



Fruitport Community Schools

Superintendent's Office
fruitportschools.net

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for Fruitport and our 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 the Superintendent's Office at (231) 865-3154 for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website <https://bit.ly/3a1pcQO>, 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:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales.
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support.

Educator 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.

Review the table below listing our schools. For the 2022-2023 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. 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
Beach Elementary	Reward School	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Edgewood Elementary	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Shettler Elementary	Reward School	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Fruitport Middle School	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Fruitport High School	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.
Fruitport Alternative Education High School	No Label	Solidifying PBIS and implementing best practices in math, reading and student engagement through a MTSS process.

Introduction to the School Community

Fruitport Community Schools (FCS) is located near Hoffmaster State Park and the beautiful Lake Michigan shoreline. The Village of Fruitport neighbors Norton Shores, Spring Lake, and Grand Haven. It is about 30 minutes from both Grand Rapids and Holland. A qualified, dedicated staff and faculty serve over 2,650 students with progressive educational programs and services. Known for our outstanding academic and co-curricular programs, the District provides an environment that celebrates individuality, promotes problem-solving through critical thinking, and encourages students to fulfill their potential as they become college/career ready. Resident students who graduate from Fruitport Community Schools and meet the eligibility criteria, will receive the Muskegon Area Promise two-year college scholarship.

Safety and Technology Integration

Through the support of a regional safety and technology enhancement millage, Fruitport Community Schools has been dedicated to improving the safety of our learning environments, along with the integration and infusion of technology into the curriculum. Currently, every student in third through twelfth grade has one to one access to a Chromebook. Grades three through eight have a dedicated Chromebook cart in their classroom, and grades nine through twelve have a Chromebook that they are allowed to take home with them. Each classroom is equipped with a multi-media cart including a document camera, a networked PC, a DVD player, a microphone, a touch panel control system, and HD projector. We also have a cart of Chromebooks in each building's media center, along with at least one floating Chromebook cart per building. Students in grades kindergarten through second grade have Chromebooks or tablets in their classrooms. Technology is used to support and enhance the instructional process.

Infrastructure and Master Facilities Planning

Fruitport Community Schools has developed a long term (40 year) master facilities plan that focuses on the replacement of schools with modern, healthy, energy efficient buildings having the latest technological improvements to support academic learning through voter approval of zero mill tax increase bonds every ten (10) years. This plan will allow the District to continue to create safer and modern schools, while also ensuring that classroom spaces and learning environments are age-appropriate, and integrated with technology, flexible furniture, and space design to support our educators and the inspiration of 21st-century learning skills and competencies in our students. The first phase of the master facilities planning process was completed when the District held its grand opening of the new Fruitport High School this past year. The new high school was designed to support personalized and group learning, ready access to technology, and an overall learning environment that promotes health, safety, and energy efficiency.

Student Mental Health and Well-being

The District understands that healthy students, those that are physically, mentally, and socially emotionally healthy, are better learners. The pandemic has accentuated this and has created new stressors and limitations on student learning. As student mental health

continues to be a national concern, our District has been recognized as a local leader in our development of trauma informed practices that support teaching and learning through our school district. Each building in the District has structural elements intended to address the social/emotional needs of students, along with many resources and partnerships bringing the support many students need to experience a successful school experience. The District has partnered with Hackley Community Care and Arbor Circle, both comprehensive providers of mental health services and support for students and families.

Academic Growth and Instructional Programming

Fruitport Community Schools implements the iReady Assessment system in the District. This assessment system allows the District to focus on the continual growth of our learners and provides actionable, real time data, that allows us to personalize and individualize instruction to best support each learner in our District. The implementation of iReady lesson pathways continues to support the growth of our students that we are seeing on the diagnostic data through iReady.

Our District continues to expend tremendous resources in support of student academic growth. The District has developed a curriculum review and replacement cycle for resources, materials, professional development, training, and support through the 2027-2028 school year in the areas of ELA, reading, mathematics, science, social studies, foreign language, and health. Teachers continue to work collectively to analyze student data to find and support ways to best help students learn. The District has implemented an Instructional Council process to assist in making decisions about best practice teaching and learning strategies and resources that we implement. Our curriculum director, principals, and school improvement consultants continue to implement a continuous school improvement model that has our schools focusing on instructional practices such as: Professional Learning Communities (PLC), PBIS Tier I and Tier II, MTSS, iReady implementation, ELA curricular resources and planning, and the implementation of a Special Education Flex Workshop at our high school, just to name a few.

In addition, the District has partnered with the American Institute for Research and the Center on Multi-tiered Systems of Support. This partnership is helping to strengthen our MTSS framework through the integration of data and instruction in a multi-level prevention system to maximize student achievement and support for the social, emotional, and behavioral needs of students from a strength based perspective.

Strategic Action Planning Process

The District is engaged in the development of its next strategic action plan. This strategic action planning process will prioritize action oriented goals and strategies to be implemented in our schools over the next three (3) to five (5) years. This process will set a direction for the District that is built around the collective beliefs of the school community, while the various needs of students are kept as the District's top priority. Goals based on feedback will be formulated to enable a strong partnership between staff,

parents, students, and stakeholders so that our school system flourishes and truly works to meet the needs of all stakeholders.

Closing Statement

Our District remains responsive to the needs of our students, staff, and community, and we are focused on the creation of a safe and healthy learning environment so that all students can maximize their growth and achieve their full potential. We encourage parents to contact their child’s school to learn more about how to get involved in their child’s education. Many opportunities exist for parents to participate in our schools, and we hope that you will see the commitment of our District to support each of our student learners. Should you have any questions or concerns, please know that my door is always open to you. We look forward to a strong partnership in working collaboratively with you!

Sincerely,

A handwritten signature in blue ink, appearing to read "Jason J. Kennedy". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jason J. Kennedy
Superintendent