



# 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 Meadowbrook 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.

Meadow Brook Elementary is a high-achieving school whose students continue to show growth academically beyond expected levels. Our overall school index score is 93.42. This index measures multiple factors including proficiency, growth, quality, etc. Specifically, this high score can be attributed to high staff expectations, a warm, nurturing environment focused on the entire child, robust staff collaboration, a positive school/family bond, and a focus on individualized instruction to help all students achieve their potential. This year our teachers are focused on improving the achievement levels of all students in English Language Arts (ELA). We have implemented a Reading Workshop Model and are using the Reading Units of Study in each ELA classroom and are striving for implementation with fidelity. Thirty-one percent of our ELA teachers had an opportunity for an intensive four day workshop training in 2018-19 while 81% of our ELA teachers have now successfully completed the training. This incredible change in the amount of staff trained has helped Meadow Brook ELA teachers implement Reading Workshop with fidelity.

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:

Meadow Brook 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 economically disadvantaged and English learner students. The following areas are focus strategies:

- Ensuring that small group instruction is implemented with fidelity
- Clear and focused instruction around Essential Learning Strategies supported by teacher grade level Professional Learning Communities (PLCs)
- Implementing Reading Workshop for all K-4 ELA teachers with fidelity
- Continued building of classroom learning communities via implementation of positive learning behaviors (PBIS) as well as 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	91	164.8
1	Win	90	176.1
1	Spr	90	187.8
2	Fall	103	177.6
2	Win	66	188.5
2	Spr	101	193.6
3	Fall	95	191.8
3	Win	90	200.2
3	Spr	97	205.1
4	Fall	104	204.8
4	Win	105	211.3
4	Spr	105	214.9

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

Grade	Test Window	Number of Students	Mean RIT
1	Fall	92	167.6
1	Win	96	178.2
2	Fall	91	178.3
2	Win	90	188.0
3	Fall	100	195.5
3	Win	99	201.7
4	Fall	93	204.4
4	Win	94	210.8
1	Fall	92	167.6

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

Grade	Test Window	Number of Students	Mean RIT
K	Fall	94	144.7
K	Win	95	155.1
K	Spr	97	162.1
1	Fall	91	163.2

Grade	Test Window	Number of Students	Mean RIT
1	Win	88	175.8
1	Spr	90	183.1
2	Fall	99	176.7
2	Win	93	186.3
2	Spr	100	190.5
3	Fall	96	190.6
3	Win	89	199.3
3	Spr	97	201.3
4	Fall	100	203.4
4	Win	104	208.6
4	Spr	106	211.8

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

Grade	Test Window	Number of Students	Mean RIT
K	Fall	117	143.0
K	Win	118	148.7
1	Fall	91	167.4
1	Win	96	176.7
2	Fall	88	176.2
2	Win	89	188.2
3	Fall	100	194.0
3	Win	98	200.3
4	Fall	96	199.9
4	Win	94	208.9

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

Grade	Test Window	Number of Students	Mean RIT
3	Fall	92	190.9
3	Win	90	198.1
3	Spr	97	201.9
4	Fall	102	202.9
4	Win	105	209.3
4	Spr	107	210.5

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

Grade	Test Window	Number of Students	Mean RIT
3	Fall	99	192.6
3	Win	95	199.7
4	Fall	96	201.2
4	Win	93	207.6

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

Semester	Number of Students	Percentage of Students
Fall 2018	496	99%
Spring 2019	503	94%

Fall 2019	512	99%
Spring 2020	518	*

\*Optional Conference due to COVID-19

Meadow Brook Elementary is a wonderful place to learn, gain new experiences, and make friends. Our staff embrace the continued pursuit of our district's mission: Helping All Learners Achieve Individual Potential through collaboration with our grade level Professional Learning Communities. 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,

Tim Shaw  
Principal