

Annual Education Report – Northern Hills 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 Northern Hills 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.

We continue to focus on attendance and achievement of our economically disadvantaged (ED) students. In previous years, attendance rates of ED students compared to all students was much lower. Our focus has been on making sure all students feel connected to our school as a way to promote positive attendance. Our work with SEL and CREW permeates our school to close this attendance gap. Our work is paying off as the attendance data for 2020-21 shows no significance between ED and all students.

Due to COVID-19, we continue to monitor all students with district assessments to gauge areas of learning loss. In reviewing achievement data, mathematical achievement levels of students were hurt the most because of COVID's disruption to learning. In focusing on our ED students in comparison to all students, we saw a 21.2% difference in mathematics achievement on the PSAT. As a result, we have increased the number of math support classes and begun intervention/acceleration math twice per week in our CREW program.

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:

COVID 19 has been a disrupting force on education. Despite that, we continue to focus on our school improvement goals of social emotional learning so that all students feel known and valued, and increasing achievement levels for all students. We see continued growth and consistency within CREW. This will focus on life skills needed such as self-awareness.

Support for PD with staff on using questioning techniques focused on deeper learning will continue throughout the year for PD focused on helping learners to engage in and with their community to take ownership in learning through authentic, real world, project based experiences, so they become self-reflective problem-solvers and critical thinkers.

Using CREW, we are going to support mathematics achievement by introducing personalized learning using IXL twice a week. In addition, our classroom experiences will create opportunities for informational text reading and research in application based experiences. Our focus on deeper learning competencies such as communication of learning and problem solving will create opportunities for students to engage in deeper reading of texts.

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	223.9	226.9
7	2020-21	Winter	224.9	230.5
7	2020-21	Spring	226.4	234.3
7	2021-22	Fall	222.5	228
7	2021-22	Winter	222.7	232
8	2020-21	Fall	226.7	229.7
8	2020-21	Winter	228.7	231.5
8	2020-21	Spring	227.2	235.4
8	2021-22	Fall	225.3	228.3
8	2021-22	Winter	225	231.5

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

Semester	Number of Students	Percentage of Students
Fall 2019	515	92%
Spring 2020	491	87%
Fall 2020	364	67%
Spring 2021	275	51%

At Northern Hills Middle School, we are continuing to create a story focused on helping students feel connected and known. Despite the challenges faced from COVID-19, our staff continues to put student connection and deeper learning at the forefront of the student experience. We believe we are doing something special at Northern Hills Middle School to make a difference in the lives of students. Our work was organic stemming from a desire to help students belong and connect.

While our work is already making a difference...we are not there yet. However, this is an evolving story where every draft keeps getting better for students!

Sincerely,

David Simpson, Ph.D.
Principal