

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 Meadow Brook 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.

Meadow Brook Elementary strives to meet each learner's academic and social emotional needs. Our goal is to raise the achievement level of every student each year through intentional and explicit instruction based on the specific needs of individual learners. We are focusing on the key areas of reading, writing and math. The practice of frequently reviewing both state and local student performance data through structured data discussions helps us identify student needs and align research and evidence-based strategies and interventions that will increase student learning. Our data analysis supports planning for students who may need additional support and also the learners who may benefit from a greater challenge. Teachers work toward this goal by providing specific daily blocks of intervention or extension in the areas of ELA and/or math for students. We are pleased to see that our daily work is showing a positive trend in our student achievement data.

Additionally, Meadow Brook is invested in the implementation of a district and building-wide Positive Behavior Interventions and Supports (PBIS). PBIS is incorporated into all areas of our school climate: classroom, hallway, lunchroom, playground, etc. We have embraced common expectations that are reinforced with a continuous positive feedback system. Our goal is to create a positive school climate and culture, in which students learn and grow to their highest potential.

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:

Meadow Brook Elementary continues to use the continuous school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance. Meadow Brook Elementary is focused on improving our tier 1 instruction and providing robust tiered intervention support to meet the needs of all of our learners. Through the school improvement process, we have identified literacy as a targeted area and are implementing a workshop framework school-wide to provide differentiated instruction to meet the diverse needs of all learners. Additionally, we provide explicit instruction in phonics K-2 so all students understand how to leverage the complex task of reading so they can shift from learning to read to reading to learn in the upper elementary grades.

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	142.5	71	148.4	71
K	Winter	150.5	73	156.3	72
K	Spring	160.0	72	166.6	72
1	Fall	160.5	82	165.6	83
1	Winter	168.4	83	172.4	83
1	Spring	174.3	84	178.7	84
2	Fall	177.2	95	176.9	99
2	Winter	185.6	100	185.3	100
2	Spring	188.5	101	189.7	101
3	Fall	191.5	102	193.8	104
3	Winter	200.3	105	200.5	105
3	Spring	203.2	103	205.2	102
4	Fall	205.0	93	207.5	93
4	Winter	209.7	91	211.9	92
4	Spring	211.8	92	215.9	92

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

Semester	Number of Students	Percentage of Students
Fall 2021	485	99%
Spring 2022	494	97%
Fall 2022	472	96%
Spring 2023	475	97%

Meadow Brook Elementary’s success is also due in large part to the extensive parent support we receive. Meadow Brook parents support our students everyday through volunteer opportunities and overall dedication to the school that make Meadow Brook a true community of learners. Meadow Brook’s Parent Club actively supports school academic and PBIS programs through funding of materials and learning tools. Our parent-teacher conference attendance is one demonstration of the parent commitment at Meadow Brook. With the support of our PTO, we have worked to increase family involvement with events such as an MLK Luminary Walk, Literacy Night, family outdoor sledding, family game night and an all-school carnival.

Meadow Brook is an inclusive student-centered learning environment where we focus on providing social emotional development and rigorous academic opportunities for all our students, welcoming students from many cultures, backgrounds, heritage languages and learning differences. Our diverse community makes our school a dynamic place to learn and grow.

Sincerely,

Dawn Heerema
Principal