reading	Fall 2017 NWEA Reading
3rd Grade	52%	59%	59%
4th Grade	56%	58%	51%
5th Grade	57%	60%	49%

The 2017 fall Parent-Teacher conference attendance at Foster Elementary School was 96% with 480/499. The 2018 fall Parent-Teacher conference attendance at Foster Elementary School was 95% with 428/449. The 2019 fall Parent-Teacher conference attendance at Foster Elementary School was 94% with 447/478. We are proud of the connection that we maintain with our families. Families are always welcome in school and encouraged to spend time with us.

The staff at Foster Elementary has done much work around trauma-sensitive schools and solidified best practices in reading instruction. The continuation of the HIL grant has also helped align the school improvement efforts with the State of Michigan's Literacy Essential practices. We are in our last year of the HIL grant and I believe that the grant has made a positive lasting impression on the staff at Foster Elementary. The staff is pleased with student progress made toward our school improvement goals in 2018-19. We know that there is still room for continuous improvement and our school improvement team works to identify those areas of focus and develops plans to address accordingly. School improvement goals for 2020-2021 are being developed for all core academic areas. The community has been incredible for passing a bond issue for over 100 million dollars where four elementary schools will combine into one. The next year and a half a major focus will be aligning all four schools' mission and vision statements as well as committees that develop consistent expectations for curriculum, PBIS, safety and more. This work is exciting as we begin to collaboratively develop the future of Ludington Elementary. We are looking forward to another exciting and productive year!

Sincerely,

Brian Dotson, Principal
Foster Elementary School