

Annual Education Report – Northern Trails 5/6

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 Trails 5/6. 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.

Northern Trails 5/6 is collectively working to implement an aligned system of curriculum, instruction, and assessment that not only meets the state standards but also addresses a commitment to diversity, belonging, inclusion, and equity, thus promoting achievement for ALL students. Not unlike many schools across the nation, the world pandemic has taken a toll on the social-emotional health of our students and it is a primary focus. As a school community, the pandemic has impacted our students' math progress and slowed their social-emotional growth. In the second full year of the pandemic, our staff has prioritized high leverage standards for math and reading instruction to work to ensure every student a year of growth. We continue to work on helping all students acquire the requisite vocabulary needed for subject area mastery in English, Mandarin and Spanish Immersion core class programming.

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:

As a school, we have engaged in cycles of inquiry around the essential understandings for ALL students in English Language Arts and Mathematics. In language arts, staff continue their work with Teacher's College Writing Units

of Study by diving into the on demand assessments. Teachers already adopted the Reading Units of Study in May of 2017. In drawing from this curriculum as a basis for language arts, the teachers can readily differentiate for an individual student's reading and writing needs within the grade level classroom. For additional support to reach or exceed the grade level standard, our school continues to utilize data meetings to inform Tier 2 intervention through WIN (What I Need) periods of time during the week.

Everyday Mathematics (Grade 5) and the Connected Math Project (CMP3) at grade 6 forms a foundation for students to engage in accountable talk and build math proficiency. Both the fifth and sixth grade science curriculum draws from an inquiry-based approach and at the sixth grade level, one-to-one computing enhanced our ability to access the curriculum in both English and Spanish.

Due to the world pandemic, students did not take M-STEP in spring 2020; the district did not take NWEA-MAP in spring 2020 or fall 2020. Our data shows students who are economically disadvantaged, students with disabilities, and students participating in our English Language Learners (ELL) program are underperforming their non-disabled or non-economically disadvantaged peers. We continue to draw upon "W.I.N" or "What I Need" time to help all students achieve the core standards of their grade level. Spaced throughout the year, teaching teams committed to a minimum of three cyclical data meetings to inform grade level instruction and intervention.

Northern Trails receives funding for Title I academic interventions based upon our percentage of students enrolled in the free and reduced lunch program. In supporting our students' social-emotional readiness for learning due to the pandemic, all staff have been trained in Trauma-Informed educational practices, utilize a building-wide PBIS system, and draw from Restorative Practices. Additionally, this year we added a half-time counselor in addition to our full-time counselor to work to meet the social-emotional needs of needs potentially exacerbated by two years of a worldwide pandemic.

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
5	2020-21	Fall	211.5	214.3
5	2020-21	Winter	215.3	218.3
5	2020-21	Spring	215.9	224.9
5	2021-22	Fall	212.3	217.6
5	2021-22	Winter	215.3	221.8
6	2020-21	Fall	218.9	219.7
6	2020-21	Winter	221.5	225.2
6	2020-21	Spring	222.6	233.3
6	2021-22	Fall	217.6	219.4
6	2021-22	Winter	219.9	224.2

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

Semester	Number of Students	Percentage of Students
Fall 2019	516	98%
Spring 2020	498*	95%
Fall 2020	485*	97%
Spring 2021	478*	95%

*Note: Parent conferences completed electronically via Zoom

Our school continues to stand proudly as one of only a small cohort of schools (<60) nationally to offer two immersion programs: Spanish and Mandarin while also hosting neighborhood students with a traditional English curriculum. In partnership with our families and community, we strive to help every learner achieve their potential in partnership. We are proud to be Huskies and speak regularly to our student body about bringing their unique talents to our school community and in doing so -- our PACK is stronger.

Sincerely,

Dr. Susan Gutierrez
Principal