



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 the 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 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.

Goodwillie Environmental School is a high performing fifth- and sixth-grade school that specializes in utilizing nature and science to teach curriculum of all subject areas. While Goodwillie is a non-traditional school, the students still achieve at high levels as highlighted in M-Step scores that score at or higher than both the district and state averages. Though our data is not available for the 2019-2020 school year due to the COVID-19 pandemic and subsequent cancellation of statewide testing, we can see that the percent of students proficient in reading and in math since 2016-2017 has plateaued or is trending slightly downward. In order to support our students' learning, we have continued to implement district level resources serving the state standards in reading, math, social studies, and science. The school has also put an increased emphasis on the social-emotional well-being of our students, implementing additional resources and instruction to support the mental health and development of our fifth- and sixth-graders.

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:

While Goodwillie students perform and achieve at a very high level and score at or above district and state averages in standardized tests (M-STEP), we continuously look to improve. In a school program based primarily on learning in the "living classroom," there is a continued focus on adapting traditional

resources to create a curriculum that is project-based, nature-centric, and guided by the tenets of SEL. Though we do not have data for the 2019-2020 school year due to the COVID-19 pandemic, we can look back additional years to study the impact of our school improvement plan. When looking at the previous three years of data from the 3-5 year school improvement plan we notice that we did have drops and plateauing in our M-STEP averages. The teachers, based on this information, will refocus their attention on a core set of curricular standards in each content area (essentials standards) as well as the SEL standards.

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	52	220.8
5	Win	52	225.4
5	Spr	52	227.6
6	Fall	51	226.4
6	Win	51	230.5
6	Spr	51	232.8

NWEA MAP Growth: Mathematics 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	52	221.6
5	Win	52	227.7
6	Fall	52	223.6
6	Win	51	227.0

NWEA MAP Growth: Reading 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	52	219.0
5	Win	52	220.4
5	Spr	52	218.9
6	Fall	51	223.0
6	Win	51	225.1
6	Spr	51	226.5

NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	52	217.2
5	Win	52	220.0
6	Fall	52	222.2
6	Win	52	225.8

NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	52	216.2
5	Win	52	218.6
5	Spr	52	217.5
6	Fall	51	221.1

Grade	Test Window	Number of Students	Mean RIT
6	Win	51	223.2
6	Spr	51	223.9

NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
5	Fall	52	214.0
5	Win	52	218.8
6	Fall	51	220.1
6	Win	52	221.3

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

Semester	Number of Students	Percentage of Students
Fall 2018	104	100%
Spring 2019	55	53%
Fall 2019	104	100%
Spring 2020	NA*	NA*

*No conference data due to COVID-19

Goodwillie Environmental School is more than a school with a traditional group of staff and students. It is instead a true school community that includes staff, students, and current and past families with perpetual connections to the program. This entire school community puts the socio-emotional and academic needs of the current students at the forefront of their everyday practice. Here at Goodwillie, instruction in math, science, social studies, reading and the arts is paired with an intentional focus on mental health and wellness. All of these pieces combine to help foster students who are well-rounded and well-equipped to take on the challenges of later grade levels. We look forward to seeing how the intentional focus on the whole child will ultimately positively impact the academic success of our students.

Sincerely,

Jeff Simon
Principal