



FOREST HILLS PUBLIC SCHOOLS

6590 Cascade Road SE • Grand Rapids, MI 49546 • (616) 493-8800 • Fax (616) 493-8552 • www.fhps.net

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 Ada Vista Elementary. 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/2H6vTnX>, 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.

Ada Vista Elementary offers a high-quality Early Total One-Way Spanish Immersion education to Kindergarten through fourth-grade students. Ada Vista's Immersion Programming is designed intentionally, providing learners with time and intensity in a target language to encourage bilingualism and bi-literacy. Students experience daily core content instruction in Spanish as the target language. As part of this content instruction, students acquire skills unique to Spanish, with the overarching goal of developing student performance and proficiency over time. This means that the language is not the sole content of instruction itself, but rather it serves as the vehicle through which content knowledge and skills are accessed and engaged. Ada Vista emphasizes and celebrates the three-fold goal of immersion education:

1. Achievement of grade level content expectations (Common Core State Standards/FHPS Curriculum Standards)
2. Attainment of high levels of target language performance and proficiency
3. Awareness, appreciation, and sensitivity for world cultures

Through ongoing professional learning and collaboration with immersion experts, we continue to learn more about effective language immersion practices for Early Total One-Way Immersion. Ada Vista teachers collaborate regularly to identify essential learning standards for content and language, which are crucial for all students to know for each grade level by the end of the school year. Through this important work, we are able to integrate grammar and language goals into the curriculum to teach the concepts through real-life applications. Students are able to directly put into practice the grammar/language concepts being taught in the classroom through the curriculum. This results in greater long-term gains in their Spanish language performance and proficiency.

This complex process is happening at Ada Vista Elementary both within and across grade levels. Teachers continue to collaborate to develop and use common formal and informal checks for understanding to monitor and support student learning. In the classroom, teachers make instructional choices to effectively scaffold the information to meet the unique language needs of an immersion student, incorporate high-leverage teaching strategies for language acquisition, and adapt their instruction to meet the diverse needs of their students.

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:

Ada Vista Elementary 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	2	Fall	96	190.6
2016-17	2	Win	99	199.4
2016-17	2	Spr	97	205.0
2016-17	3	Fall	93	195.1
2016-17	3	Win	93	202.5
2016-17	4	Fall	94	205.2
2016-17	4	Win	92	210.1
2017-18	K	Fall	100	146.4
2017-18	K	Spr	99	162.7
2017-18	1	Fall	89	170.1
2017-18	1	Win	89	182.9
2017-18	1	Spr	89	191.8
2017-18	2	Fall	99	192.1
2017-18	2	Win	98	188.3
2017-18	2	Spr	97	193.2
2017-18	3	Fall	99	195.9
2017-18	3	Win	100	203.3
2017-18	4	Fall	92	206.0
2017-18	4	Win	92	211.3

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	2	Fall	98	179.8
2016-17	2	Win	98	186.8
2016-17	2	Spr	99	191.3
2016-17	3	Fall	89	191.5

2016-17	3	Win	93	198.3
2016-17	4	Fall	94	201.0
2016-17	4	Win	92	205.7
2017-18	K	Fall	100	146.6
2017-18	K	Win	100	153.1
2017-18	K	Spr	99	158.5
2017-18	1	Fall	89	163.4
2017-18	1	Win	89	174.1
2017-18	1	Spr	89	180.3
2017-18	2	Fall	99	182.0
2017-18	2	Win	98	183.3
2017-18	2	Spr	95	185.6
2017-18	3	Fall	98	192.1
2017-18	3	Win	98	198.5
2017-18	4	Fall	91	202.8
2017-18	4	Win	91	204.8

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	3	Fall	89	189.0
2016-17	3	Win	93	195.9
2016-17	4	Fall	93	199.4
2016-17	4	Win	92	203.2
2017-18	3	Fall	99	192.5
2017-18	3	Win	100	200.1
2017-18	4	Fall	91	200.2
2017-18	4	Win	92	204.4

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

	Number & Percentage Parents/Guardians			
	Fall		Spring	
2016-17	476	99%	477	99%
2017-18	473	99%	474	99%

At Ada Vista Elementary, we continue to be dedicated to the success of all of our students. We are very proud of the hard work our teachers and staff have done to help each and every student reach his/her own individual potential with their academic achievement in each core content area, as well as with their target language proficiency.

We appreciate and value our partnership with our families and our community, which has helped us to ensure the highest level of education possible for them. During the 2018-2019 school year, we will continue to raise the bar for Spanish Immersion education by keeping up with immersion research and with the best research-based instructional practices for counterbalanced instruction that produce high levels of learning in all academic areas, as well as increase the proficiency level in the target language.

We will continue to look for and provide opportunities for professional growth for our teachers and staff.

As always, please feel free to contact me should you need assistance or if you have any questions regarding this report or other matters. It is a privilege and an honor to serve our Ada Vista families.

Sincerely,

Patrick Stecco
Principal