

## Annual Education Report – Orchard View Elementary

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 Orchard View 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.

Orchard View teachers continue to develop a culture of thinking and reflecting in all subject areas. We continue our commitment to help every student achieve at high levels. We have successfully implemented the Reading Units of Study and see positive impacts on student achievement. In addition, we implemented the Writing Units of Study (K-5) and the Phonics Units of Study (K-2) to continue to strengthen our approach to balanced literacy. We are working to ensure differentiated instruction is given to all students, and that students have a clear purpose for this time supported by individually set goals.

To accelerate student achievement, grade level teams collaborate to determine priority standards, reflect on their practices to meet the individual needs of all students and develop formative assessments to gauge progress. We assure that our PLC's (Professional Learning Communities) meet regularly and function in accordance with our school improvement plan. Teachers draw upon high-leverage strategies in our district instructional Framework to meet the needs of all learners. Conferencing, small group instruction and intervention are key methodologies to meeting those needs. With the implementation of the Units of Study, we strive to ensure that students can write clearly and skillfully and read flexibly and joyfully. Our staff is committed to enhancing student engagement and motivation around literacy. Culturally responsive teaching also remains a top priority as we constantly update our classroom libraries and instructional practices to best reach all students. Students who are not meeting benchmark expectations are identified and receive additional targeted support to promote learning.

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:**

Orchard View 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. Through the school improvement process, we have identified balanced literacy as a targeted area and are implementing a workshop framework consistently school-wide to provide differentiated instruction to meet the diverse needs of all learners. Orchard View is focused on guaranteeing identified essential standards. Additionally, we are improving our coordinated services and providing robust tiered instruction. This includes a focus on providing strategic intervention and enrichment opportunities for all students.

## **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	153.1	N/A
K	2020-21	Spring	159.1	N/A
K	2021-22	Fall	145	151.3
K	2021-22	Winter	151.6	156.8
1	2020-21	Fall	167.1	N/A
1	2020-21	Winter	174.4	179.1
1	2020-21	Spring	183.3	188.0
1	2021-22	Fall	160.4	163.4
1	2021-22	Winter	169.2	172.9
2	2020-21	Fall	179.1	181.3
2	2020-21	Winter	189	187.9
2	2020-21	Spring	192.6	196.2
2	2021-22	Fall	182.9	182.6
2	2021-22	Winter	189.9	189.8
3	2020-21	Fall	197.8	195.2
3	2020-21	Winter	200.4	200.5
3	2020-21	Spring	202.7	206.1
3	2021-22	Fall	192.8	194.3
3	2021-22	Winter	198.5	201.0
4	2020-21	Fall	204.2	202.5
4	2020-21	Winter	205	205.6
4	2020-21	Spring	206.7	213.9
4	2021-22	Fall	201.1	205.6
4	2021-22	Winter	208.2	212.4
5	2020-21	Fall	208.6	214.1
5	2020-21	Winter	210.3	218.3
5	2020-21	Spring	212.4	224.2
5	2021-22	Fall	207.3	211.1
5	2021-22	Winter	210.3	216.2

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

<b>Semester</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Fall 2019	544	96%
Spring 2020	Optional*	NA
Fall 2020	435	92%
Spring 2021	437	95%

\*Impacted by COVID-19

The Orchard View School Community would like to thank our families for their continued partnership in helping to provide our students with a world-class education. Our community partnerships, strong relationship with our families, and the support of our PTO are invaluable and allow us to enrich the instructional and learning experiences of all Orchard View students. Orchard View is a wonderful place to learn, gain new experiences and make new friends. We live out our mantra, “every kid, every day, together”.

Sincerely,

Christina Mendoza  
Principal