



ROCHESTER COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for West 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 Michael K. Dillon at West Middle School for assistance.

The AER is available for you to review electronically by visiting the following web site [West Middle School AER Report](#), or you may review a copy in the main office at West.

For the 2016-17 school year, schools were identified using new 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. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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. Based upon the data, West Middle School outperformed schools of similar demographics and the state of Michigan average in all areas. Although West has experienced great success as a school based on multiple measures, there are still some key challenges.

Some key challenges in student performance include the performance of our English Language Learner (ELL) population; these students are still learning the English language and therefore score lower than their same grade level peers. Other challenges include slight decline in performance of economically disadvantaged students.

These areas are being address through such initiatives as the Adolescent Accelerated Reading Initiative (AARI) course, Math Lab course, and Supervised Studies courses. These are all available through the general education curriculum. The school improvement process (SIP) addresses these areas as well through initiatives such as MI Class Reading Comprehension strategies, Visible Thinking Routines, and creating a Culture of Thinking to improve student learning. Other schoolwide initiatives include educating our students and learning

community about the importance of a growth mindset and strategies to develop students' problem solving skills and perseverance.

Process for Assigning Pupils to the School

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

Status of the 3-5 Year School Improvement Plan

Our school improvement this past year continued to focus on building a culture of thinking and implementing strategies to address our four goals. Professional development time was used to gather data to ensure learning for all students and for staff to work collaboratively within our building and the district. Common assessments in the four core academic areas along with pacing guides continued to help teachers devise instructional strategies based on best practices. Using data gathered from the common assessments, state assessments, classroom tests and observations, West developed goals that addressed improving constructed writing responses (most notably CERC – Claim, Evidence, Reasoning, Conclusion). Based on data, West has also partnered with the other three middle schools and local districts in developing a Culture of Thinking under the guidance of Harvard educator, Ron Ritchhart.

For the 2017-18 school year, West has updated its goals in the three areas of reading, writing, and mathematics:

All students will be proficient readers:

Students will use growth mindset strategies of instruction, reading comprehension strategies, and visible thinking routines in all content areas to demonstrate that they are on track to be college ready by the end of 8th grade in reading. Staff will participate in PD sessions, engage in dialogue and discussion, share ideas, and view student work.

All students will be proficient in math:

Students will be on track for college readiness for math as assessed by state and local assessments. Math teachers will implement a new Math curriculum which encourages problem solving strategies and rich discussion.

All students will be proficient writers:

Students will demonstrate that they are proficient in writing. Students are given ample opportunities to write within every class. Students use the CERC model (Claim-Evidence-Reasoning-Conclusion) to develop well-written responses in all curricular areas. Student will be encouraged to utilize perseverance and revision in their writing utilizing a growth mindset.

All staff will use best practice instructional strategies to enhance student thinking and engagement:

West Middle School staff will collaborate to ensure best practice instructional strategies are implemented building-wide to enhance student thinking and engagement. Strategies such as Visible Thinking routines, Growth Mindset, and Formative Assessment techniques are used within the classroom.

A Brief Description of each Specialized School

Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District’s intervention model.

Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education’s Michigan Curriculum Framework. The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District’s Core curriculum can be found at the following website:

<http://www.rochester.k12.mi.us/pages/5064/general-education>.

Student Achievement Results from Local and/or Nationally Normed Tests

2015-2016				
6th grade	Not Proficient %	Partial Proficient %	Proficient %	Advanced %
ELA	16	18	37	27
Math	13	26	24	35
7th grade	Not Proficient %	Partial Proficient %	Proficient %	Advanced %
ELA	8	16	43	31
Math	13	21	25	40
Science				
8th grade	Not Proficient %	Partial Proficient %	Proficient %	Advanced %
ELA	9	14	40	35
Math	12	17	25	44
Science	24	28	24	23

2016-2017				
6th grade	Not Proficient %	Partial Proficient %	Proficient %	Advanced %
ELA	14	17	41	25
Math	11	25	28	34
7th grade	Not Proficient %	Partial Proficient %	Proficient %	Advanced %
ELA	11	19	36	33
Math	14	20	22	41
Science	33	24	25	16
8th grade	Not Proficient %	Partial Proficient %	Proficient %	Advanced %
ELA	6	21	41	31
Math	12	23	21	43
Science	10	32	44	12

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences 16-17	615	69%
Spring Conferences 16-17	481	54%
Fall Conferences 17-18	672	78%
Spring Conferences 17-18	509	59%

Congratulations West for all of your hard work and dedication in the 2016-2017 school year. You continue to amaze us all in your efforts in and out of the classroom. Your true dedication to West and the community is outstanding. We are all looking forward to seeing our school's continued growth. Go Warriors!

Sincerely,

Michael K. Dillon