

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 Goodwillie Environmental 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.

While much has changed over the past few years, staff and students at Goodwillie continue their commitment to pursuing excellence each day. The unique environment for education combined with a focus on essential learning standards has created opportunities for students that highlight rigor and relevance.

In reviewing data from both NWEA MAP and M-STEP, students at Goodwillie are generally achieving similar levels of proficiency on these assessments relative to district peers and significantly higher than both county and state level reporting. There are, however, some subject-specific disparities in performance between genders. Female students have consistently outperformed their male counterparts on the English Language Arts section of M-STEP, while males have achieved a higher proficiency level in Mathematics.

With this in mind, the focus for learning has shifted to individual student growth. Teachers have engaged in district level professional learning and regularly participate in conversations centered on reflection and planning as a part of their Professional Learning Community. As staff members collaborate to address individual and group student learning needs, tier 1 and tier 2 instructional strategies remain the focus for supporting this effort. This includes using IXL to track individual student progress and provide targeted instruction for students who might need additional guidance.

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:

Goodwillie continues to place an emphasis on individual student growth through the inquiry cycle. Staff members assess student needs before planning and implementing appropriate instructional strategies and tools to address those needs. Professional Learning Communities continuously monitor student progress and evaluate the efficacy of this work. These efforts are intensely focused in the area of mathematics, which has been a subject with fewer students achieving proficiency on standardized assessments.

## 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)
5	Fall	220.1	52	223.8	52
5	Winter	220.9	51	227.8	50
5	Spring	221.8	52	233.1	52
6	Fall	219.7	50	221.9	51
6	Winter	222.0	50	223.8	50
6	Spring	221.4	51	225.2	51

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

Semester	Number of Students	Percentage of Students
Fall 2020	100	97%
Spring 2021	53	51%
Fall 2021	104	100%
Spring 2022	54	52%

Our school is a unique bridge between elementary and middle school. The outdoor educational experience at Goodwillie reflects a commitment to creating a community that supports the whole child. The district’s Climate and Culture Survey reflects these efforts by staff members who aspire to inspire academic, social and emotional growth. The partnership with families is integral to this success and further highlights the dedication to our district vision: all learners achieving individual potential.

Sincerely,

Jason Yelding  
Principal