

Annual Education Report – Eastern Middle School

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 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 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.

Meadow Brook Elementary is a high-achieving school whose students continue to show growth academically beyond expected levels. Our overall school index score for 2018-2019 was 93.42. Currently, we do not have a 2019-2020 School System Ranking due to COVID-19. The index score measures multiple factors including proficiency, growth, quality, etc. Meadow Brook's high score can specifically be attributed to high staff expectations, a warm, nurturing environment focused on the entire child, robust staff collaboration, a positive school/family bond, and a focus on individualized instruction to help all students achieve their potential. For the 2020/2021 academic year, our teachers are focused on improving the achievement levels of all students in English Language Arts (ELA). We have implemented a Reading and Writing Workshop Model (K-4) and Phonics Workshop (K-2) in each ELA classroom. Teams of our ELA teachers had opportunities for intensive four day Workshop training over the last three summers while all ELA teachers have engaged in high levels of training designed to implement workshops with fidelity.

Meadow Brook staff are working as Professional Learning Communities (PLC's) within an inquiry cycle to help identify essential standards in reading, writing and math. These teams also address what they will use for common formative assessments, interventions, and enrichment for all 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:

Meadow Brook Elementary continues to leverage the school improvement process to increase proficiency for all of our students in each academic area. A focus area for our school is to close the gap with our economically disadvantaged and English learner students. The following areas are focus strategies:

- Ensuring that small group instruction is implemented with fidelity.
- Clear and focused instruction around Essential Learning Standards supported by teacher grade level Professional Learning Communities (PLCs).
- Implementing Reading and Writing Workshop for all K-4 ELA teachers with fidelity. Implementing Phonics Workshop for all K-2 teachers with fidelity.
- Continued building of classroom learning communities via positive learning behaviors (PBIS) as well as implementation of Restorative Circles.

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
K	2020-21	Winter	156.1	N/A
K	2020-21	Spring	163.9	N/A
K	2021-22	Fall	144.6	151.6
K	2021-22	Winter	151.1	158.8
1	2020-21	Fall	159.4	N/A
1	2020-21	Winter	169.8	173.8
1	2020-21	Spring	175.9	181.4
1	2021-22	Fall	161.7	164.3
1	2021-22	Winter	167.3	169.7
2	2020-21	Fall	180.9	180.4
2	2020-21	Winter	186.5	186.5
2	2020-21	Spring	192.0	193.7
2	2021-22	Fall	177.2	177.4
2	2021-22	Winter	183.3	184.1
3	2020-21	Fall	196.3	194.8
3	2020-21	Winter	201.9	202.9
3	2020-21	Spring	204.3	208.4
3	2021-22	Fall	193.9	194.9
3	2021-22	Winter	199.6	201.6
4	2020-21	Fall	206.0	206.3
4	2020-21	Winter	207.7	211.7
4	2020-21	Spring	210.1	218.8
4	2021-22	Fall	205.5	207.7
4	2021-22	Winter	209.2	213.7

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

Semester	Number of Students	Percentage of Students
Fall 2019	512	99%
Spring 2020	518	*
Fall 2020	504	98%
Spring 2021	508	93%

*Optional Conferences due to COVID-19

Meadow Brook Elementary is a wonderful place to learn, gain new experiences, and make connections. Our staff embraces the continued pursuit of our district’s mission: Helping All Learners Achieve Individual Potential through collaboration with our grade level Professional Learning Communities (PLC’s). We are committed to working in partnership with our community and families to provide deep, comprehensive educational opportunities and a quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love for learning. In a year of a global pandemic, Meadow Brook staff did an incredible job connecting with students who learned virtually and/or in person. Forty percent of the students began the school year learning virtually. Staff met this challenge remarkably well.

Sincerely,

Tim Shaw
Principal