

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 Northern Trails 5/6. 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.

Northern Trails 5/6 is a top performing school with high expectations and a history of striving for academic excellence for all students. While data sources in 2020-2021 were incomplete as a result of the worldwide pandemic, in 2021-2022 students showed some lag in their reading scores but held close to grade level expectations in math in spite of the global pandemic. In keeping with the observations of educators from around the world, we began to build a more robust PBIS system educating teachers in trauma-informed learning and restorative practices to support the social-emotional needs of students as we returned to traditional school experiences.

Northern Trails 5/6 is collectively working to implement an aligned system of curriculum, instruction, and assessment that not only meets the state standards, but also addresses a commitment to diversity, belonging, inclusion, and equity, thus promoting achievement for ALL students. Our school is unique in that it is one of approximately 60 schools in the nation to host two immersion language programs, one in Mandarin Chinese and the other in Spanish in addition to traditional English pathway.

Our staff has worked to onboard a powerful and results-driven professional learning community based on the work of Douglas Fisher called PLC+ focused on collaborative work between and amongst our teachers beginning with our Instructional Leadership Team (ILT). We continue to focus on our students' math progress, particularly at the 5th grade level and bolstering our students' age-appropriate social-emotional development through our work with Positive Behavioral Interventions and Supports.

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:

Our teachers collaborate regularly using the structure of PLC+ by Fisher and Frey and the work of the teacher teams is committed to looking at the needs of individual students. As a school, we have engaged in cycles of inquiry drawing together each of the teaching teams three times a year to review how their students are achieving based on an analysis of data related to student achievement, student growth and asking questions as the adults as to which instructional practices we should draw from to move learning forward. In accordance with our school improvement plan, teachers draw upon high-leverage strategies found in the district's instructional framework. We continue to benefit from the relationship built in 2021-2022 with our building's instructional coach and continue to partner with and draw from this relationship. This expertise has created opportunities for data dives, lesson study, classroom observations (in our school and in neighboring schools), access to additional instructional resources, and an increased level of collegial collaboration across the school.

Teachers continue to focus on Tier I Instruction, but also drawing upon these data meetings, teachers are creating informed Tier 2 learning opportunities through W.I.N. ("What I Need") and working for grade level standard mastery for all students. While our school continues to see significant gains in student achievement in 6th grade mathematics, our 5th grade math growth has stagnated, encouraging us to look at some of the Math Workshop practices to bolster student achievement using accountable talk amongst peers.

In comparing the state percentage of students proficient and our school's percentage of students proficient, we rank about the same percentage; however, our school is not satisfied with any sub-group underperforming. Our data shows students who are economically disadvantaged (ED) 69.2% at the building level and 50.7% at the state level., Students with disabilities are 47.1% proficient at the building level and 13% at the state level. Student participating in the Multi-lingual Learners (MLL) program are underperforming their non-disabled and non-economically disadvantaged peers with <50% proficient at the building level and 13% at the state level. We continue to push for our Title I Instructional Paraprofessionals to push-into core classes to support instruction.

Northern Trails receives funding for Title I academic interventions based upon our percentage of students enrolled in the free and reduced lunch program. In supporting our students' social-emotional readiness for learning, partnerships with the high school exist for Project Charlie (teaching youth the dangers of drug addiction at both grades) to GameChang3rs, sponsored by the Michael Sadler Foundation, bringing high school ambassadors in to work with our 6th graders to realize their individual potential and strong character in small groups mentored with a high school student listening and promoting skills for conflict resolution.

## 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:**

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

Semester	Number of Students	Percentage of Students
Fall 2021	472	94%
Spring 2022	455	91%
Fall 2022	455	94%
Spring 2023	436	90%

In partnership with our families and community, we strive to help every learner achieve their personal potential in partnership with our families. We are proud to be “the Huskies” and base our school community on the premise of each individual (students, adults, families) bringing their unique talents to our school community and in doing so – our PACK is stronger than ever.

Sincerely,

Dr. Susan Gutierrez  
Principal