

## Annual Education Report – Thornapple 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 Thornapple 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.

Thornapple is a high achieving student focused school, which embraces the work of growing the whole child. In a challenging year of COVID, student achievement remained high, reflected by 44% of our third graders achieving the label Advanced Proficient in English Language Arts (ELA) and 35% of 4th grade students achieving the label of Advanced Proficient in ELA. While this is one data point, it reflects dedicated work by teachers in combination with a high level of support by our community of parents and caregivers.

Key challenges still exist. Examination of trend data across four consecutive years shows a relative weakness in State Target 4 and Target 11: Reasoning and Evidence in literary and informational texts. At Thornapple Elementary, we are addressing these challenges in three courses of action: continued professional learning around the Reading Units of Study, coordinated interventions, and long range planning through the school leadership team. In year three of implementing the Reading Units of Study, teachers are participating in professional learning across district schools. Collaboratively, grade level staff unpack each unit and connect current practice to the Progression of Workshop Practice Chart. This rubric allows teachers to self-assess their level of Mastery in four key areas. In addition to professional learning, coordinated interventions are happening five days per week in 35-minute blocks using the Leveled Literacy Intervention program. Interventionists receive ongoing professional learning, support, and practice with this research based intervention. Finally, the School Success Team is working to unpack the targets mentioned above and associated grade level standards to increase rigor in lessons and student tasks. These targets, provided by the state, are used to design classroom lessons that strengthen the use of routines, mental strategies, and talk structures that are needed to increase rigor in tasks thereby leading to increased academic achievement.

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:**

Thornapple Elementary 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. Our school improvement efforts focus on using research-based approaches to meet the differentiated needs of our students. Through the school improvement process, we have identified literacy as a targeted area, implementing the Units of Study and Workshop Architecture at increasingly high levels school-wide to meet the needs of our learners.

In year three of implementation and using the Progression of Workshop Practice Chart, teachers are self-assessing and identifying themselves as "intermediate" level in their practice. All teachers are focusing their professional practice and growth using questioning to help students elaborate on thinking, implementing engagement strategies, and communicating clear learning targets. Growth is monitored in cycles as Professional Learning Communities (PLCs) using the Workshop Progression rubric.

Data at the state level for Thornapple Elementary shows a continued need to focus on English Language Arts (ELA). The best practice strategies incorporated in the plan to improve student learning will show the expected growth in reading and writing.

## **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	152.6	N/A
K	2020-21	Spring	160	N/A
K	2021-22	Fall	140.9	148.3
K	2021-22	Winter	146.8	153.8
1	2020-21	Fall	157.9	N/A
1	2020-21	Winter	170.7	172.5
1	2020-21	Spring	175.6	178.9
1	2021-22	Fall	163.1	165.5
1	2021-22	Winter	172.4	174.3
2	2020-21	Fall	181.1	180.3
2	2020-21	Winter	188	187.8
2	2020-21	Spring	193.6	194.1
2	2021-22	Fall	175.7	176.1
2	2021-22	Winter	185.4	183.6
3	2020-21	Fall	200.2	195.8
3	2020-21	Winter	203.5	202.0
3	2020-21	Spring	206.9	206.0
3	2021-22	Fall	194.6	193.3
3	2021-22	Winter	200.2	200.4
4	2020-21	Fall	206.4	205.7
4	2020-21	Winter	208.5	213.2
4	2020-21	Spring	211.8	218.9
4	2021-22	Fall	207	206.9
4	2021-22	Winter	211.1	218.2

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

Semester	Number of Students	Percentage of Students
Fall 2019	388	98%
Spring 2020	*	*
Fall 2020	348	99%
Spring 2021	352	100%

\*Conferences were optional due to COVID-19.

In a year of significant challenges connected to a worldwide pandemic, Thornapple is proud to have offered yearlong in-person learning enabled by the strict adherence of safety protocols implemented by staff and students alike. Thornapple Elementary and all schools within the Forest Hills Public School system are committed to working in partnership with our community to provide deep, comprehensive educational opportunities and a viable and rigorous academic curriculum. The curriculum is individualized to allow students to realize their highest potential and grow a lifelong love for learning. Thornapple Elementary School is dedicated to supporting all learners in achieving their individual potential and we welcome you to join us in that pursuit.

Sincerely,

David Lyon  
Principal