



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

April 12, 2019

Dear Families 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 Goodwillie Environmental 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 me for assistance.

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

*Note TSI and ATS definitions were changed for the 2018-2019 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.

Some schools are not identified with any of these labels. In these cases, such as with our school, no label is given.

Goodwillie Environmental School is a high-achieving school and has a history of academic excellence where teaching and learning take place in a non-traditional setting. Our overall school index score is 97.01. The school index measures multiple factors including proficiency, growth, and quality. In addition, the growth index, which aggregates the percent of students that are on track to reach or maintain proficiency within three years across the content areas of English language arts and mathematics, is 100. While we are proud of our strong academic performance, we continue to think “outside of the box” as we continuously strive for improvement. Our teachers implement many project-based learning lessons including trail guiding and running a chicken business that raises chickens to sell their eggs. In addition, they have focused very heavily on the 21st century competency skill of presentation skills.

State law requires that we also report this additional information:

1. Process for assigning pupils to the school:

Students are assigned to the school in their attendance area where they live. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to various schools on a space-available basis.

2. The status of the 3-5 year school improvement plan:

Goodwillie Environmental School continues to use the school improvement process to reflect, assess, and identify new areas of focus for upcoming school years. Our school improvement process utilizes research-based instruction to meet the needs of each individual student. Through the school improvement process, both math and social studies were identified as areas of focus. In Math, teachers have worked hard implementing the CMP3 framework. In Social Studies, teachers and students have centered the learning around International studies and Native American studies, implementing an International Fair at Goodwillie.

3. A brief description of each specialized school:

Forest Hills Public Schools offers K-4; K-6; 5-6; 7-8; and 9-12 buildings. We have three specialized schools:

Ada Vista Spanish Immersion School (K-4) – Ada Vista is a Spanish immersion school in which all students are taught the Forest Hills curriculum using Spanish as the medium for instruction. It is amazing the way the students learn to read, write, and speak in both Spanish and English. In kindergarten and first grade, children are spoken to only in Spanish and are taught to read and write in Spanish too. In January of the first grade year, the students begin to speak only in Spanish during class time. In second grade students begin English language arts for 30 minutes; each subsequent year that time is increased by 15 minutes. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Meadow Brook Mandarin Chinese Immersion School (K-4) – Meadow Brook Elementary hosts a 50/50 model Mandarin Chinese immersion program where students learn half the core content (math, science and Mandarin literacy) in Mandarin with English language arts and social studies taught in English. From the vast amount of research available, we know students can acquire any language faster and more easily if we begin as early as possible. Students in the Mandarin Chinese immersion learn to speak, read, and write at scaffold levels in each subsequent grade. Teachers in all grades begin the school year with no English and encourage students to only use the target language in class. Students continue their immersion language learning at Northern Trails 5/6, Northern Hills Middle School, and Northern High School.

Goodwillie Environmental 5/6 School – Since 2001, Goodwillie Environmental School has offered fifth and sixth grade students a model educational program based primarily on learning in the “living classroom,” the great outdoors. While this sounds easy on the surface, it is extremely difficult to adapt a challenging state mandated curriculum to meaningful and engaging lessons in nature. The awareness, dependency, and flexibility upon the weather are critical for weekly/daily planning. Phonology, Magic Spots, journaling, sketching, observing, writing, understanding, and of course, just enjoying nature is a special gift that these teachers are happy to share with their students.

STEM Academy (9-12) – STEM is a four-year specialized program for high school students who are interested in pursuing post-secondary studies in Science, Technology, Engineering, and/or Mathematics. Students in the STEM academy undertake a capstone design project in their senior year. The academy is based in Northern High School and utilizes an interdisciplinary curriculum grounded in community-based partnerships.

4. 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:

The Forest Hills Public Schools Core Curriculum is aligned with academic standards adopted by the Michigan Department of Education. Curriculum committees comprised of teachers and administrators, work to align and update content at the district level. Further information related to

the FHPS curriculum, its development, and implementation, may be obtained by contacting the Forest Hills Public Schools Instruction Office.

5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests:

NWEA MAP Growth: Mathematics – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	5	Fall	50	226.3
2016-17	5	Win	50	230.1
2016-17	5	Spr	50	233.9
2016-17	6	Fall	50	223.5
2016-17	6	Win	50	225.9
2016-17	6	Spr	50	233.3
2017-18	5	Fall	52	224.5
2017-18	5	Win	52	228.9
2017-18	5	Spr	52	232.0
2017-18	6	Fall	49	226.4
2017-18	6	Win	49	230.3
2017-18	6	Spr	48	234.9

NWEA MAP Growth: Reading – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	5	Fall	50	222.4
2016-17	5	Win	50	223.1
2016-17	5	Spr	50	223.9
2016-17	6	Fall	50	222.6
2016-17	6	Win	50	224.7
2016-17	6	Spr	50	226.3
2017-18	5	Fall	52	220.1
2017-18	5	Win	52	222.8
2017-18	5	Spr	52	224.0
2017-18	6	Fall	49	223.3
2017-18	6	Win	49	226.7
2017-18	6	Spr	48	228.6

NWEA MAP Growth: Language Usage – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	5	Fall	50	219.7
2016-17	5	Win	50	221.7
2016-17	5	Spr	49	220.6
2016-17	6	Fall	50	219.2
2016-17	6	Win	50	222.3
2016-17	6	Spr	50	223.6
2017-18	5	Fall	52	218.2

2017-18	5	Win	52	220.3
2017-18	5	Spr	52	221.4
2017-18	6	Fall	49	221.6
2017-18	6	Win	49	225.5
2017-18	6	Spr	48	226.8

6. Identify the number and percent of students represented by parents at parent-teacher conferences:

	Number & Percentage Parents/Guardians			
	Fall		Spring	
2016-17	100	99%	100	99%
2017-18	101	100%	52	51%

The district’s mission statement reads “Helping All Learners Achieve Individual Potential.” Like all schools within Forest Hills Public Schools, Goodwillie Environmental School partners with parents and other community members to provide enriching curriculum for ALL students. Through the Goodwillie experience, students are able to gain a love of learning in a setting where students are actively engaged all the time and the teachers are able to provide individualized learning experiences for all.

Sincerely,

Timothy Hollern
Principal