



# 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 Knapp Forest 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.

In an effort to support our learning around achievement gaps, Knapp Forest staff has taken an intentional approach to identifying essential learning standards. Through the use of ongoing assessments, Professional Learning Community (PLC) conversations that focus on student mastery of the essential standards and professional learning about balanced literacy in the classroom, our teachers are equipped to accurately identify which students are in need of support on any specific grade level skill. With the support of our paraprofessional reading aides and our instructional coaches provided by the district, we are able to target individualized reading and math skills on a daily basis within each grade level for students who are performing above, at, and below 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:

Knapp Forest Elementary continues to leverage the school improvement process to increase proficiency for all of our students in each academic area. A focus area for our school is to close the gap with our students that are not meeting proficiency according to M-Step standards. The following areas are focus strategies:

- Ensuring that small group instruction is implemented with fidelity in Kindergarten through Grade 5, specifically with the use of the Leveled Literacy Intervention (LLI) Program
- Clear and focused instruction around Essential Learning Standards supported by the district and teacher grade level Professional Learning Communities (PLCs)
- Implementing Reading and Workshop for all K-6 English Language Arts teachers with fidelity
- Implementing Phonics in all K-2 classrooms
- Continued building of classroom learning communities through small group instruction and individual conferring sessions, as well as the implementation of Restorative Circles

## 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	89	166.2
1	Win	90	179.7
1	Spr	90	191.7
2	Fall	92	182.2
2	Win	94	190.6
2	Spr	93	194.2
3	Fall	110	192.7
3	Win	109	199.1
3	Spr	112	205.9
4	Fall	83	207.6
4	Win	84	215.6
4	Spr	84	222.1
5	Fall	100	221.1
5	Win	102	228.9
5	Spr	100	235.6
6	Fall	111	224.8
6	Win	109	228.9
6	Spr	110	234.8

#### NWEA MAP Growth: Mathematics 2019-2209 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	105	164.8
1	Win	101	176.8
2	Fall	92	184.2
2	Win	96	192.8
3	Fall	96	196.3
3	Win	95	204.3
4	Fall	115	204.3

Grade	Test Window	Number of Students	Mean RIT
4	Win	115	213.5
5	Fall	85	220.1
5	Win	86	227.9
6	Fall	100	226.8
6	Win	99	231.4

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

Grade	Test Window	Number of Students	Mean RIT
K	Fall	98	144.6
K	Win	99	154.1
K	Spr	97	162.3
1	Fall	89	168.7
1	Win	90	178.8
1	Spr	90	185.5
2	Fall	92	180.6
2	Win	94	191.9
2	Spr	93	194.4
3	Fall	109	194.2
3	Win	110	197.1
3	Spr	112	202.1
4	Fall	82	205.0
4	Win	83	210.4
4	Spr	83	215.1
5	Fall	94	213.9
5	Win	102	220.8
5	Spr	100	224.7
6	Fall	112	219.3
6	Win	111	222.0
6	Spr	111	225.9

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

Grade	Test Window	Number of Students	Mean RIT
K	Fall	90	145.4
K	Win	83	157.8
1	Fall	105	165.2
1	Win	101	177.9
2	Fall	92	181.3
2	Win	97	193.0
3	Fall	96	194.9
3	Win	96	202.9
4	Fall	114	202.1
4	Win	115	208.9

Grade	Test Window	Number of Students	Mean RIT
5	Fall	84	214.5
5	Win	86	220.3
6	Fall	100	220.9
6	Win	99	225.9

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

Grade	Test Window	Number of Students	Mean RIT
3	Fall	110	192.0
3	Win	110	200.2
3	Spr	112	202.7
4	Fall	83	203.7
4	Win	83	210.0
4	Spr	84	212.6
5	Fall	99	213.0
5	Win	102	218.0
5	Spr	100	221.0
6	Fall	110	217.8
6	Win	108	219.6
6	Spr	106	223.3

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

Grade	Test Window	Number of Students	Mean RIT
3	Fall	96	193.9
3	Win	96	201.7
4	Fall	116	201.6
4	Win	115	208.0
5	Fall	83	210.9
5	Win	85	218.3
6	Fall	99	218.5
6	Win	99	222.6

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

Semester	Number of Students	Percentage of Students
Fall 2018	692	99%
Spring 2019	690	99%
Fall 2019	680	99%
Spring 2020	Optional (21)*	<1%*

\*Impacted by COVID

Knapp Forest Elementary continues to be an inclusive student-centered learning environment where we focus on providing social emotional development and rigorous academic opportunities for our students. The members of the Knapp Forest staff are committed to the pursuit of our district's mission: Helping All

Learners Achieve Individual Potential through collaboration with our grade level Professional Learning Communities (PLCs). More than ever, we are expanding our own knowledge through professional learning and embracing change due to the impact of the global pandemic. We are committed to working in partnership with our community and families to provide deep, comprehensive educational opportunities and a quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love for learning.

Sincerely,

Kristen Pennington  
Principal