



March 29, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Fordline 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 Jason Martin for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/nn6WJa>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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 **not** identified with any of the above labels.

When reviewing the combined report, 3rd grade and 5th grade Math, along with 3rd grade and 5th grade ELA scores showed gains. Unfortunately, 4th grade Math and 4th grade ELA scores showed a decline in proficiency. Fordline Elementary School faces social, emotional, and behavior challenges that students demonstrate in a greater frequency on a daily basis. In addition, Fordline has children entering kindergarten with academic, as well as social and emotional and behavioral challenges. The key challenge that Fordline faces is that it has the highest population of Economically Disadvantaged students in the district. Our school was awarded free breakfast and lunch for the entire student population due to our increase with students living in poverty. Our system of MTSS (multi-tiered system of support) has been updated to meet frequently with all staff who provide interventions for students. Additionally, intervention time has been used flexibly to maximize the amount of support that each student in need receives. MTSS enables any student to receive additional services during the school day, through push in and/or pull out ELA (English



Language Arts) and Math services. Finally, intervention for Math has continued to provide support during the school day as well as after-school for students.

The data supports the need for more social and emotional support such as, Trauma-informed strategies, PBIS and additional need for more social work services. Teachers are continuing education in these areas as well, with book studies, professional development and workshops.

Through Federal grants we are able to continue increasing time with our PBIS (Positive Behavior Intervention Support) program and MTSS to foster greater one to one and small group lessons.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Southgate residents are assigned to our elementary schools based on where they live. Each building has home school boundaries. Parents register at their home school. School-of-Choice students are assigned to each building based on the student population in each grade level, and parents who wish to transfer to another school are considered once they turn in an Intra-district transfer request.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Southgate continued the school improvement process in accordance with Public Acts 25, 335, 339, the federal NCLB and requirements for Title I using the School Systems Review Report and the School Improvement systems as models. The district's mission statement guided the work of the School Development Teams in each school.

<http://www.southgateschools.com>

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

A copy of Southgate's Core Curriculum can be found on the district website,

www.southgateschools.com.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Each building has a day in the fall and a day in the spring dedicated to Parent-Teacher conferences. In grades K-5 parents are given a scheduled time to visit their child's building to discuss their individual progress. In grades 6-12 parents are given a two-hour



window in the afternoon and evening. Parents are strongly encouraged to talk to all of their child's teachers.

Year	# Students Represented	% Students Represented
Fall 2016	326	99%
Spring 2017	337	96%
Fall 2017	319	99%
Spring 2018	317	95%

Southgate Schools is dedicated to continuous improvement and consistently analyzes student achievement data to monitor progress. Although there are areas of needed improvement, Southgate teachers, parents, staff and students should be commended for their efforts in many areas that have continued to show student growth.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Martin".

Principal