



Flushing Community Schools

522 N. McKinley Rd
Flushing, MI 48433

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 2020-21 educational progress for the Flushing Community School District 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 Michelle Barrett, Curriculum Director, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site: <https://bit.ly/2XUP3Eq>, 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

For the 2019-2021 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.

Review the table below listing our schools:

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School Name	Status Label	Key Initiative to Accelerate Achievement
Flushing Early Childhood Center	No Label	The ECC has made it a priority to implement the Heggerty curriculum and Secret Stories to support the Language Arts instructional block. In addition, they adopted tablets this year to support virtual and on-line learning. Students continue to receive instruction on how to access their curriculum on the Chromebooks via Google Classroom and Seesaw, which will continue to challenge students and enrich the current curriculum.
Central Elementary School	No Label	Central will be using SPIRE and Heggerty to support the ELA curriculum along with the MAISA Reading and Writing Units of Study. The on-line licenses for enVision Math were updated and teachers were trained on how to use the standards based/Common Core aligned virtual curriculum support. Tablets and Chromebooks were made available to all students in order to provide one-to-one devices and access to virtual instruction.
Elms Elementary School	No Label	Elms will begin using SPIRE and Heggerty to support the ELA curriculum along with the MAISA Reading and Writing Units of Study. The on-line licenses for enVision Math were updated and teachers were trained on how to use the standards based/Common Core aligned virtual curriculum support. Tablets and Chromebooks were made available to all students in order to provide one-to-one devices and access to virtual instruction.
Seymour Elementary School	No Label	Seymour will begin using SPIRE and Heggerty to support the ELA curriculum along with the MAISA Reading and Writing Units of Study. The on-line licenses for enVision Math were updated and teachers were trained on how to use the standards based/Common Core aligned virtual curriculum support. Tablets and Chromebooks were made available to all students in order to provide one-to-one devices and access to virtual instruction.
Springview Elementary School	No Label	Springview will begin using SPIRE and Heggerty to support the ELA curriculum along with the MAISA Reading and Writing Units of Study. The on-line licenses for enVision Math were updated and teachers were trained on how to use the standards based/Common Core aligned virtual curriculum support. Tablets and Chromebooks were made available to all students in order to provide one-to-one devices and access to virtual instruction.
Flushing Middle School	No Label	The Middle School has made it a priority to review and prioritize their subject level standards, so students are being taught the most essential lessons during this hybrid learning year. Students have learned how to use new technology resources including Gizmos, Screencastify, Google Suite, and other subject level specific curriculum content. The Positivity Project continues to be a focus to help students stay positive and focused on making good choices in order to achieve positive student outcomes. FMS students learned how to take the NWEA assessment remotely, which gives teachers assessment information on strengths and weaknesses to guide instruction.
Flushing High School	No Label	The High School has made it a priority to review and prioritize their subject level standards, so students are being taught the most essential lessons during this hybrid learning year. Students have learned how to use new technology resources including Gizmos, Screencastify, Google Suite, and other subject level specific

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		curriculum content. Promoting Positive School Climate (PPSC) continues to be a focus to help students stay positive and focused on making good choices in order to achieve positive student outcomes. The English department continues to implement MAISA Reading and Writing Units of Study. Algebra and Geometry classes were given access to updated on-line materials and teachers were given training on the platform. The CTE programs have continued to add new technology to create more robust programs. Curriculum is focused on adding depth to reading comprehension, writing proficiency, math problem solving, and the implementation of Next Generation Science Standards.
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In closing, we take great pride in our students and work hard to assure their continued success. The school improvement process engages our staff and parents in the critical work of analyzing our instructional programs and embracing the concept of continued improvement. Through this process, we foster positive change for our students, parents, staff and community. The Flushing Community Schools are a prideful reflection of the community they represent through the academic, fine arts, athletic, and extra-curricular success of our students. Go Raiders!

Sincerely,



Matthew C. Shanafelt Ed.S.
Superintendent
Flushing Community Schools

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