



Fennville Middle School

8 Memorial Drive – Fennville, MI 49408

269-722-3857 - www.fennville.org

April 12, 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 Fennville Middle 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 Kimberly Zdybel for assistance.

The AER is available for you to review electronically by visiting the following web site, 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels and we are excited to report our data shows promising trends for student achievement, a reflection on developments in our Response to Intervention (RtI) strategies, which ensure students get the academic assistance they need in a timely and effective manner.

These efforts are helping us address gaps in achievement. The school also partnered with Mediation Services and the Allegan Area Educational Service Agency this school year to bring in new programs, such as Restorative Practices, and to study student achievement data as a basis for adjusting instructional practices around dialogue strategies, standards-based grading, intervention strategies, and a focus on relationships with students in engaged, connected classrooms. The school was selected for a grant opportunity to fully implement PBIS systems for the next three years, deepening the impact of strategies already in place, and strategies to come.



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State law requires that we also report additional information:

Process for Assigning Pupils to District Schools

Fennville Public Schools assigns students to schools based on their current grade level. Fennville Elementary serves student Pre-Kindergarten through 5th grade. Fennville Middle School serves Student's 6th – 8th grade. Fennville Public High School serves students 9th through 12th grade. Students age 16 and older (and younger students, by parent & district approval) who are earning a High School Diploma or General Education Diploma (GED) may elect to enroll at Pearl Alternative School.

Status of School Improvement Plan

Fennville Middle School continued to make progress on our School Improvement Plan, focusing work in our key improvement strategy (Professional Learning Communities, or PLCs, around formative assessment that provides timely feedback for students to increase engagement and ownership of students and by students for their own academic achievement.

Core Curriculum & Curriculum Implementation

As mandated by the State of Michigan, Fennville Public Schools has developed a core curriculum at all school levels. Curriculum is implemented by teachers using a focus on essential standards instruction, or a focus on the discrete skills and knowledge required for student mastery on the essential standards of the Common Core State Standards, as identified by teachers working in Professional Learning Teams and measured by local formative assessments and the mandated yearly Michigan and federal standardized tests. Outcomes to be achieved by all students have been defined based upon Common Core State Standards which can be viewed at the CCSS website: COMMON CORE STATE STANDARDS WEBSITE/MICHIGAN.

In Fennville the core curriculum is implemented using organization of instruction around Essential Standards, or the curriculum components of each grade level, content area, and academic disposition that students have to demonstrate proficiency in (knowledge) what they know, and (skill) are able to do.

Aggregate Student Achievement Results

Can be located at MI School Data/Fennville Middle School by clicking on this link.



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Attendance at Parent/Teacher Conferences

Parent/Teacher Conferences are held twice annually providing opportunities to communicate student progress during each semester. Participation percentages are reported below:

2018-19 Conferences

October 23 & 24, 2018

60% of parents/guardians attended

February 20 & 21, 2019

50% of parents/guardians attended

2017-18 Conferences

October 25 & 26, 2017

43% of parents/guardians attended

February 21 & 22, 2018

43% of parents/guardians attended

We are encouraged and proud of the academic achievement of all of our students. This is in direct correlation to the efforts put forth by both our families and staff at Fennville Middle School. Our mission at Fennville Middle School is to provide academic excellence for a lifetime of success.

Sincerely,

Kim Zdybel

Kimberly Zdybel, Principal
Fennville Middle School