



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

February 5, 2021

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 educational progress for Ada 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 following this [link](#), or you may review a copy in the main office at your child's school.

For the 2019-20 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 label is given. Our school has not been given one of these labels.

Ada teachers continue to develop a culture of thinking and reflecting in all subject areas. Students are learning routines to help them think critically, share their thinking with others, and support their thinking with reasoning and evidence. We have successfully implemented the Reading Units of Study and see positive impacts on student achievement. In addition, we have added the Writing Units of Study (K-4) and the Phonics Units of Study (K-2) to continue to strengthen our approach to balanced literacy. We are working to ensure differentiated instruction is given to all students, and that students have a clear purpose for this time supported by individually set goals.

To accelerate student achievement, grade level teams collaborate to determine priority standards, reflect on their practices to meet the individual needs of all students, develop formative assessments to gauge progress, integrate conferring and small group instruction to meet the needs of all learners, and agree on what proficiency looks like for each grade level. With the implementation of the Units of Study, we strive to ensure that students can write clearly and skillfully and read flexibly and joyfully. Our staff is committed to enhancing student engagement and motivation around literacy. Culturally responsive teaching in the classroom also remains a top-priority as we constantly update our classroom libraries and instructional practices to best reach all students. Students who are not meeting benchmark expectations are identified and receive additional support to promote learning.

State law requires that we also report this additional information:

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.

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

Ada 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. Through the school improvement process, we have identified balanced literacy as a targeted area and are implementing a workshop framework consistently school-wide to provide differentiated instruction to meet the diverse needs of all learners.

A brief description of each specialized school:

Forest Hills Public Schools offers K-4; K-6; 5-6; 6-8; 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.

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.

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

NWEA MAP Growth: Mathematics 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	67	166.0
1	Win	67	182.6
1	Spr	67	194.7
2	Fall	64	184.6
2	Win	65	189.6
2	Spr	66	195.6
3	Fall	65	198.0
3	Win	64	206.1
3	Spr	64	213.2
4	Fall	74	210.8
4	Win	73	217.4
4	Spr	74	222.6

NWEA MAP Growth: Mathematics 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	74	148.7
K	Win	72	157.4
1	Fall	54	167.7
1	Win	55	180.1
2	Fall	68	184.2
2	Win	68	190.9
3	Fall	67	197.8
3	Win	67	207.0
4	Fall	66	211.0
4	Win	67	216.8

NWEA MAP Growth: Reading 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	54	148.6
K	Win	52	157.8
K	Spr	54	165.3
1	Fall	66	167.0
1	Win	67	181.9
1	Spr	67	192.3
2	Fall	65	180.5
2	Win	64	190.9
2	Spr	66	194.8
3	Fall	65	198.0

Grade	Test Window	Number of Students	Mean RIT
3	Win	64	205.9
3	Spr	64	211.0
4	Fall	74	206.8
4	Win	72	210.5
4	Spr	74	215.6

NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	74	148.7
K	Win	72	157.4
1	Fall	54	167.7
1	Win	55	180.1
2	Fall	68	184.2
2	Win	68	190.9
3	Fall	67	197.8
3	Win	67	207.0
4	Fall	66	211.0
4	Win	67	216.8

NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	65	197.0
3	Win	64	204.2
3	Spr	64	208.4
4	Fall	74	205.3
4	Win	73	210.2
4	Spr	73	213.4

NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	68	196.3
3	Win	67	204.3
4	Fall	66	206.8
4	Win	67	212.6

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

Semester	Number of Students	Percentage of Students
Fall 2018	368	98%
Spring 2019	378	99%
Fall 2019	368	97%
Spring 2020	373	97%*

*Conferences were optional due to COVID-19

With safety protocols in place during COVID-19, Ada Elementary is proud to be operating face to face this year. Ada Elementary is a wonderful place to learn, gain new experiences, and make friends. Our staff truly embraces the importance of helping each student learn to his/her full potential, and we are committed to continuous improvement in learning. Our staff is focused on analyzing student data to design instruction that supports the growth of all students. Our community partnerships, strong relationship with our families, and the support of our PTO are invaluable and allow us to enrich the instructional and learning experiences of our students. We are proud to offer an educational experience that is second to none at Ada Elementary!

Sincerely,

Melanie Hoeksema
Principal