

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 Orchard View 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.

At Orchard View, we continue our commitment of supporting all students to achieve at high levels. Through the use of ongoing assessments, PLC conversations that focus on student mastery of the priority standards and professional learning about balanced literacy in the classroom, our teachers are equipped to accurately identify students in need of support.

To accelerate student achievement, grade level teams collaborate bi-weekly to refine priority standards, reflect on their practices to meet the individual needs of all students, focus on rigorous tiered instruction and develop formative assessments to gauge progress. In collaboration with our instructional coaches, teachers draw upon high-leverage strategies in our district instructional Framework to meet the needs of all learners. As they continue to engage in professional learning around conferring, small group instruction and intervention, teachers unlock key methodologies to meet the needs of our students. Students who are not meeting benchmark expectations are identified and receive additional support to promote learning. Classroom teachers work collaboratively with our MTSS paraprofessionals to monitor progress of students and of our instructional strategies at tier two.

Orchard View has implemented the first year of an instructional leadership team with a focus around activating adult learning. We are developing school leaders through an in-depth study of PLC +. Staff have committed to learning walks and carve out time to spend with one another in classrooms, exploring common challenges. Culturally responsive teaching also remains a top priority as we constantly update our classroom libraries and instructional practices to best reach all students.

In May, we launched Positive Behavior Interventions and Supports. This framework supports students' behavioral, academic and social health.

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:

Orchard View continues to leverage the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance. We have identified a focus area for our school. We will work to close the gap with our students that are not meeting proficiency according to M-STEP standards. The following areas are focus strategies:

- Guaranteeing identified priority standards at each grade level
- Improving our coordinated services
- Ensuring that small group instruction is implemented with fidelity in Kindergarten through Grade 5, specifically with the use of the Leveled Literacy Intervention (LLI) Program
- Implementing a workshop framework consistently to provide differentiated instruction
- Providing strategic intervention and enrichment opportunities for all students
- Analyzing academic and behavioral data to change practices to support all students.

## 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	141.7	61	147.1	60
K	Winter	146.4	62	152.0	61
K	Spring	152.4	62	157.0	61
1	Fall	163.4	67	169.1	67
1	Winter	172.4	66	176.6	67
1	Spring	178.1	66	183.9	66
2	Fall	177.8	64	179.9	64
2	Winter	187.3	64	187.0	64
2	Spring	192.4	65	192.0	65
3	Fall	194.5	67	196.2	66
3	Winter	198.3	67	200.1	67
3	Spring	198.6	69	204.5	68
4	Fall	200.8	65	203.7	65
4	Winter	202.4	63	207.6	62
4	Spring	206.6	64	212.0	64
5	Fall	211.9	61	215.9	59
5	Winter	216.0	62	220.4	62
5	Spring	218.0	62	224.8	61

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

Semester	Number of Students	Percentage of Students
Fall 2021	406	95%
Spring 2022	347	82%
Fall 2022	410	96%
Spring 2023	409	95%

Orchard View Elementary continues to be an inclusive student-centered environment where we focus on providing rigorous academic opportunities for our students. We are committed to working in partnership with our community and families to enrich the instructional and learning experiences of all Orchard View students. The Orchard View School Community would like to thank our families for their continued partnership and support. Orchard View is a wonderful place to gain a lifelong love for learning. We live out our mantra, “every kid, every day, together”.

Sincerely,

Christina Mendoza  
Principal