

# Armstrong Middle School Annual Report 2015-2016



**Armstrong Middle School maintains a safe environment, a flexible education program, and the support of community and family so that all students can strive for educational excellence.**

## School Annual Education Report Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Armstrong Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Casey Killingbeck, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.kearsleyschools.org](http://www.kearsleyschools.org) or you may review a copy available in the office at Armstrong Middle School. You may also find a copy of the AER Combined Report for AMS at <https://goo.gl/BpQwUZ>.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. No labels were given to Armstrong Middle School.

Key challenges facing Armstrong Middle School include enrollment, funding, and assuring achievement of all students in all subject areas. The Armstrong staff works diligently to differentiate instruction for all students, to provide interventions to accelerate learning for struggling students, and to deliver a challenging, aligned curriculum using research-based instructional practices.

- Multi-Tiered System of Support with a focus on good classroom instruction, Tier 2 and Tier 3 intervention support for targeted students with specific focus on students with special needs.
- Frequent monitoring of student achievement through formative, interim and summative assessments

- Realignment of curriculum, instruction and assessment to meet the Michigan K-12 Standards.

More specific data and initiatives to accelerate student achievement and close persistent gaps in achievement can be found below in the status of the 3-5 year school improvement plan.

State law requires that we also report additional information.

## **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Sixth and seventh grade students who attended school at Armstrong Middle School are automatically enrolled at Armstrong Middle School for the next year. Fifth grade students at Fiedler Elementary School are enrolled at AMS when entering 6<sup>th</sup> grade. Kearsley Schools also participates in the State School of Choice Program.

## **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Goal teams met regularly during the 2015-2016 school year to explore relevant research and to identify interventions and activities that would be utilized by staff to increase student performance in those identified areas.

**Reading Goal:** All students will demonstrate an improved ability to construct meaning from written material.

### **Reading Highlights:**

Strategy 1: CCSS Aligned Curriculum and Instruction

- Aligning units to CCSS
- Pacing guides in progress
- Located common shared text
- Increased amount of time spent reading digital text
- Started exploring academic vocabulary

Strategy 2: MTSS--Interventions

- Analyzed student achievement data to plan for tier 2 interv.
- 3 Tier 2 reading interventions with focus on C, A F
- Most teachers implemented Tier 1 interventions--conferring, strategy groups, guided reading
- ELL coach provided PD to classroom teachers to meet student needs
- Started exploring impoverished learners to close gap

Strategy 3: Assessment Development

- Common formative and summative assessments in reading for all three grade levels--common criteria for success, grading rubrics included
- Strategy 4: Close and Critical Reading
- Most of LA Department participated in book study--K. Gallagher Deeper Reading
- 8th grade used Signposts

Strategy 5: Workshop Structure

- LA teachers using workshop format
- Teachers conferring with students
- Coaching in the classroom
- Scholastic Dollars to build classroom libraries

Strategy 6: Community Involvement

- Parent brochures
- Family Night
- Summer Reading Challenge
- Reading Month Calendar & Prizes

<b>STAR DATA 2015-2016</b>		6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Fall	At/Above	49%	45%	40%
	On Watch	19%	20%	23%
	Intervention	15%	21%	20%
	Urgent Intervention	17%	14%	17%
Winter	At/Above	56%	44%	39%
	On Watch	15%	24%	26%
	Intervention	19%	17%	19%
	Urgent Intervention	10%	16%	16%
Spring	At/Above	56%	52%	43%
	On Watch	15%	17%	20%

	Intervention	17%	19%	19%
	Urgent Intervention	12%	12%	18%

## Star Data

Grade	Median SGP	GE	SS	PR
6 <sup>th</sup>	61	+1	+123	+6
7 <sup>th</sup>	64	+1	+122	+7
8 <sup>th</sup>	46	+.6	+66	0
Bldg	57	+.8	+103	+4
Tier 2 (S1)	64	+1	+104	+12
Tier 2 (15-16)	57	+.9	+95	+5
Spec Ed	49	+.7	+66	+1

<b>ELA M-STEP 14-15</b>	6th Grade	7th Grade	8th Grade
Overall % Advanced & Proficient	33%	36%	39%
Male % A & P	26%	25%	33%
Females % A & P	41%	48%	47%
White % A & P	33%	39%	41%
Black % A & P	24%	31%	35%
Hispanic % A & P	33%	13%	32%
Economically Disadvantaged % A & P	29%	28%	30%
Non-Economically Disadvantaged A & P	46%	54%	57%
Students with Accommodations % A & P	0%	0%	5%

# AARI students

- 95% of the students (18/19) showed growth.
- 89% (17/19) had growth of 2 levels or higher. The group average was an increase of 3.63 QRI levels.
- 89% (17/19) believe AARI has helped them become a more confident reader.
- 84% (16/19) have used ideas from AARI in other classes.
- 1 Year or More Growth
- 5% or 1/19 showed no growth based on the pre & post QRI.
- 95% or 18/19 students showed at least one year of growth.
- On Grade Level
- 95% or 18/19 AARI students increased their Grade Level Equivalency on the STAR Reading test from September to January.
- 68% or 13/19 AARI students scored within a 5-8 grade level based on their January Reading STAR test scores.
- 42% or 8/19 scored within the 5-8 grade level based on their September Reading STAR test scores.

## Writing Highlights

### Strategy 1: CCSS Aligned Curriculum and Instruction

- Pacing guides in progress
- Building text sets for synthesizing across texts

### Strategy 2: MTSS--Interventions

- Implemented fluency intervention Tier 2

### Strategy 3: Assessment Development

- Collected data on writing assessments
- Dept meeting time to discuss data and trends
- Implemented performance tasks similar to M-STEP

### Strategy 4: Close and Critical Reading

- Using close reading with articles during writing workshop

### Strategy 5: Workshop Structure

- LA teachers using workshop structure

- Coaching in the classroom
- Teachers conferring with writers

Strategy 6: Community Involvement

- Family Night--journal writing station

**Writing Data--% Mastered**

Genre	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Informational Pre-test (LA Classroom)	17%	28%	31%
Informational Post-test	50% (+33%)	35% (+7%)	55% (+24%)

**Writing Subgroup Data  
Informational Writing Post-Test**

6th Grade	% Mastered	%Not Mastered
All Students	50%	50%
Males	42%	58%
Females	60%	40%
Special Education	53%	47%
General Education	50%	50%



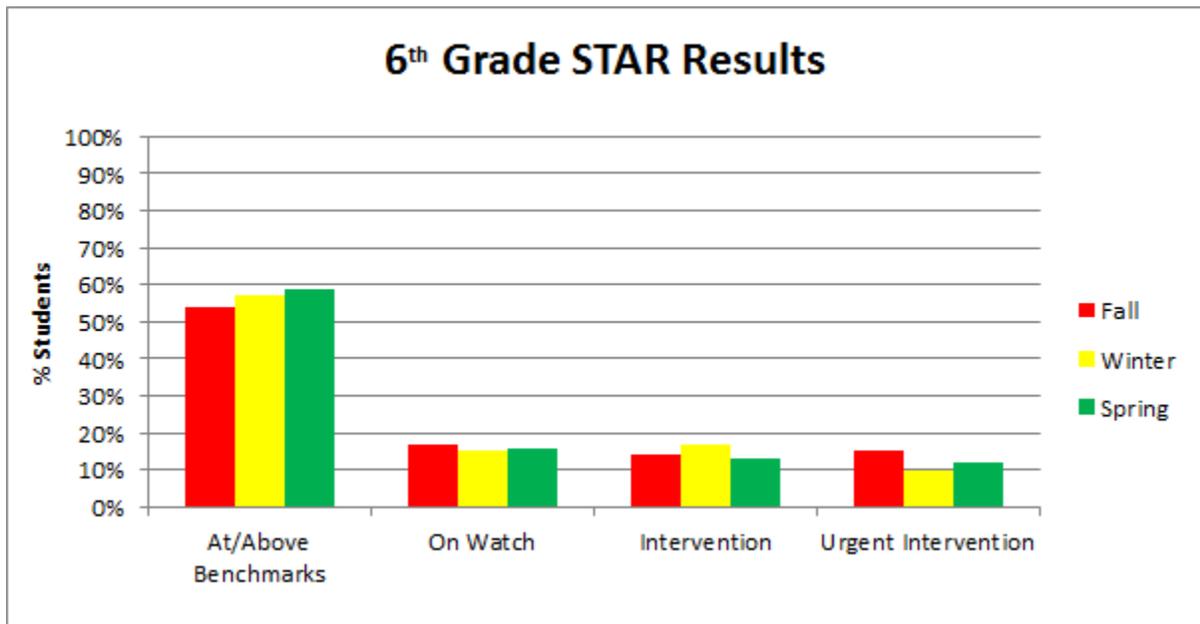
7th Grade	% Mastered	%Not Mastered
All Students	35%	65%
Males	22%	78%
Females	49%	51%
Special Education	6%	94%
General Education	40%	60%

8th Grade	% Mastered	%Not Mastered
All Students	55%	45%
Males	42%	58%
Females	68%	32%
Special Education	11%	89%
General Education	61%	39%

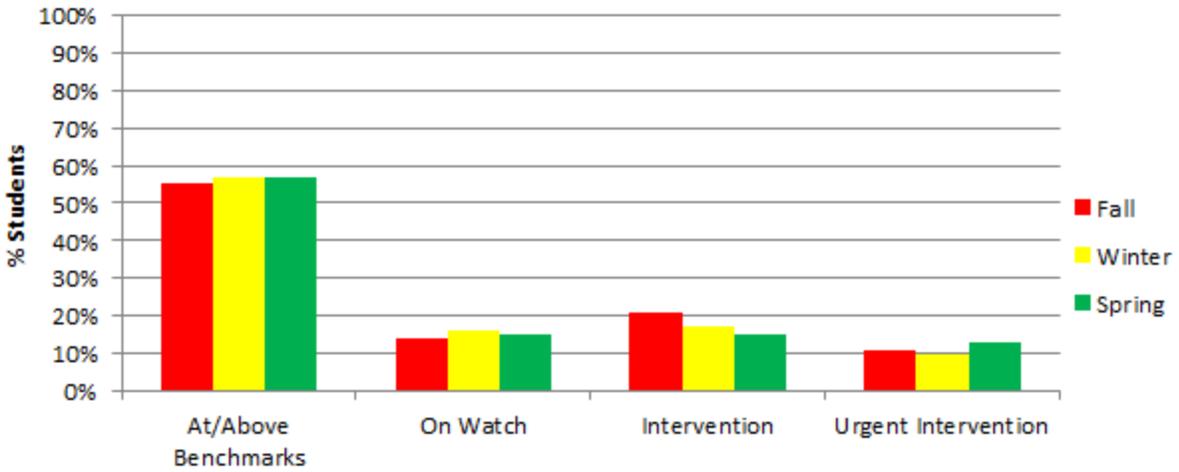
## Math Highlights

- Three aides supported 115 students 2nd semester remediating basic skills
- Aides addressed topics between 4th & 6th grade mainly number sense, fractions, decimals, multiply/dividing numerous digits

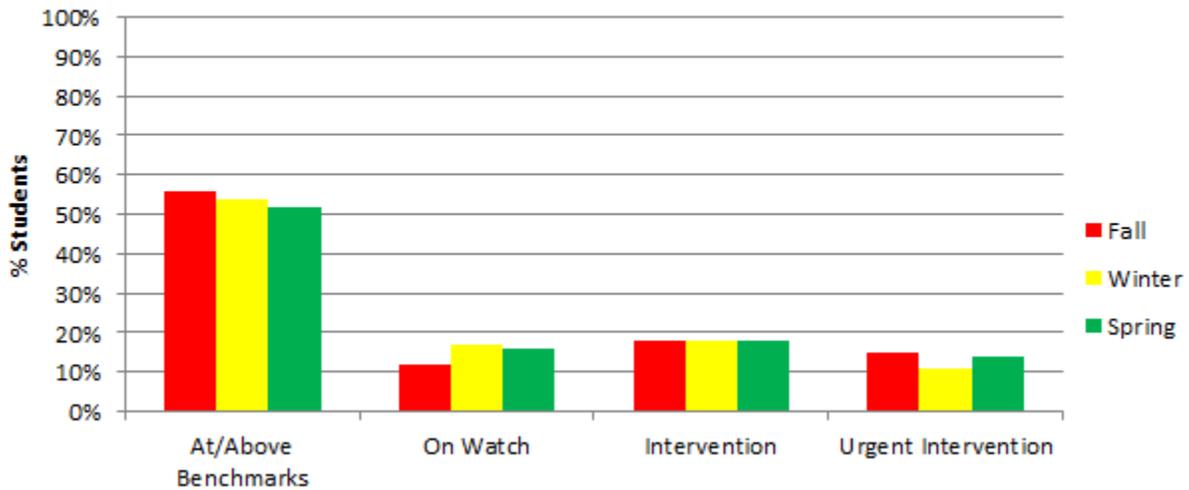
- Expanded technology Title One Aides, rolling laptops for math teachers, & in Math Lab
- Reorganized aides pulling students to ensure no loss of instruction time
- CCSSM was implemented at all levels.
- Formalized curriculum documentation continued to be revised.
- Common grade-level assessments were developed to included pre and posttest for unit/semester concepts.
- Growth was shown in many basic skills areas throughout the year.
- Teacher help develop interventions that targeted multiplication fact fluency and utilized the Moby Max program with the help of 31a interventionist.
- Laptop computers were used in the classroom to help deliver interventions in a more efficient manner.
- The basic skills district assessments were revised.



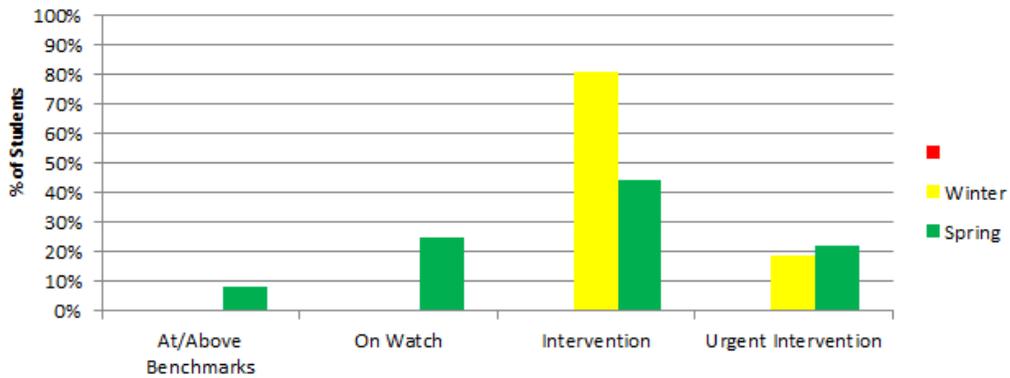
## 7<sup>th</sup> Grade STAR Results



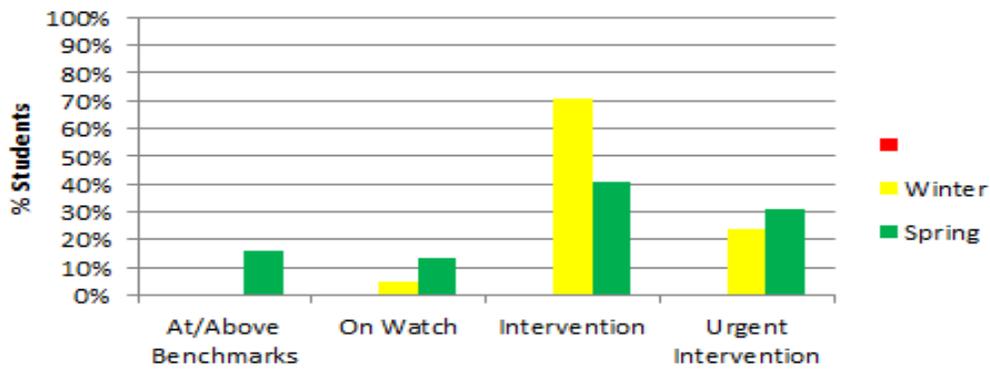
## 8<sup>th</sup> Grade STAR Results



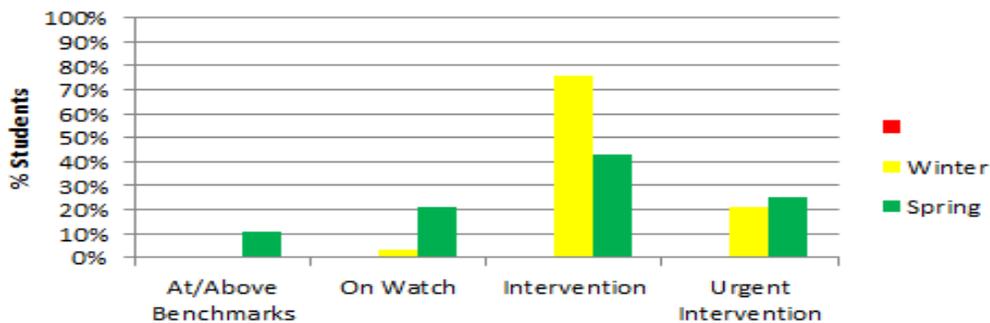
### 6th Grade Intervention Students STAR Results 37/36 Students



### 7th Grade Intervention Students STAR Results 38/32 Students



### 8th Grade Intervention Students STAR Results 33/28 Students



## **Science and Social Studies Highlights**

### **Social Studies**

- Pacing guides in place aligned to GLCEs
- All 3 grades are using common Claim, Evidence, Reasoning papers
- Identified academic vocabulary and are having students do more than just define words. Students are using strategies from Marzano's 6 Steps to Teaching Academic Vocabulary like writing sentences, drawing pictures, playing vocab games, etc.
- Began development of vocabulary intervention screener
- Participated in Family Night

### **Science**

- Modeling PD August 2015: Modeling Lesson development and sharing at department meetings
- Identified critical vocabulary terms for grades 5-7: Developed vocabulary intervention screener
- Implemented vocabulary intervention for 7th grade
- Revisited academic vocabulary strategies from Marzano's 6 Steps to Teaching Academic Vocabulary.
- Participated in Family Night

## **SPECIALIZED SCHOOLS**

### **Special Education Services**

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education support for nearly 10,000 students. Special services for students with special needs, age 0-25, are available to Kearsley students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach:

- Academic skills
- Independent living skills
- Communication skills
- Job training and prevocational education

- Social living habits and self-care

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

In 2015/2016, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- 10 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 9 students attended these programs.
- 10 students are in early childhood programs and services. Last year 12 students participated in these programs.
- 13 students are educated at the Marion Crouse Instructional Center. Last year 12 students attended programs here. 8 students attend the Transition Center. Last year, 5 students attended the Transition Center.
- 444 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 429 students were enrolled in local special education programs.
- 2 students attended Michigan School for the Deaf. Last year, 1 student was enrolled in this program. Also, 2 students attend the HI program at Haas Elementary School.
- Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitation of their disabilities.

### **Kearsley Academically Talented (KAT) Program**

Kearsley Schools offers an Academically Talented Program (KAT) for students whose abilities exceed those of most students. At Armstrong Middle School, students invited to attend Honors Language Arts in sixth, seventh and eighth grade. Students may also participate in a KAT elective course where they participate in enrichment and extension activities coordinated with their regular core curriculum. During the 2015-2016 school year, fifty-eight 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students were enrolled in the program. Thirty-two students were enrolled the previous year.

Students participate in Future Problem Solving and Flint River Green/Earth Force service learning. Twelve teams of students qualified for Michigan Future Problem Solving State Bowl which was held at Michigan State University.

Kearsley Schools also offers an accelerated math track for students beginning in sixth grade. Those students who successfully complete three years in accelerated math receive high school credit for Algebra 1. Students are screened in fifth grade using a variety of tools and invited to participate in KATS programs beginning in sixth grade.

## **CORE CURRICULUM**

### **Curriculum Development**

Michigan defines “core curriculum” as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the M-STEP and SAT state assessment program. Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, world language, physical education, and technology.

Curriculum development is an ongoing process based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the Kearsley Curriculum Council (KCC) process to organize curriculum and to provide communication across grade levels, buildings and departments.

Core committees are revisiting developed curriculums to ensure alignment with the Michigan K-12 Standards. In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the KCC committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at 810-591-7618 or [ayorks@kearsleyschools.org](mailto:ayorks@kearsleyschools.org).

## STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

### STAR Reading and STAR Math:

Students in grades 6, 7, and 8 take the STAR Reading and STAR Math assessments in the fall, winter and spring. The results provide information on how students are achieving compared to students across the nation. Results are also used to provide data in order to identify supports and Tier 1 and 2 interventions for students.

STAR Data Comparison Fall to Spring 2015-2016												
Math	Percent of Students By Performance Band											
	Urgent			Intervention			On Watch			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
6th	14	11	12	14	17	11	18	15	16	54	57	61
7th	11	10	13	21	18	15	14	16	14	54	56	58
8th	15	11	13	18	19	18	12	17	16	56	53	53
Reading	Percent of Students By Performance Band											
	Urgent			Intervention			On Watch			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
6th	17	10	12	14	18	17	20	15	13	49	56	58
7th	14	13	12	21	18	20	20	22	16	45	47	52
8th	17	16	18	20	19	19	23	27	20	40	38	43
Key	Urgent			0 to 9th percentile								
	Intervention			10th to 24th percentile								
	On Watch			25th to 39th percentile								
	At or Above Benchmark			At or above 40th percentile								

### Parent Teacher Conferences:

During the 2014-2015 school year, the format of conferences was changed to a "drop in" style parent teacher conference.

Percent of students represented	Fall	Spring
2014-2015	66%	57%
2015-2016	66%	41%

## **Parental Involvement Opportunities:**

Armstrong has a very active PTO that supports many building initiatives. This group meets monthly. They have contributed to our programs financially and by volunteering to support events/activities. The PTO supports many on-going projects such as the incentives for grades and behavior noted earlier. PTO members also give of their time to facilitate special events at Armstrong. Parents have the opportunity to chaperone the 8<sup>th</sup> grade trip to Washington D.C. Parents volunteer in classrooms for special activities and have been speakers or presenters in some clusters. Parents are encouraged to attend 6<sup>th</sup> grade orientation, our Open House at the beginning of the year and parent/ teacher conferences. Attendance at these is high, as noted in the data. Parents also attend special events such as awards assemblies, sporting events, concerts, etc. We offered a parent night in the spring to help parents find new ways to help their student. We offered several current topic nights to help parents understand new issues facing their student. One training was provided by state troopers on cyber safety.

The staff of Armstrong Middle School is proud of the work accomplished during the 2015-2016 school year. We appreciate the continued support of parents, staff and our community. Together we can make a difference.

Sincerely,

Casey Killingbeck  
Principal, Armstrong Middle School