

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Knapp Forest 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 visiting the following [link](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-2023. 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.

In an effort to support our learning around achievement gaps and Multi-Tiered Systems of Support (MTSS), Knapp Forest has taken an intentional approach to identifying essential learning standards. Through the use of ongoing assessments, Professional Learning Community (PLC) conversations that focus on student mastery of the essential standards and professional learning about balanced literacy in the classroom, our teachers are equipped to accurately identify which students are in need of support on any specific grade level skills. With the support of our paraprofessional staff members and the guidance of our MTSS Instructional Coach provided by the district, we are able to target individualized reading and math skills on a daily basis for students who are performing above, at, and below grade level.

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:

Knapp Forest Elementary continues to leverage the school improvement process to increase proficiency for all of our students in each academic area. As we consistently review and examine data, a focus area for our school is to close the gap with our students who are not meeting proficiency according to M-STEP standards. The following areas are focus strategies:

- Small group instruction is implemented with Kindergarten through Grade 5
- Incorporating the use of the IXL Program
- Clear and focused instruction around Essential Learning Standards supported by the district and teacher grade level PLCs.
- Implementing Reading and Writing Workshop for all K-5 English Language Arts teachers.
- Implementing Phonics in all K-2 classrooms.
- Continued building of classroom learning communities through small group instruction and individual conferring sessions, as well as the 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 2022-23 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
K	Fall	142.3	91	150.5	91
K	Winter	151.6	92	158.4	92
K	Spring	161.1	92	166.7	92
1	Fall	166.9	97	170.9	97
1	Winter	176.1	98	179.2	98
1	Spring	180.2	96	184.6	95
2	Fall	179.6	80	183.0	80
2	Winter	189.5	80	190.1	80
2	Spring	194.5	80	196.6	80
3	Fall	197.9	95	196.8	95
3	Winter	201.6	97	202.0	97
3	Spring	205.7	96	207.5	96
4	Fall	204.7	101	206.0	102
4	Winter	208.7	100	211.9	99
4	Spring	212.7	101	217.2	100
5	Fall	213.8	106	219.4	107
5	Winter	218.3	107	224.9	108
5	Spring	222.8	107	232.5	107

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

Semester	Number of Students	Percentage of Students
Fall 2021	559	95%
Spring 2022	547	96%
Fall 2022	570	99.5%
Spring 2023	Not Available	Not Available

Knapp Forest Elementary continues to be an inclusive student-centered learning environment where we focus on providing social emotional development and rigorous academic opportunities for our students. The members of the Knapp Forest staff are committed to the pursuit of our district’s mission: Helping All Learners Achieve Individual Potential through collaboration with our grade level Professional Learning Communities. We are

actively focusing on strengthening the continuous improvement systems within our district through fully embracing PLC professional learning at all levels. 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,

Lisa Roedel  
Principal