

Fowlerville Community Schools

7677 Sharpe Road, Suite A, Fowlerville, MI 48836
PHONE (517) 223-6016 • FAX (517) 223-6022
Wayne Roedel, Superintendent

February 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 educational progress for the Fowlerville Community Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Assistant Superintendent Tim Dowker or me for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site (<http://bit.ly/2IbmUCv>) or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Please review the table below listing our schools. For the 2019-2020 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
H. T. Smith Elementary	No Label	-Literacy Coaching -Essential Literacy Instruction Practices -Reading Recovery -Bridges Math -Thoughtful Classroom
Natalie Kreeger Elementary	No Label	-Literacy Coaching -Essential Literacy Instruction Practices -Bridges Math -Thoughtful Classroom
Fowlerville Junior High	No Label	-Teachers Learning Together (student engagement and instructional best practices) -CSI (citizenship initiative) -Michigan Modeling for Science Instruction -Thoughtful Classroom
Fowlerville High School	No Label	-Michigan Modeling for Science Instruction -School to Career Exploration and Support -Thoughtful Classroom
Fowlerville Online Learning Academy (FOLA)	No Label	-Student Centered Learning

We are excited by our team's efforts to ensure that students are given the tools and support to achieve their potential. Those efforts faced a tough test in the 2020-2021 school year as we sought to meet the community's desire for in-person instruction while ensuring the safety of students and staff. The average FCS teacher completed over 40 hours of training in the summer and fall learning best practices in implementing and managing online learning. Teachers were tasked with facilitating two classrooms: one in person and the other online. We have all learned a great deal about the limitation of online learning as a result of these efforts, but students, families, and staff persevered together. The end of the pandemic is now within sight and a majority of students were able to continue their academic progress at a level not far below pace and rigor of a typical school year.

We look forward to resuming in-person instruction as our primary mode of teaching in the 2021-2022 school year. We will also be renewing our progress with the areas of focus that were temporarily curtailed while resources and priority were redirected toward the challenges of educating children safely during a pandemic.

We are currently in our fifth year of working with the Thoughtful Classroom Framework, which promotes classrooms in which best instructional practices lead to student engagement, strong relationships, and differentiated instruction that meet all students' needs. Our parent surveys consistently show that one of the greatest strengths in Fowlerville Community Schools is the way that our staff members care about students and work with families to help kids succeed. The Thoughtful Classroom will continue to leverage those relationships and a caring learning environment to increase the relevance and rigor of student learning, ensuring

that kids are not just learning the critical subject matter, but gaining the skills to learn anything.

We introduced the Reading Recovery program at the first grade level in the 2018-2019 school year and expanded it from two teachers providing the intervention to five teachers providing the intervention in the 2019-2020 school year. Combined with the literacy coaching, collaborative data meetings, and multi-tiered systems of support, this should close the reading gap at the critical grade/age juncture to ensure that students are ready to read and learn throughout their school years and beyond. We are also building professional learning communities around the Essential Practices for Literacy Instruction to improve core instruction through systematizing best practices. The intent of this work is not only to ensure the fidelity of literacy instruction across a grade level, but to increase the efficacy of teachers' efforts to ensure that all students have the reading and writing skills to succeed in life.

Last year we implemented a social-emotional skills framework called 7 Mindsets. This is a program that explicitly teaches social-emotional skills and strategies to assist students in dealing with the social challenges they face in and out of school and manage their emotions for successful resolution. As we see an increase in students struggling with anxiety and depression both in our district and around the state and nation, we recognize the importance of developing the tools to self-manage. The 7 Mindsets will be the platform we use at all levels to develop those skills. We also increased the availability of social work and other social-emotional supports at all levels to help students who are struggling in this area. We continued our prioritization of supporting students' social-emotional wellness into the 2020-2021 school year, especially in light of the difficulties of maintaining student learning during a pandemic.

Study after study about "what works for kids" proves what we already know -- that children thrive when they are supported by a family, school system, and other caring adults working together for their best interest. Thank you for your continued support for the Fowlerville Community Schools and for partnering with us to help all of our community's kids achieve their full potential.

Sincerely,

A handwritten signature in black ink, appearing to read "w-roedel". The signature is fluid and cursive, with a long horizontal stroke at the end.

Wayne Roedel
FCS Superintendent