



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 Northern Trails 5/6 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/2H7v2TE>, 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.

Northern Trails 5/6 is working to effectively implement an aligned system of curriculum, instruction, and assessment that meets state standards, addresses a commitment to equity and diversity, and promotes achievement for all students. Not unlike many schools across the nation, our staff strives to provide an excellence in education for all students. At present, our school ranks higher than the district in working to meet the needs of Hispanic and students with two or more races. Northern Trails receives funding for Title I academic interventions based on our percentage of students enrolled in the free and reduced lunch program.

As a school, we have engaged in cycles of inquiry around essential understandings for ALL students in English Language Arts and Mathematics. Within our Professional Learning Communities, staff are then working in teams to determine common formative assessments, high-quality instruction, and differentiated instructional approaches to allow all learners to build from their present level of proficiency to master grade level expectations.

Northern Trails 5/6 offers Special Education programming for Emotional Impairment, Autism Spectrum Disorder, Learning Disability, and moderate cognitive impairment students. Northern Trails stands proudly as one of only a small cohort of schools with both Chinese and Spanish Immersion programs in which students spend a large portion of core instruction in the target language, but staff still work to ensure they master the core competencies at the grade level.

In working to address the needs of our English Language learners (EL), we have increased our EL Interventionists from one to two, and encouraged the use of W.I.N. (What I Need) time in the week to allow teachers time to differentiate and extend curriculum and focused small group Level Literacy Instruction for our EL newcomers.

Our school began implementing the Lucy Calkins Reading Workshop model in grade 5 in May 2017 working through a series of professional learning opportunities to support teachers making the shift to a Reader's Workshop model. In the 2017-2018 school year, all 5th-grade teachers adopted the Reading Units of Study and received professional learning opportunities.

Math colleagues spent the 2017-2018 school year working to increase fidelity around Every Day Math (EDM) in grade 5 and the Connected Math Project (CMP3) at the 6th-grade level.

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:

Northern Trails 5/6 School continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance.

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	260	216.3
2016-17	5	Win	264	221.5
2016-17	5	Spr	265	226.6
2016-17	6	Fall	278	222.0
2016-17	6	Win	286	225.6
2016-17	6	Spr	285	230.8
2017-18	5	Fall	259	216.5
2017-18	5	Win	262	221.6
2017-18	5	Spr	261	227.3
2017-18	6	Fall	259	221.0
2017-18	6	Win	259	225.3
2017-18	6	Spr	266	231.7

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	261	211.6
2016-17	5	Win	264	213.7
2016-17	5	Spr	265	216.5
2016-17	6	Fall	259	218.2
2016-17	6	Win	287	220.9
2016-17	6	Spr	277	221.7
2017-18	5	Fall	261	211.7
2017-18	5	Win	262	216.0
2017-18	5	Spr	261	216.6
2017-18	6	Fall	260	216.8

2017-18	6	Win	260	220.1
2017-18	6	Spr	266	222.0

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	242	208.6
2016-17	5	Win	264	212.7
2016-17	5	Spr	265	214.8
2016-17	6	Fall	271	215.1
2016-17	6	Win	285	218.0
2016-17	6	Spr	284	220.6
2017-18	5	Fall	260	209.7
2017-18	5	Win	262	213.7
2017-18	5	Spr	260	215.4
2017-18	6	Fall	254	214.5
2017-18	6	Win	260	218.2
2017-18	6	Spr	266	220.3

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

	Number & Percentage Parents/Guardians			
	Fall		Spring	
2016-17	550	94%	540	90%
2017-18	581	96%	550	91%

Each school year, parents are invited to two Student Growth Conferences. One meeting time is set for early November and the second in early February. Additionally, families receive their student’s NWEA MAP data for Reading, Mathematics, and Language three times each year in October, February, and June.

Northern Trails 5/6 seeks to provide a superior late elementary and early middle level experience keenly designed to inspire curiosity and educational opportunities. We are one of less than 20 schools in the nation to offer two immersion programs: Spanish and Mandarin. At last count, our diverse learning community boasts more than 44 languages spoken in our school community. Between languages spoken in the home and the immersion programs, more than 65% of our student body are bilingual.

The shift to the Reading Workshop model empowers our teachers as a learning community to inspire both joy and rigor for students around reading. Within Reading Workshop, mini-lessons are provided before students launch into their own independent reading to build stamina. Students within the building participate in a traditional 5/6 English program with Spanish as a World Language, Spanish Immersion, or Chinese Immersion core curriculum. We believe in a strong partnership with our parents and local community. Our school culture and beliefs around bullying and teasing extend from our belief in the school mascot, the Husky. As part of our Husky Pack Mentality, we believe in the unique gifts each learner and family bring to our learning environment.

We welcome ALL to the Pack!

Sincerely,

Dr. Susan Gutierrez
Principal