



FOREST HILLS PUBLIC SCHOOLS

6590 Cascade Road SE • Grand Rapids, MI 49546 • (616) 493-8800 • Fax (616) 493-8552 • www.fhps.net

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 Orchard View 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.

Orchard View has a strong sense of community with a history of high expectations. Orchard View teachers continue to develop a culture of thinking and reflecting in all subject areas. We continue our commitment to help every student achieve at high levels. As we review our data, we use the school improvement process to analyze the gaps in achievement and support growth in all areas. Persistent gaps in achievement continue to be within English Language Arts (ELA). We assure that our Professional Learning Communities (PLCs) meet regularly and function in accordance with our school improvement plan. We have successfully implemented the Reading Units of Study and see positive impacts on student achievement. In addition, we have added the Writing Units of Study (K-5) and the Phonics Units of Study (K-2) to continue to strengthen our approach to balanced literacy. We are working to ensure differentiated instruction is given to all students, and that students have a clear purpose for this time supported by individually set goals.

To accelerate student achievement, grade level teams collaborate to determine priority standards, reflect on their practices to meet the individual needs of all students and develop formative assessments to gauge progress. Teachers draw upon high-leverage strategies in our district instructional framework to meet the needs of all learners. Conferencing, small group instruction, and intervention are key methodologies to meeting those needs. With the implementation of the Units of Study, we strive to ensure that students can write clearly and skillfully and read flexibly and joyfully. Our staff is committed to enhancing student engagement and motivation around literacy. Culturally responsive teaching also remains a top priority as we constantly update our classroom libraries and instructional practices to best reach all students. Students who are not meeting benchmark expectations are identified and receive additional support to promote learning.

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:

Orchard View continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance. Through the school improvement process, we have identified balanced literacy as a targeted area and are implementing a workshop framework consistently school-wide to provide differentiated instruction to meet the diverse needs of all learners.

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	70	164.4
1	Win	71	176.5
1	Spr	70	187.4
2	Fall	73	179.3
2	Win	46	187.1
2	Spr	73	193.7
3	Fall	84	190.8
3	Win	83	199.1
3	Spr	81	205.7
4	Fall	71	202.3
4	Win	71	210.3
4	Spr	71	214.4
5	Fall	88	215.6
5	Win	89	222.0
5	Spr	92	226.2
6	Fall	99	216.8
6	Win	97	222.1
6	Spr	98	225.4

NWEA MAP Growth: Mathematics 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	61	163.3
1	Win	61	177.8
2	Fall	69	179.1
2	Win	65	190.2
3	Fall	73	193.6
3	Win	66	200.3
4	Fall	85	203.9
4	Win	87	209.7
5	Fall	62	215.4
5	Win	63	221.6
6	Fall	88	220.5

Grade	Test Window	Number of Students	Mean RIT
6	Win	88	225.3

NWEA MAP Growth: Reading 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	68	145.5
K	Win	71	152.3
K	Spr	70	158.2
1	Fall	70	166.1
1	Win	71	174.7
1	Spr	70	182.8
2	Fall	73	175.2
2	Win	47	182.2
2	Spr	73	189.3
3	Fall	83	187.8
3	Win	83	194.2
3	Spr	78	200.4
4	Fall	69	203.1
4	Win	70	204.7
4	Spr	71	207.3
5	Fall	88	209.3
5	Win	89	213.3
5	Spr	92	215.0
6	Fall	97	211.3
6	Win	98	214.6
6	Spr	98	217.4

NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	72	146.9
K	Win	72	154.5
1	Fall	61	160.8
1	Win	62	174.8
2	Fall	70	176.7
2	Win	66	191.2
3	Fall	74	191.7
3	Win	69	198.2
4	Fall	85	198.7
4	Win	87	202.1
5	Fall	63	207.9
5	Win	63	214.1
6	Fall	87	217.6
6	Win	88	220.8

NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	84	188.9
3	Win	78	195.5
3	Spr	81	199.7
4	Fall	69	201.9
4	Win	71	206.3
4	Spr	71	207.4
5	Fall	88	209.0
5	Win	89	212.5
5	Spr	91	212.8
6	Fall	98	210.8
6	Win	97	214.6
6	Spr	97	214.3

NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	74	192.2
3	Win	69	198.8
4	Fall	85	198.2
4	Win	86	202.9
5	Fall	63	207.9
5	Win	63	211.1
6	Fall	86	215.5
6	Win	85	217.8

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

Semester	Number of Students	Percentage of Students
Fall 2018	586	96%
Spring 2019	581	95%
Fall 2019	544	96%
Spring 2020	Optional*	NA

*Impacted by COVID-19

The Orchard View School Community would like to thank our families for their continued partnership in helping to provide our students with a world-class education. The teamwork that the teaching staff and families demonstrate is exemplary and provides the opportunity for all students to achieve their individual potential. We live out our mantra, “every kid, every day, together”.

Sincerely,

Christina Mendoza
Principal