

How is my child's academic progress measured?

Growth goals are set for each student participating in the school's supplemental support services. These goals are set with a focus on closing achievement gaps between the student and the level of skill and knowledge expected for her/his grade level.

The time it takes to achieve different goals will depend upon the student's starting skill level and the time and intensity of the intervention support determined by your child's teacher.

The progress of students receiving supplemental support is monitored every 4-6 weeks through classroom and other assessments embedded within curricular resources. The progress of all students is measured three times per year through the NWEA MAP reading and mathematics assessments.



The Family/School Compact: Your Guarantee

Each year, a Family/School Compact is sent to every elementary student. The compact represents our commitment to building a strong school-family relationship through establishing and maintaining our shared responsibility for student learning, high achievement, and effective communication.

Be sure to read the compact with your child and join us by signing it and returning it to school!

How can I get involved with my child's school?

Our greatest asset is our families. Each Forest Hills Title I school has a family engagement plan that includes methods through which the school provides outreach to parents and guardians to help them understand curriculum, content standards, and assessments. The plan also includes ways in which families can partner with the school to support their children's learning at home. In addition, all parents and guardians are invited to:

- Attend open house and curriculum nights
- Attend school events
- Communicate with your child's teachers regularly
- Volunteer
- Provide feedback through school surveys



Questions and Answers about Supplemental Academic Support

Kindergarten to 6th Grade



2024-25

What are supplemental academic support services?

Each staff member at your child's school is committed to ensuring that every student gets what she/he needs to grow and thrive academically. When teachers identify a student with an academic need in order to stay on track with expected growth, they work together to coordinate additional support for that student. Supplemental academic supports are interventions that target skills to address these learning gaps.

What does supplemental academic support mean for my child?

Supplemental academic support is delivered through many formats including small-group or 1:1 instruction with a teacher or a highly qualified paraprofessional. Supplemental support never occurs during general classroom instruction time or during special classes such as music, art, or physical education.

Students with Individualized Education Plans (IEPs) that address specific learning disabilities in a subject area are served under the district's special education program and not through the school's supplemental academic support program.

How am I informed if my child needs supplemental support?

FHPS teachers continuously analyze data from NWEA MAP and classroom assessments to quickly catch and address learning gaps throughout the year. Each principal provides families with information on their school's specific support model, staffing, and student qualification criteria at the beginning of the school year.

How am I kept informed of my child's academic progress?

During the school year, all families receive periodic updates about their child's academic progress through semester report cards, progress reports, and/or family conferences. Families of students participating in the school's supplemental support services receive additional periodic updates from their child's teacher.

What curricular resources are used for supplemental academic services?

Our general education curricular resources provide lessons teachers can use to target and supplement learning for specific skills. The Reading & Writing Project is the curricular resource used to teach English language arts in grades K-6th. Additional research-based resources include UFLI Foundations and Fountas & Pinnell's Leveled Literacy Intervention. In mathematics, supplemental lessons within the Everyday Math curricular resource are used in K-5th grades while the Connected Mathematics Project is used in 6th grade.

You have a right to know:

Your child's progress toward academic goals

The qualifications of your child's teacher and the paraprofessionals who support him/her

If you have questions about your school's supplemental academic support services or want to know how you can get involved, please contact your school principal

If you wish to express concerns with your school's supplemental academic support services, please contact instruction@fhps.net

What does it mean if my child's school is a Title I Targeted Assistance School?

Since the 1960s, The Federal Title I Grant program has provided additional funding to schools to assist them with supplemental academic support for students. Schools set guidelines to identify eligible students based on their individual needs. Districts decide which grade levels receive Title I funds. In the 2024-25 school year, five elementary schools in Forest Hills are designated Targeted Assistance Title I schools.* These schools receive additional federal funding to address achievement gaps among students. Schools qualify for Title I funding if the percentage of students participating in free or reduced lunch programs exceeds the district average in the selected grade levels.

In FHPS, Title I funds are used to employ additional paraprofessional staff in qualifying Targeted Assistance Schools. Along with other instructional paraprofessionals, these staff members work under the direct supervision of teachers to provide supplemental academic support during the school year. Title I funds may sometimes also be used to purchase instructional materials or technology to support eligible students.

The goals of each FH school's supplemental academic support services, including Title I funded paraprofessionals, are part of the school and district improvement plans to close achievement gaps among students.

*In the 2024-25 school year Collins, Meadow Brook, Orchard View, Northern Trails, and Thornapple are designated Targeted Assistance Title I schools.