

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 Thornapple 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.

Thornapple Elementary will continue to focus on attendance for all students and work to close the achievement gap for our Economically Disadvantage and Multi-Language Learners as below-average growth has been observed in these two areas.

Our key initiatives this year are to implement our district-wide Positive Behavioral Interventions of Support (PBIS), Professional Learning Communities, and continue to focus on our social-emotional learning in all our classrooms. Thornapple strives to create a sense of belonging in all of our classrooms and is dedicated to creating a classroom community that is welcoming, inclusive, and safe for all students.

Thornapple is implementing PBIS by increasing our proactive approach to student behaviors. We are committed to helping students understand our PRIDE (Persistent, Respectful, Inclusive, Dependable, Everyday) expectations in all areas of our school, and staff have been focused on affirming students for their positive behaviors. This initiative will continue into the 2023-2024 school year.

Staff have been engaging in professional learning communities where teachers meet regularly to discuss data, identify common challenges, and work toward moving learning forward. Using data from common assessments, MAP, and running records, Thornapple is focusing on reflecting on who benefits and who doesn't benefit in an effort to identify targeted interventions and enrichment opportunities in all content areas.

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:

Thornapple Elementary continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance. Thornapple is focused on improving our coordinated services and providing robust multi-tiered instruction to meet the needs of all of our learners. Our school improvement process includes targeting our literacy, math, and writing instruction. Thornapple is committed to providing a workshop model in all classrooms to differentiate instruction. The workshop model provides opportunities for interventions and enrichments in addition to our curriculum instruction.

Thornapple will continue to focus on all students, including our Multi-Language Learners and our Economically Disadvantaged students for targeted intervention in both math and reading in an effort to help close the achievement gaps.

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	140.4	74	148.5	74
K	Winter	147.4	72	152.6	74
K	Spring	155.4	72	160.1	72
1	Fall	159.8	82	164.1	81
1	Winter	169.5	82	171.4	83
1	Spring	178.4	82	183.8	80
2	Fall	180.6	76	180.7	76
2	Winter	189.2	75	186.8	75
2	Spring	192.5	79	191.8	79
3	Fall	190.6	75	189.7	75
3	Winter	195.8	74	198.2	73
3	Spring	200.9	74	203.5	74
4	Fall	203.6	88	206.2	88
4	Winter	208.3	88	214.9	88
4	Spring	212.6	92	217.6	92

[IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES](#)

Semester	Number of Students	Percentage of Students
Fall 2021	398	100%
Spring 2022	398	100%
Fall 2022	382	98%
Spring 2023	360	91%

Thornapple Elementary is a welcoming school community that provides a sense of belonging for all students. I am proud of the efforts that each staff member pours into our school every day by providing rigorous, differentiated instruction for all learners. It is our goal for all students to feel included, safe, and welcomed when they walk through the doors each day. Our staff does a tremendous job knowing what each student needs and meeting them right where they are. We are committed to focusing on the whole child and working together to ensure they have a successful entrance into their school career in kindergarten and throughout their elementary career when they leave Thornapple after fourth grade. We are proud of our commitment to ensuring positive partnerships with both our families and our community and the generous support they have for Thornapple. Together, we continue to create a thriving environment where every student can reach their full potential. Thank you for partnering with us in our journey to excellence.

Sincerely,

Heather Fix
Principal