



# 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 Central Woodlands (CW). 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.

At Central Woodlands, we are committed to ensuring that all students achieve. Teacher collaboration regularly occurs through the structure of Professional Learning Communities (PLCs), and the work of teacher teams is guided by the following questions in each content area: What do we want students to learn? How will we assess? What will we do if students do not achieve? What will we do if students do achieve? Through cycles of inquiry, teachers are able to reflect upon their instructional practice in light of students' achievement. Teachers draw upon high-leverage strategies represented in our Instructional Framework to meet the needs of all learners.

Achievement levels continue to be high in both English Language Arts (ELA) and Math in comparison to district, county, and state level data. Our data shows students who are economically disadvantaged and students with disabilities are underperforming their non-disabled, non-economically disadvantaged peers in Math and ELA. Our Central Woodland's staff takes seriously our charge to support high levels of learning among all students; this data is important in developing plans to close these achievement gaps with these two subgroups of students

Key initiatives occurring at Central Woodlands to raise and accelerate achievement for all students are teachers' learning and work in the areas of Balanced Literacy as well as making our students' thinking visible. Central Woodland's school-wide focus on developing a culture of thinking opened up the doors of equity for learners at all levels to understand, engage, and learn at Central Woodlands. All students'

thinking is valued. Staff have worked to develop the Deeper Learning Competencies within inquiry-based and project-based learning.

To support this, our teachers have collaborated to identify the essential learning standards at the fifth and sixth grade levels, in each content area. Teachers design authentic, project-based experiences for students, too. Central Woodlands seeks to implement co-taught and push-in instructional models for students with disabilities; these students are engaged in explicit math instruction with their general education peers. Also, we are using individualized support tools such as the Fountas and Pinnell Leveled Literacy Intervention and MobyMax to provide individualized, targeted practice and help close achievement gaps with all students. All teachers have engaged in professional learning over the course of three school years around Balanced Literacy, with a focus on teaching reading and writing in a workshop format.

Our school implemented the Teachers' College Reading Units of Study for fifth grade in September 2018. Since that time, a series of ongoing professional learning opportunities have supported teachers making the shift to the Reading Workshop. All teachers identify a plan for their professional growth yearly, and Central Woodland's classroom teachers have prioritized learning and growing in the areas of reading instruction (mini-lesson, conferring with students.) Math colleagues have over the course of the past three school years collaborated to increase fidelity of instruction with Every Day Math (EM4) in fifth grade and the Connected Math Project (CMP3) at the sixth grade Level.

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:

Central Woodlands continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the schools' performance. Our focus on literacy emerged from trend data in ELA/Reading. With the support of our FHPS Instruction Office, our Central Woodlands School Success Team is leading the work of teacher teams as they engage in cycles of inquiry and seek to grow their collective instructional practice.

### 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
5	Fall	230	218.9
5	Win	230	222.6
5	Spr	229	227.2
6	Fall	247	221.9
6	Win	247	226.4
6	Spr	245	231.9

### NWEA MAP Growth: Mathematics 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	257	220.0
5	Win	251	224.4
6	Fall	235	222.3
6	Win	233	227.4

### NWEA MAP Growth: Reading 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	230	214.2
5	Win	229	218.0
5	Spr	229	218.9
6	Fall	247	216.6
6	Win	246	221.8
6	Spr	245	222.5

### NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	257	214.0
5	Win	256	218.1
6	Fall	235	218.7
6	Win	233	223.5

### NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	230	211.6
5	Win	226	216.5
5	Spr	228	218.8
6	Fall	247	216.0
6	Win	246	220.0
6	Spr	245	222.0

### NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	257	211.5
5	Win	255	216.1
6	Fall	235	217.2
6	Win	232	221.8

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

Semester	Number of Students	Percentage of Students
Fall 2018	479	90%

Spring 2019	478	89%
Fall 2019	492	97%
Spring 2020	492	95%

It is our students, staff, and, families that make Central Woodlands a wonderful place to learn and grow. The Central Woodlands school community would like to thank our families for their continued partnership in helping to provide our students with a world-class education. Our partnership is essential in developing a culture of literacy, thinking, and caring, as we focus on growing our students as readers, writers, and scholars. The teamwork that our staff and families demonstrate is exemplary and provides the opportunity for “all students to achieve their individual potential.”

Sincerely,

Amy Burton-Major  
Principal