

# Armstrong Middle School Annual Report 2016-2017



**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.**

## **Armstrong Middle School**

### **Annual Education Report Cover Letter**

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 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, accountability 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/y3D1zo>.

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. Our school has not been given any of these labels.

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 2016-2017 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:**

- Created common standards-based interim and summative assessments in alignment with rigor of Common Core expectations
- Vocabulary work in science, social studies, and language arts
- Substantive Talk and Questioning voluntary study group--8 people attended
- 88 students read at least 20 books this year
- All LA teachers implemented tier 1 interventions and tracked data
- Around 150 of AMS students received a tier 2 reading intervention
- Implemented tier 3 Reading Connections class
- 2 special education teachers regularly used LLI
- Offered incentives and celebrations for students who finished books
- Reading Month Celebration Assembly
- Family Night
- Summer reading plan

# Star Data

6th Grade STAR Data	Fall	Winter	Spring
At/Above	43%	49%	48%
On Watch	16%	17%	18%
Intervention	19%	20%	16%
Urgent	21%	15%	17%

7th Grade STAR Data	Fall	Winter	Spring
At/Above	50%	54%	55%
On Watch	16%	21%	19%
Intervention	18%	15%	16%
Urgent	16%	10%	10%

8th Grade STAR Data	Fall	Winter	Spring
At/Above	46%	44%	45%
On Watch	19%	23%	19%
Intervention	20%	23%	22%
Urgent	14%	13%	15%

## Did we make a 3% improvement in reading from 2016?

M-STEP Data--Percentage of Students who are Advanced or Proficient

	2016	2017	Growth
6th	25.2%	50%	+24.8
7th	38.4%	39%	+0.6
8th	39.6%	40%	+0.4

STAR Data--Percentage of Students who are At/Above Benchmark

	2016	2017	Growth
6th	56%	48%	-8%
7th	52%	55%	+3%
8th	43%	45%	+2%



Writing Goal: All students will be proficient in writing.

- In writing elective classes, the students wrote: memoirs, poems and argumentative pieces
- In 6-7 grade LA classes, the students wrote: informational pieces and response to reading pieces
- In 8th grade LA classes, the students wrote: memoirs and argumentative pieces
- With new members in the writing department for the elective classes, much of the year was spent on developing an understanding of the curriculum and growing teachers' capacities with writing instructional techniques
- The argumentative and information common prompts are M-STEP aligned performance tasks
- A tier 2 intervention was used to increase writing fluency with some of our reluctant writers

## Common Writing Assessment Data--Opinion (In Elective Grades 6-7, LA Classroom Grade 8)

	Pre-Test (Proficient or Advanced)	Post-Test (Proficient or Advanced)	Growth	% Proficient or Advanced in 2015-2016
6th--Sem 1	21%	50%	29%	22%
7th--Sem 1	6%	41%	35%	37%
6th--Sem 2	15%	41%	26%	24%
7th--Sem 2	8%	50%	42%	20%
8th	25%	52%	27%	36%

## Common Writing Assessment Data--Informational (In LA)

	Pre-Test (Proficient or Advanced)	Post-Test (Proficient or Advanced)	Growth
6th	21%	41%	+20%
7th	14%	53%	+39%

	Info Post-Test 6th Grade 2015-2016	Info Post-Test 6th Grade 2016-2017	Info Post-Test 7th Grade 2015-2016	Info Post-Test 7th Grade 2016-2017
Advanced + Proficient	54%	41%	36%	53%
Partially Proficient + Not	46%	59%	64%	47%

## Did we make a 3% improvement in writing from 2016?

- All three grade levels improved in argumentative writing from 2016 to 2017
- 7th grade improved in informational writing



### Math Highlights

- Completed Phase I, II and III of the KCC process with recommendations for new materials in 6-8th grades.

Implemented research-based interventions to meet the individual needs of struggling students.

Provided targeted interventions using Moby Max and other research-based strategies for students to develop speed, accuracy, flexibility and efficiency with number facts.

Scheduled computer cart time (WIN Cart) two days per week to utilize Moby Max for basic skills practice.

Family Night and Parent Academy

Math Recovery Training for Certified Interventionist

6th Grade STAR Data	Fall	Winter	Spring
At/Above	52	54	50
On Watch	17	15	18
Intervention	18	20	15
Urgent	13	11	16

7th Grade STAR Data	Fall	Winter	Spring
At/Above	53	60	63
On Watch	18	17	15
Intervention	16	13	12
Urgent	13	10	10

8th Grade STAR Data	Fall	Winter	Spring
At/Above	49	51	53
On Watch	17	20	17
Intervention	20	18	18
Urgent	15	10	12

Percent of students at each performance band.



## Did we make a 5% improvement in math from 2016?

M-STEP Data--Percentage of Students who are Advanced or Proficient

	2015	2016	Growth
6th	19%	25%	+6%
7th	23%	23%	0
8th	13%	16%	+3

STAR Data--Percentage of Students who are At/Above Benchmark

	2016	2017	Growth
6th	61%	50%	-9%
7th	58%	63%	+5%
8th	53%	53%	0%

### Yet to Do

Book studies on *Building Powerful Numeracy* on using *Number Talks* to develop fluency, flexibility and communication in math.

Basic Skills Binder Revisit?

Fluency Interventions - MobyMax

Implement Glencoe Math in grades 6-8 upon approval

Implement A.L.E.K.S. for all students to Individualize learning

Increase access to technology for all students in mathematics on a daily basis

## **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 2016/2017, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

6 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 10 students attended these programs.

11 students are in early childhood programs and services. Last year 10 students participated in these programs.

9 students are educated at the Marion Crouse Instructional Center. Last year 13 students attended programs here. 5 students attend the Transition Center. Last year, 8 students attended the Transition Center.

455 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 444 students were enrolled in local special education programs.

0 students attended Michigan School for the Deaf. Last year, 2 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2015/2016.

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 2016-2017 school year, seventy-one 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students were enrolled in the program. Fifty-eight 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 2016-2017

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	16	18	18	15	17	17	18	51	54	50
7th	12	9	10	16	13	12	18	18	15	54	60	63
8th	15	10	12	19	18	18	17	20	17	49	51	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	22	15	17	18	20	16	16	16	19	44	49	48
7th	15	10	10	18	16	16	16	19	20	50	55	55
8th	14	13	14	20	23	22	19	20	20	47	44	43

### 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%
2016-2017	55%	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. 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.

The staff of Armstrong Middle School is proud of the work accomplished during the 2016-2017 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