

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Eastern Middle 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 visiting the following [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 in 2021-2022. 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 in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

As a staff, we began the year by understanding what MTSS (Multi-Tiered Systems of Support) and have currently implemented supports in our building for all of our students. We then began the work of enhancing our support systems both academically and socially. One of the first things we did was revamp our HRT to HLT (Hawk Reading Time— Hawk Learning Time) advisory period. We are shifting from only focusing on reading time and support to more targeted work to be a true intervention system. On Mondays, we allow students to have sustained independent reading time to instill and support the love of reading by having students choose their books. Tuesday and Thursdays are academically focused using IXL and individualized small group teacher support for both ELA and Math. IXL uses student individual MAP data to create a learning path and targeted activities to support student learning. On Fridays, we work on executive functioning skills (Canvas checks, grade book checks, planning, and chunking tasks and assignments, and EDP work/college and career planning through Naviance.) In addition, we have added instructional support with an Instructional Paraprofessional. Using data such as NWEA, Formative Assessments, and classroom engagement EMS has identified a list of students that we work with to help them better understand how to be successful. We work with students and families to make great strides academically.

State law requires that we also report 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 continued with our implementation of the Connected Math Project (CMP) across grades six through eight (years five, four, and three, respectively). We also were in year two of our implementation of the inquiry-based IQWST curriculum in science. Learners in social studies continued in year two with revised state standards and the C3 Framework.

We also implemented Project Lead the Way across all three grades and added one new course: Green Architecture. This STEM-based curriculum allowed students to experiment with design and modeling, as well as an elective course in flight and space, green architecture, and medical detectives.

Finally, our readers and writers in sixth, seventh and eighth grade were exposed to the Units of Study. We are working toward full implementation within the next two years for all grades 6-8.

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 2021-22 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
6	Fall	218.3	183	221.0	184
6	Winter	219.4	181	224.9	184
7	Fall	223.1	173	229.5	155
7	Winter	226.0	167	234.9	170
8	Fall	227.2	190	230.2	147
8	Winter	230.4	184	233.2	146

7th and 8th grade students enrolled in Algebra 1 take NWEA Algebra 1 Growth

Test Window	Average Algebra Scale Score	Students Tested (Algebra)
Fall	257.5	39
Winter	261.9	43

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Semester	Number of Students	Percentage of Students
Fall 2020	480	83%
Spring 2021	453	79%
Fall 2021	456	81%
Spring 2022	446	79%

We are immensely proud of our staff and students, and so grateful to the support of our community. We have intentionally put joy and fun back in the classroom and in the building. We are proud of the community and culture we are building here at EMS.

Sincerely,

Kristine Yelding
Principal