



# FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

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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 Northern Hills Middle School (NHMS). 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.

We continue to focus on attendance and achievement of our Economically Disadvantaged (ED) students. In previous years, attendance rates of ED students compared to all students was much lower. Our focus has been on making sure all students feel connected to our school as a way to promote positive attendance. Our work with social-emotional learning (SEL) and CREW permeates our school to close this attendance gap. Currently, the gap for the percent of students not chronically absent is 92.14% for all student and 74.23% for ED students.

Due to COVID-19, we did not administer M-Step or PSAT 8/9 this past spring. In looking at our fall MAP Screening data, it did show that our students declined in math achievement levels. In the fall of 2019, our current 8th grade cohort had a mean of 226.9 on the Math 6+ assessment. This same group scored .2 RTI points lower with a mean of 226.7. This is consistent with findings from across the state. However, the NWEA MAP assessment given this past fall was the shorter, screener version and one is careful to make exact comparisons. However, we are using this data to increase focus on priority standards in mathematics and to reteach missed concepts.

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:

We see continued growth and consistency within CREW. This will focus on SEL standards and student connections.

We will provide support for professional development (PD) with staff on using PBL and Cultures of Thinking to create high quality PBL based on the Gold Standard from PBLWorks. Deeper Learning teams will continue to meet throughout the year for PD focused on helping learners to engage in and with their community to take ownership in learning through authentic, real world, project based experiences, so they become self-reflective problem-solvers and critical thinkers. In addition, we will develop CREW Career Chats so students can embed career education within their school experiences.

Using CREW, we are going to continue to read three days a week while increasing student collaboration around reading during these three days. In addition, our classroom experiences will create opportunities for informational text reading and research in application based experiences. Our focus on deeper learning competencies such as communication of learning and problem solving will create opportunities for students to engage in deeper reading of texts.

With COVID-19, we are also using technology to keep students connected and support their SEL needs. Staff have used a variety of methods to stay connected with students during hybrid learning. We have seen increased student attendance on days when students are learning remotely.

## 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
7	Fall	286	229.9
7	Win	286	232.7
8	Fall	294	237.7
8	Win	293	241.5

[NWEA MAP Growth: Mathematics 2019-2020 School Year](#)

Grade	Test Window	Number of Students	Mean RIT
7	Fall	270	230.9
7	Win	270	234.4
8	Fall	286	235.7
8	Win	284	239.1

[NWEA MAP Growth: Reading 2018-2019 School Year](#)

Grade	Test Window	Number of Students	Mean RIT
7	Fall	287	222.2
7	Win	287	222.1
8	Fall	293	226.0
8	Win	291	227.5

[NWEA MAP Growth: Reading 2019-2020 School Year](#)

Grade	Test Window	Number of Students	Mean RIT
7	Fall	270	221.6
7	Win	270	225.1
8	Fall	288	224.5
8	Win	284	226.7

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

Grade	Test Window	Number of Students	Mean RIT
7	Fall	286	220.0
7	Win	287	221.4
8	Fall	295	224.2
8	Win	292	227.1

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

Grade	Test Window	Number of Students	Mean RIT
7	Fall	270	221.7
7	Win	270	223.4
8	Fall	289	223.4
8	Win	285	225.3

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

Semester	Number of Students	Percentage of Students
Fall 2018	599	92%
Spring 2019	492	84%
Fall 2019	515	92%
Spring 2020	491	87%

At Northern Hills Middle School we are continuing to create a story focused on helping students feel connected and known. Despite the challenges faced from COVID-19 and remote learning, our staff continues to put student connection and deeper learning at the forefront of the student experience. We believe we are doing something special at Northern Hills Middle School to make a difference in the lives of students. Our work was organic stemming from a desire to help students belong and connect. What we do isn't a program we purchased or a replication of another school. It is a belief by a group of passionate teachers determined to make sure everyone at our school is known and feels valued.

While our work is already making a difference...we are not there *yet*. However, this is an evolving story where every draft keeps getting better for students!

Sincerely,

David Simpson, Ph.D.  
Principal