

Annual Education Report – Central Woodlands

February 7, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Central Middle School. 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 this [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-2019. 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 2017-18. 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 2016-17. 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.

A major aspect of the work we do this year is understanding the impact that COVID has had on our students and staff. We began the year by understanding what MTSS (Multi-Tiered Systems of Support) we currently have implemented in our building for our students. We then began the work of enhancing our support systems both academically and socially and/or emotionally. One of the first things we did was revamp our ACE (All Classrooms Excel) advisory period. Shifting from homework help and work completion to a true intervention system. On Mondays, we would through executive functioning skills (Canvas checks, grade book checks, planning, and chunking tasks and assignments (future-forward). Tuesday-Wednesday-Thursdays are academically focused using IXL and individualized small group teacher support for both ELA and Math. On Friday, we allow each house to implement team building/culture-building activities to create a deep sense of community within each house. In addition, we have added instructional support with an Instructional Paraprofessional. Using data such as NWEA, Formative Assessments, and classroom engagement CMS has identified a list of students that we work with to help them better understand how to be successful. We work with students and families to make great strides academically.

When we shift to the other end of the MTSS spectrum, we think about how we are supporting students outside of academics to achieve their individual potential. With the support of the board and the district, we were able to shift to two Full-Time counselors here at CMS. This has allowed us to create deep systems of support for students in both 7th and 8th grades. With all of the issues that MS students face from how to use their lockers, keeping organized, navigating the social and emotional issues many MS students face. We are very lucky to have them and are excited about the work they are doing together with our students.

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:

Central Middle School continues to use the MICIP process as well as a variety of data sets to ensure continuous improvement, consider the whole child, and put in place a systems thinking approach in order to positively impact all students. The conscious use of the word ALL is something you will see throughout this Annual Education Report as equity is at the core of all decisions made at Central Middle School. Instructionally, all core subject areas are currently immersed in PLC work with a clear curricular focus around engagement, common formative assessment, and student voice. It is our belief that with an intentional focus on these three areas we will positively engage students in a learning process that leads to tremendous gains and successes during their time here at Central Middle School.

To help gauge our progress, students are asked questions such as: What are you learning? Why is it important? How will you know if/when you have learned it? What are you doing to help yourself learn? These questions help to guide the instructional environment our students work in. However, we must also consider the non-instructional environment our students live in.

We know that students think best when they feel safe to do so. To that end, all staff have now been, or are in the process of being, trained in restorative practices as a tool to assist students in owning their behavior and resolving the conflict by determining what needs to happen to make things right. Students at Central Middle School are organized into “Houses” to foster stronger teacher-student connections. A “House” is comprised of approximately 150 students working with four specific teachers, one in each of the four core content areas. Healthy relationships serve as the foundation for learning and growing. Each house has their own unique identity that help build upon the strong culture here at Central Middle School. When we put all of this work together, you begin to see what it means to be Ranger Strong.

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

Grade	School Year	Test Window	Average Reading Scale Score	Average Math Scale Score
7	2020-21	Fall	226.2	227.2
7	2020-21	Winter	227.8	231.8
7	2020-21	Spring	228.0	237.1
7	2021-22	Fall	223.7	230.9
7	2021-22	Winter	226.1	234.7
8	2020-21	Fall	226.9	230.0
8	2020-21	Winter	229.1	233.9
8	2020-21	Spring	227.6	238.9
8	2021-22	Fall	226.8	231.3
8	2021-22	Winter	229.9	233.7

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

Semester	Number of Students	Percentage of Students
Fall 2019	353	63%
Spring 2020	265	47%
Fall 2020	279	54%
Spring 2021	269	52%

Here at Central Middle School we work to support Every Student, Every Day. However, what that looks like, what it sounds like, and what it feels like is far more than a catchy saying on the wall of our building. When I think about how we live within the district principles or the Central Middle School vision of **Every Student, Every Day**; I think about the things that are done daily to support our Rangers. As the Proud Principal of CMS, I have the distinct privilege of having a bird's eye view of the teaching, learning, and love that goes on here at CMS. What I see, for every student, every day, are amazing teachers, even more amazing humans, working to make kids' lives better. That work and that commitment to making tomorrow a better place than it may be today is what sets CMS apart. When I think about the guiding principles and our vision, I ask myself what behaviors or actions are we doing to lean into and live within those. Our efforts to communicate with families, students, and advocates show our caring, collaboration, and want for open communication. The way in which CMS supports ALL students, picking them up when they are down, letting them eat lunch with us, keeping kids before and after school, identifying targeted needs of diverse learners, advocating for new materials and programs, and honoring names and values of all students. That shows our principle of diversity, inclusion, and high expectations. Finally, in our house system, in our departments, in our PLC's, and school-wide here at CMS it is clear we are focused on learning, on trust, and on respect. We believe that all students can and will succeed here at CMS. These values/principles fit within our vision, but most importantly; our vision is only possible through the dedication our teachers have to being the best for all Rangers. Central Middle School is an amazing environment for our students, staff, and community. We are Ranger Strong.

Sincerely,

Jon Haga
Principal