

Armstrong Middle School Annual Report 2014-2015



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

April, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 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 or you may review a copy available in the office at 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 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, seventh, and eighth grade students who attended school Armstrong Middle School building, are automatically enrolled at Armstrong Middle School. Kearsley Schools also participates in the State School of Choice Program.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

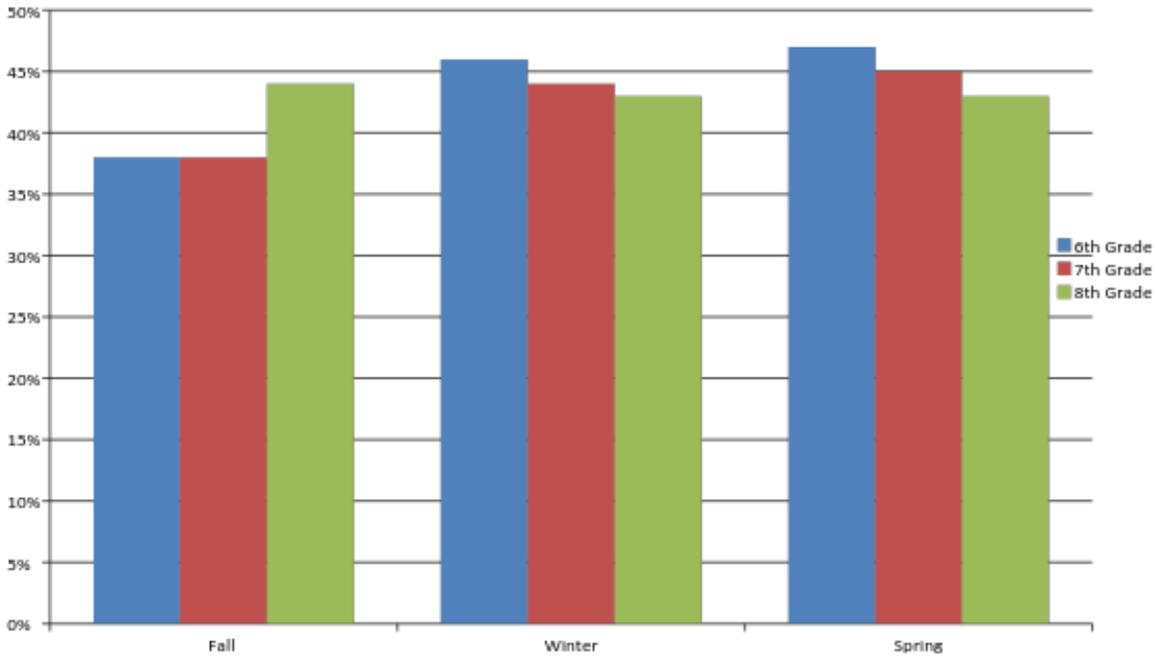
Goal teams met regularly during the 2014-2015 school year to explore relevant research and to identify interventions and activities that would be utilized by staff to increase student performance in those identified areas.

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

Reading Highlights:

- *Independent reading focus emphasized school wide and at home
- *Semester-long AARI focusing on navigating non-fiction with emphasis on text structures
- *6th, 7th and 8th grade reading teachers implementing Reader's Workshop
- *L Arts staff meetings focusing on interventions, data and standardized grading in department
- *Assessment Wall meeting to analyze data and guide instruction
- *Tier 2 interventions in place for all grade levels focusing on accuracy, fluency and comprehension
- *Lab host teachers continued training in Reading Workshop following Lake Orion model
- *Reading Lab classrooms utilized by many AMS teachers
- *Literacy Library and School Library continuing to grow
- *Continued use by many of Literacy Coach, Lisa Oetting, for guidance and help
- *Data Day for identification of Tier 2 students
- *Family night held with emphasis on reading
- *Author Tim Green visited to develop interest in reading.
- *March Madness held-students were given opportunity to vote on "best book"
- *Close and critical reading strategies were used by all content areas.
- *Common summative assessments in reading and writing were developed in all three grade levels.

STAR Reading 2014-2015
At/Above Benchmark



STAR Reading September to May

	Number of Students included	SGP	Average Grade Equivalence Growth
6 th graders	227	56	+1
7 th graders	243	57	+1
8 th graders	195	49	+0.4
All AMS Students	688	53	+0.8

Tier 2 Reading Interventions

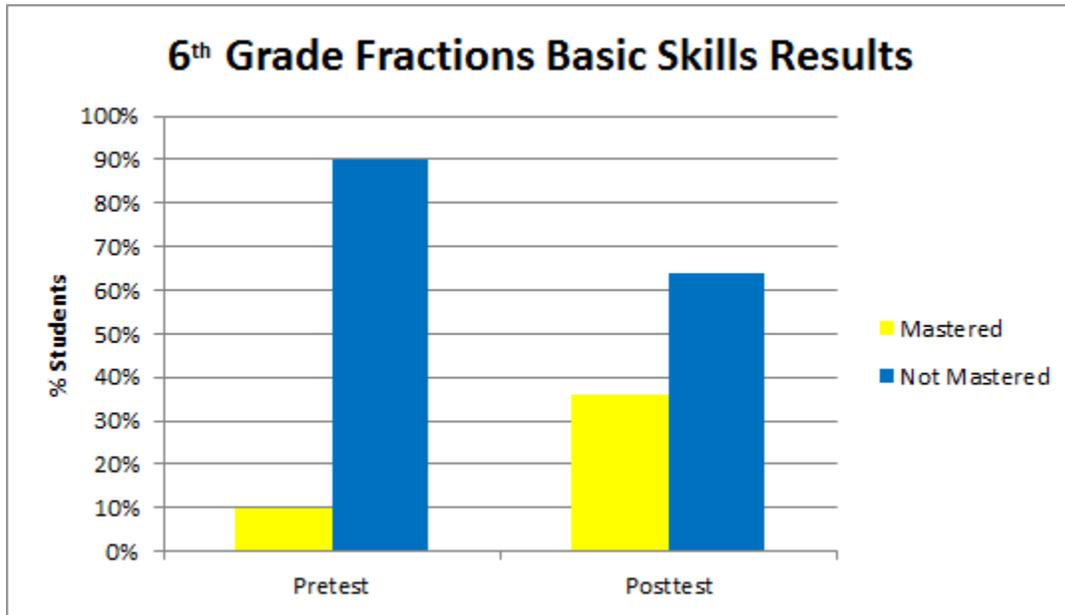
	Number of Students included	SGP	Average Grade Equivalence Growth
All Tier 2--September to January	165	72	+0.6
All Tier 2--September to May	146	52	+0.9
6 th graders Sept to May (Tier 2)	57	53	+1.2
7 th graders Sept to May (Tier 2)	44	62	+1.3
8 th graders Sept to May (Tier 2)	45	47	+0.5

Writing Data on the District Assessment Percentage Mastered

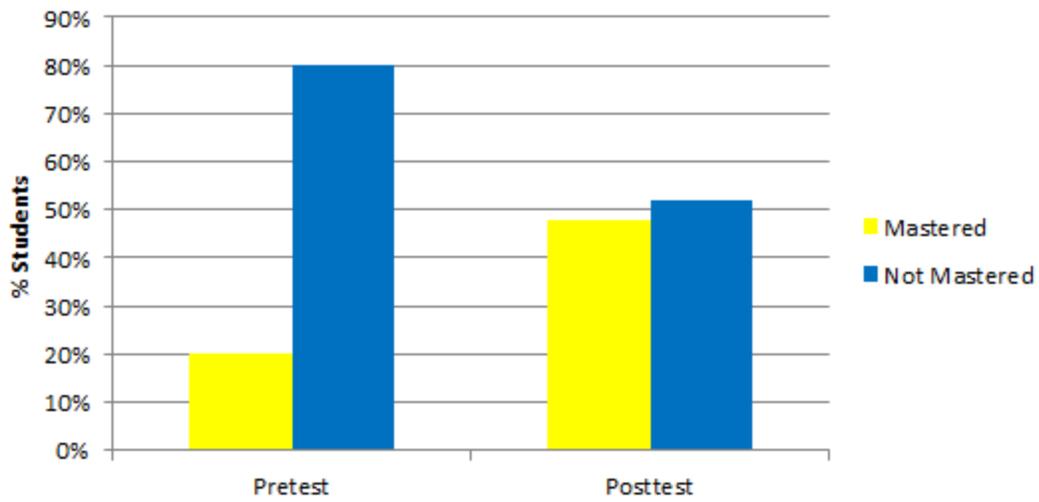
Genre	6 th	7 th	8 th
Narrative Pre-test	1.4%	9.1%	22.9%
Narrative Post-test	41.5% (+40.1%)	+21.5 (+12.4%)	60.6% (+37.7%)
Opinion Pre-test	3.4%	8.4%	31.4%
Opinion Post-test	36.9% (+33.5%)	28.9% (+20.5%)	50.2% (+18.8)
Information Pre-test	7.3%	17.2%	33.5%
Information Post-test	48.4% (+41.1%)	61.2% (+44%)	55.9% (+22.4%)

Math Highlights

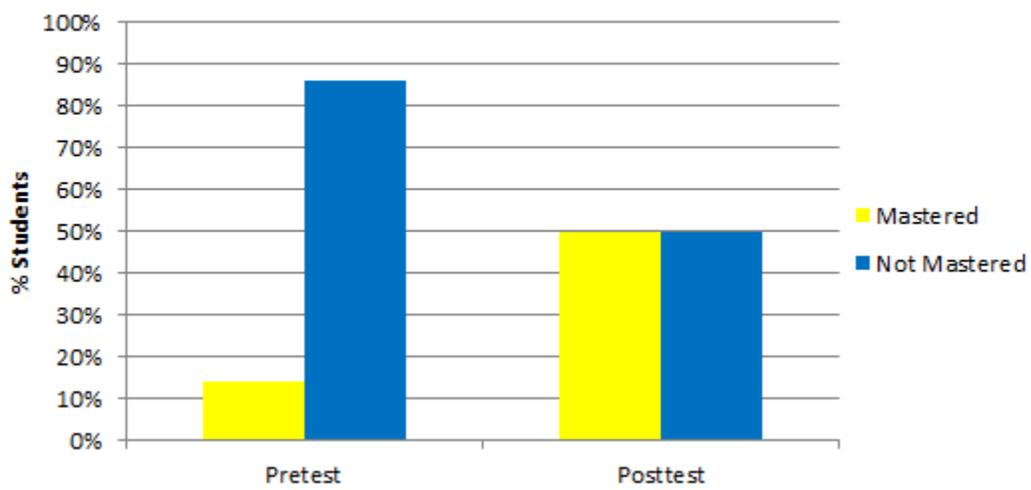
- CCSSM was implemented at all levels.
- Formalized curriculum documentation continued to be revised.
- Common grade-level assessments were developed to include pre and posttest for unit/semester concepts.
- Growth was shown in many basic skills areas throughout the year.
- Teacher help develop interventions 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.
- 31a interventionists worked with over 280 students to help target areas of weakness.

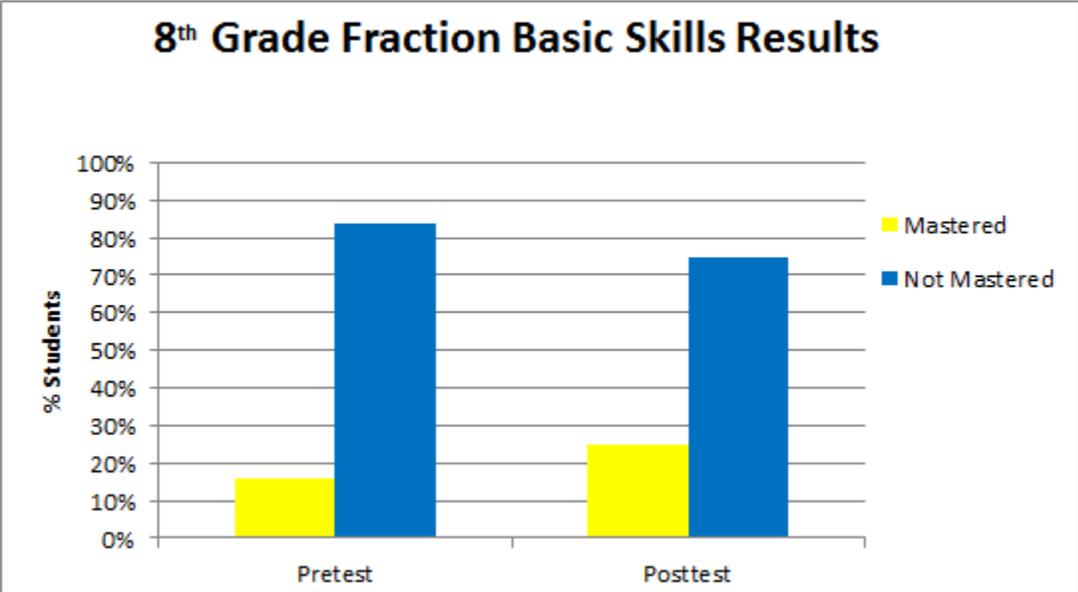
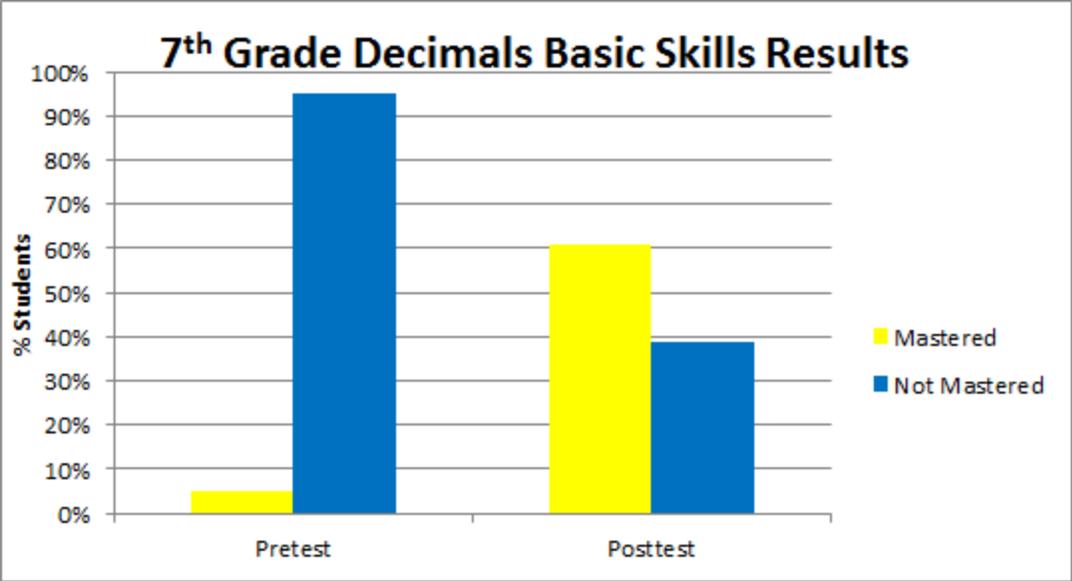


6th Grade Division Basic Skills Results

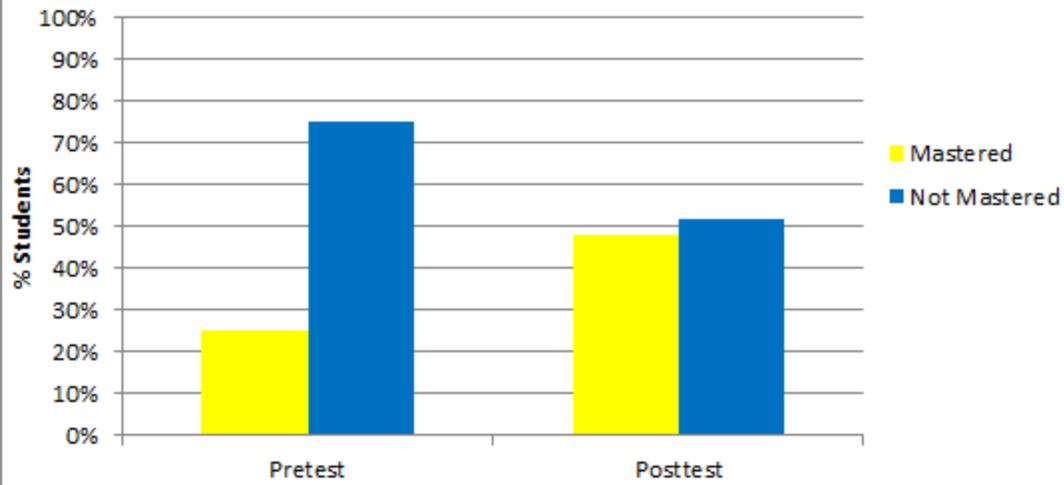


7th Grade Fractions Basic Skills Results

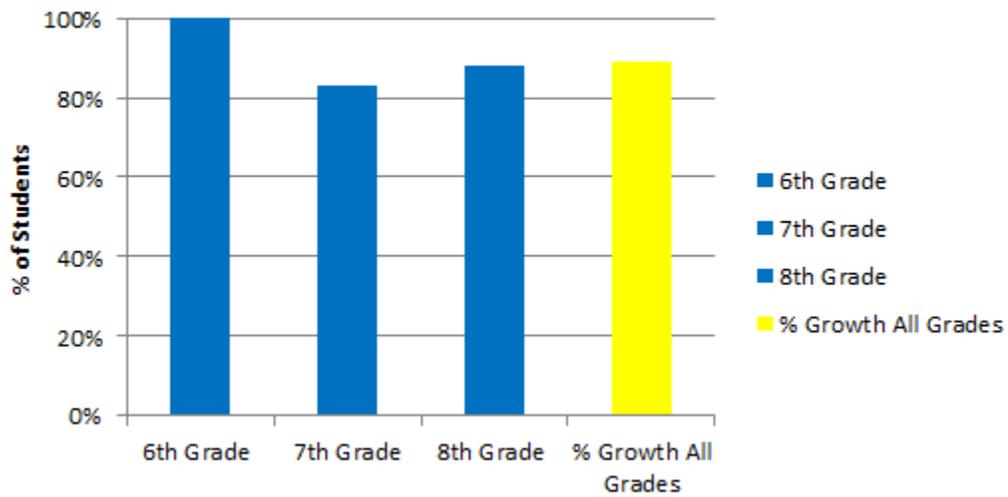




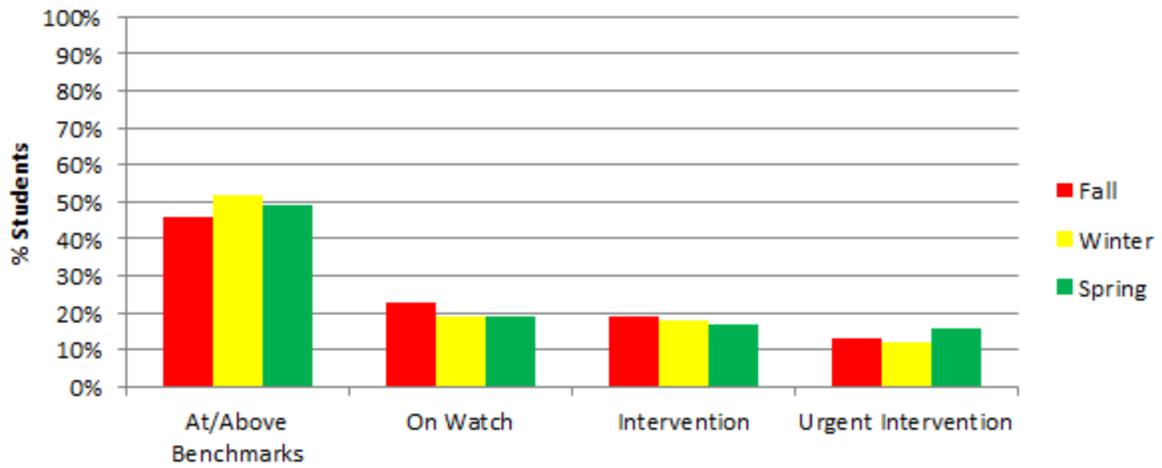
8th Grade Equations Basic Skills Results



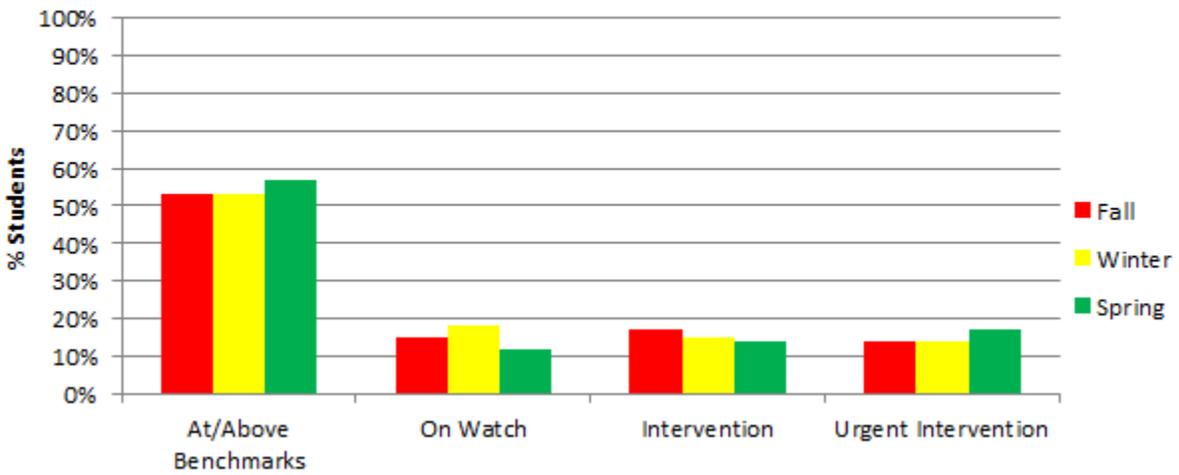
% of Math Lab Students Showing Growth

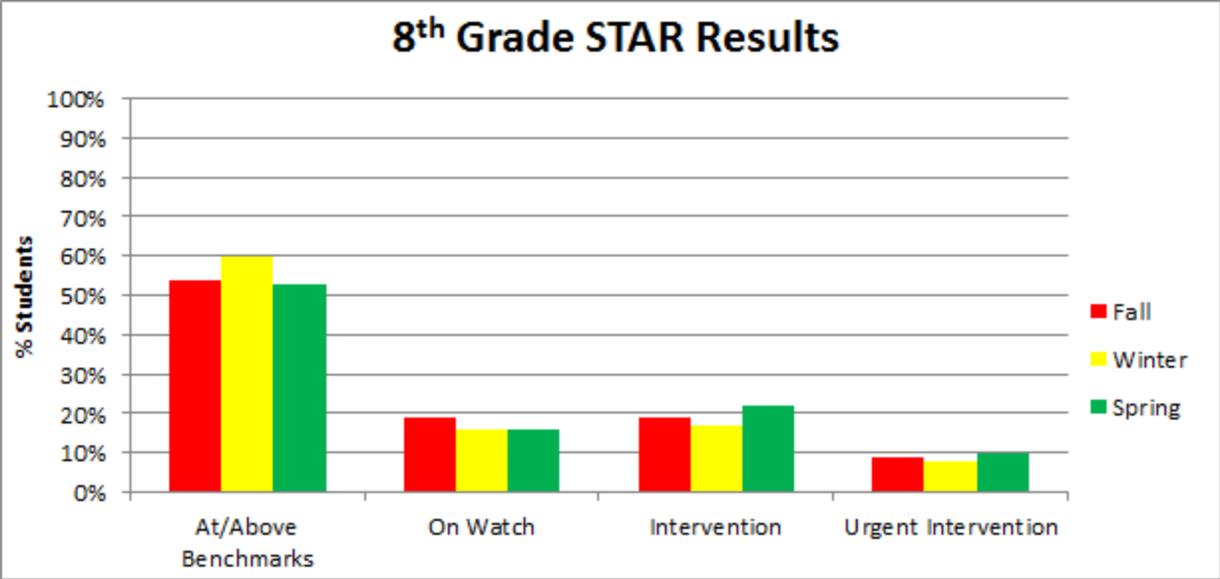


6th Grade STAR Results



7th Grade STAR Results

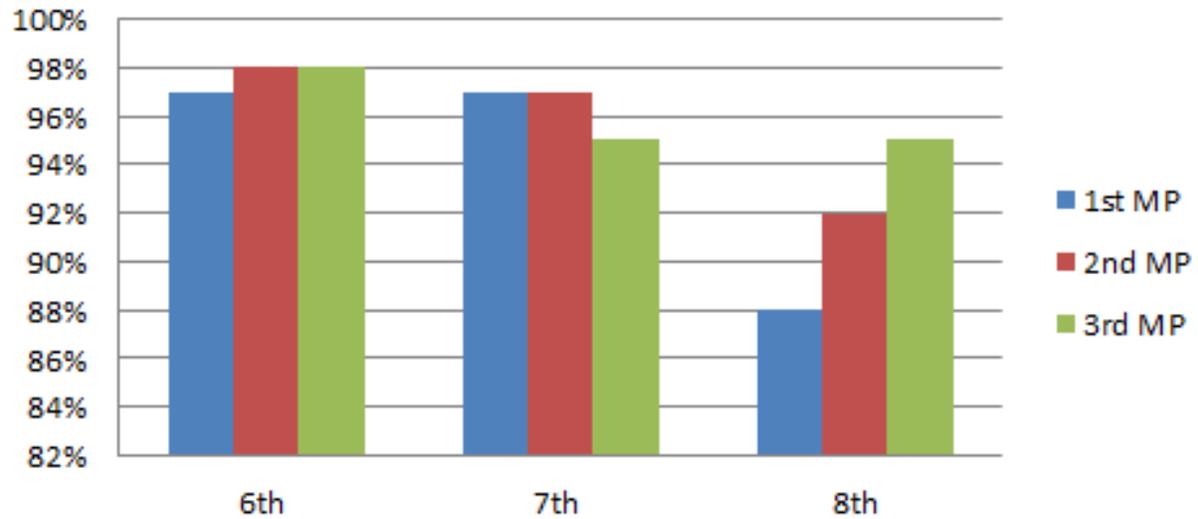




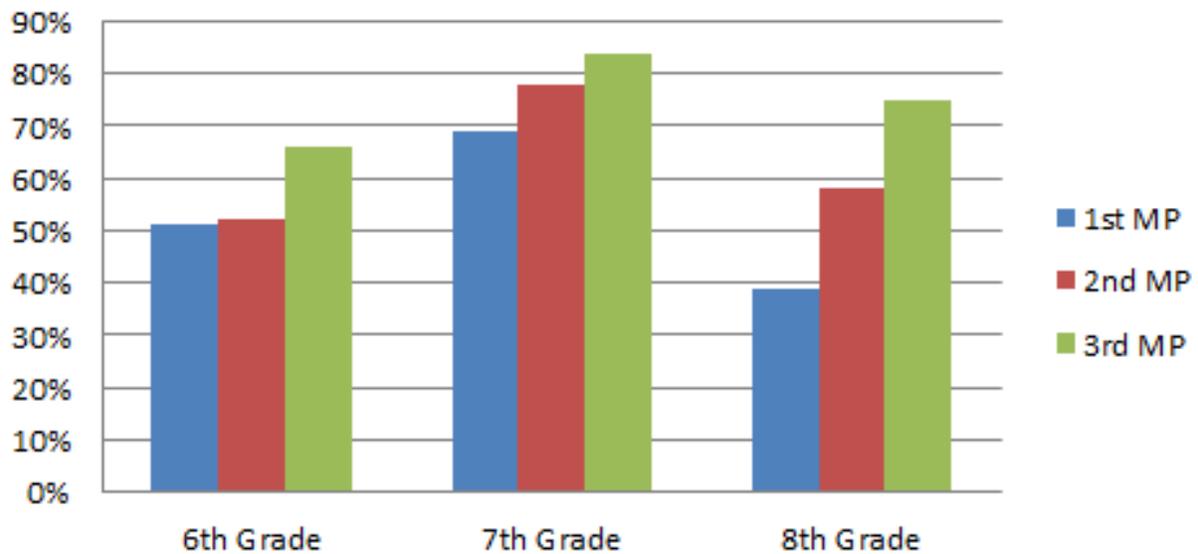
Social Studies Highlights

- Pacing guides in place and are aligned to GLCEs
- Marking Period Pre and Post Tests are in place and entered into Illuminate
- All 3 grades are using common Claim, Evidence, Reasoning strategies during writing activities.
- 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.
- The Social Studies department participated in family night activities.

% of Students Showing Growth on Pre to Post-Test

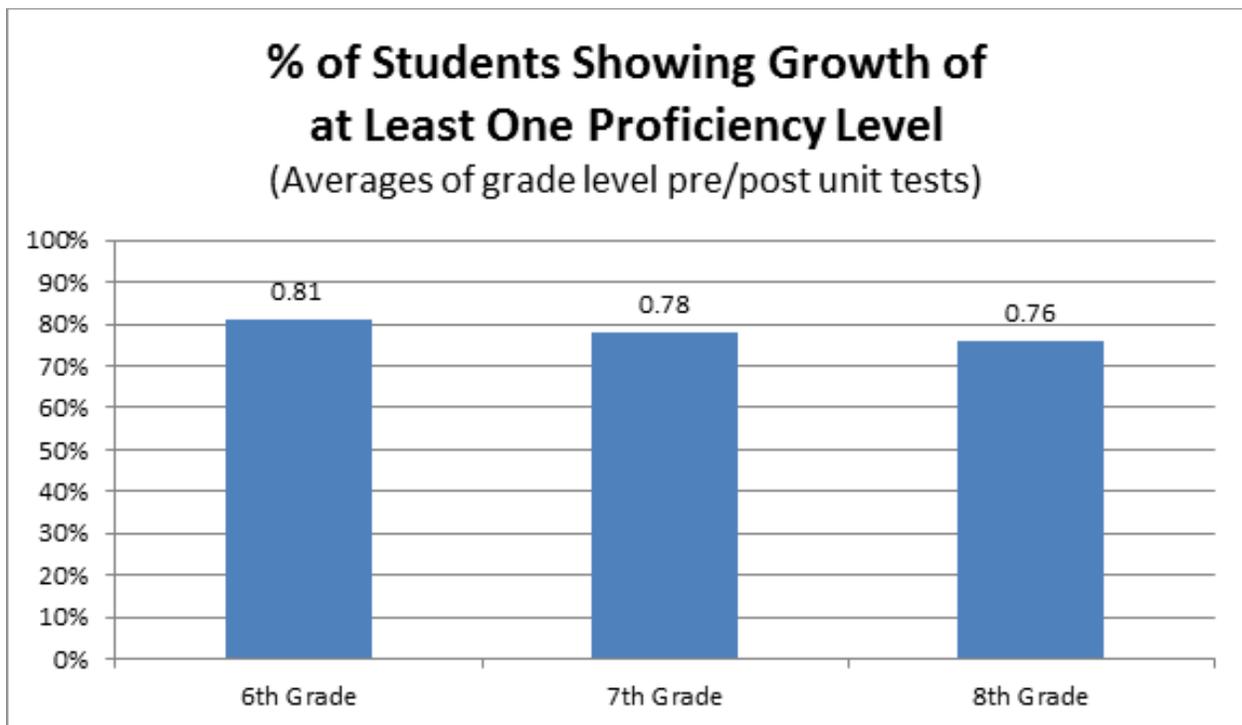


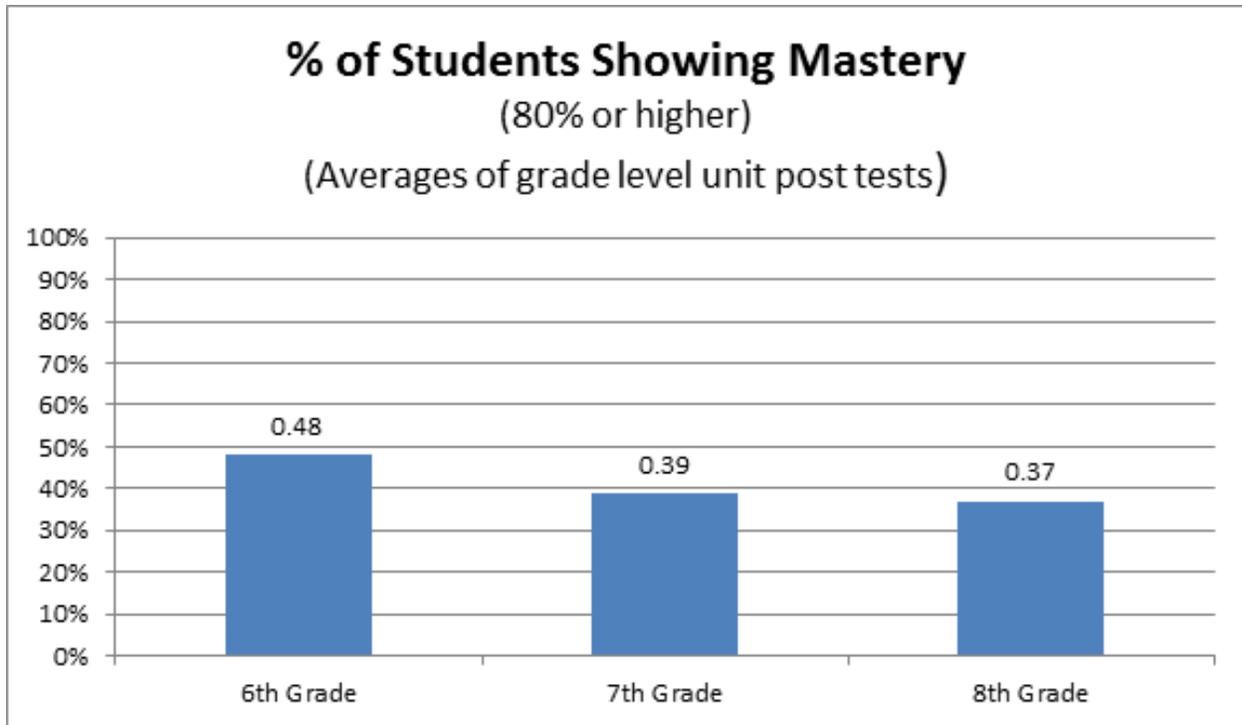
% of Students Showing Mastery (Mastery = 80% or higher on Post Test)



Science Highlights

- Curriculum binders and pre/post assessments were completed for 6th grade (need curriculum overview pages)
- Curriculum overview, binders, and pre/post assessments were completed for 7th grade
- Curriculum Pacing was completed for 8th grade, Unit Development and pre/post tests are still being modified.
- The science department participated in a book study to advance student writing with Claim, Evidence, Reasoning
- Revisited academic vocabulary strategies from Marzano's 6 Steps to Teaching Academic Vocabulary.
- The Science department participated in Family Night and developed hands on activities for students and parents.





SPECIALIZED SCHOOLS

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education 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 2014/2015, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

9 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 15 students attended these programs.

12 students are in early childhood programs and services. Last year 20 students participated in these programs.

11 students are educated at the Marion Crouse Instructional Center and 5 students attend the Transition Center. Last year 12 students attended programs here.

429 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 405 students were enrolled in local special education programs.

1 student attended Michigan School for the Deaf. Last year, 1 student was enrolled in this program.

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.

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Kearsley Academically Talented 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 grade. Next year, this course offering will expand to seventh 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 2014-2015 school year, thirty-two 6th, 7th, and 8th grade students were enrolled in the program. 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. One team of sixth grade students was invited to participate at the International Future Problem Solving Bowl in Ames, Iowa. The team competed against students from across the United States and 14 other countries. They place fourth in the world, an amazing accomplishment.

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 Michigan Education Assessment Program (MEAP). 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, foreign language, physical education, and technology.

Curriculum writing is an ongoing process. The continuing development of curriculum is 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) to organize curriculum efforts and to provide communication across grade levels, buildings and departments.

Curriculum committees have been established for each content area. Each committee studies current issues, reviews and updates district curriculum, and examines materials (current and new) needed to deliver this curriculum. After implementation of curriculum and materials, committees monitor progress and make adjustments before beginning the DCC cycle again.

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 Kearsley 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.

Language Arts Curriculum

An aligned language arts program has been implemented in grades K-12. Reading curriculum and instruction focuses on the development of reading skills and strategies as well as the ability to analyze, evaluate, and respond to literature. Students work with a variety of text materials, developing the tools necessary to

access and create meaning from both narrative (story) and expository (informational) selections. Emphasis has been placed on being strategic readers, learning how to navigate different text formats and genres. The writing process is also a key focus of the language arts program, as well as writing for different purposes and audiences. Attention continues to be given to the importance of writing within all content areas.

During the 2014-2015 school year, teams of teachers in grade K-8 continued to work on aligning the curriculum and materials with the Michigan K-12 Standards. These standards guide the focus of district study of story types/genres, writing forms, and grammar elements among other language arts components. State assessments also guide curriculum and instruction, with reading assessments of narrative and informational text. The MAISA (Michigan Association of Intermediate School Administrators) Language Arts materials have been adopted by the Kearsley district in grades K-8. Curriculum work focuses on unpacking the lessons, pacing the units of student, and developing common assessments. Emphasis continues on both reading and writing conferring to target student skill development. All grade levels continue to look at common assessments to gather data to inform curriculum and instruction.

Kearsley Community School District teachers in grades K-8 continue to implement reading workshops in their classrooms. This method of instruction allows for students to receive instruction and select books at their own level. During the 2014-2015, teachers participated in Lab Classroom professional learning. This lesson study format allowed teachers to visit model classrooms within the district with a focus on reading workshop. Teachers then debriefed and made plans for implementation in their own classrooms.

This year, the middle school continued to shift to a balanced literacy approach for reading and writing. Sixth – eighth grade teachers worked with the Literacy Coach to build background knowledge and to implement new teaching strategies in their classrooms.

The Lab Classroom professional learning project was implemented during the 2013-2014 school year and continued with the second half of the staff during 2014-2015. Each grade level has a designated lab classroom that will provide opportunities for teachers of reading to visit and collaborate on classroom practices and strategies for reading workshop.

Grade level state assessments and results were also reviewed this year. Local assessments were revised, implemented, and reviewed to guide curriculum and instruction. Students will be assessed in writing using three common on demand writing assessments throughout all classrooms K-8 focusing on narrative, opinion

and information/explanatory writing. The amount of writing increased across grades six through eight, through consistent grade level planning and review. Writing was emphasized across content areas, including elective classes.

Middle school teachers across curriculum areas also focused on reading strategies and activities. These strategies help students to build understanding even as reading materials become more challenging and complex.

Science Curriculum

Curriculum is aligned for grades K-12. Further curriculum revision continues to be needed as we respond to state and federal changes in curriculum expectations and assessment. The K-8 M-STEP state assessments were administered in the spring, with science assessed at grades four and seventh.

Science teachers have made many adjustments to curriculum and instruction in order to meet the expectations established by federal legislation and State requirements.

Teachers reviewed the existing curriculum with its alignment to State Grade Level Content Expectations (GLCE's). They also reviewed student performance on the MEAP. The State's cut score changes for the Science MEAP have resulted in a tremendous drop in student science proficiency scores across the state. Curriculum and instructional targets were identified to address these revised assessment expectations.

Glencoe's middle school program for science continues to be the core tool used to meet current State standards at the middle school. Work was done during the school year to update and tighten curriculum focus and pacing in sixth through eighth grades. Common assessments, curriculum documents and grade specific writing prompts in science were developed during the 2014-2015 school year. Tests are scored using Illuminate which allows teachers immediate results and a variety of reports to use to analyze the data.

The eighth grade curriculum is currently aligned to High School Content Expectations (HSCE's) for earth science and also some units from the life science expectations. Eighth grade teachers met throughout the year to align materials, set pacing units, and plan consistent instruction across the grade level.

In 2014-2015, representation from all science levels participated in county efforts to develop awareness of the Next Generation Science Standards and the related Science and Engineering Practices. These tools were developed in a multi-state

effort and are under consideration for adoption by the State of Michigan to replace the existing GLCE's and HSCE's. All grade levels are reviewing Next Generation documents as well as awareness and implementation timelines that will be put into place pending State adoption as well as proposed state assessment adjustments. Beginning this transition and expanding Science Literacy efforts are expected to be the major areas of focus for the Kearsley Science Department K-12 in 2015-2016 and in upcoming years as State curriculum and assessment expectations undergo major revisions.

Math Curriculum

A major focus of our mathematics department during the 2015-2015 school year was the continued revision and alignment of the math curriculum with the Michigan K-12 Standards.. More professional development will be provided next year to support staff in the implementation of these new standards.

During the 2014-2015 school year, teams of teachers in grades K-8 met to continue working on developing and implementing units aligned to the Michigan K-12 Standards. Math Intervention programs including Moby Math were purchased for implementation during the next school year. Tier 1, 2 and 3 intervention development and implementation continues to be a focus in all buildings.

Middle school continued use of their program Connected Mathematics and implemented the new materials that allowed for an aligned program to the Common Core State Standards. Throughout the implementation of this program our MEAP math results have continued to improve. Gaps with the existing materials were identified and supplementary resources were purchased to meet these needs. In addition, AMS math teachers met to analyze assessment data from district Basic Skills assessments. Data from these assessments allow teachers to monitor and adjust instructional practices, identify students for remediation, and identify curricular gaps to be addressed.

In response to the increased graduation requirements by the state of Michigan Kearsley schools has implemented a 90% mathematics goal. That goal states "Ninety percent of Kearsley Community Schools students will master course content expectations for Algebra 1 by the end of ninth grade." To help address this goal teams of teachers have been meeting to identify major areas of focus, a new scope and sequence for curriculum, a calendar of instruction for each grade level, and assessments for each major area of focus. This project will continue during the 2015-2016 school year as we monitor our progress toward preparing our students to be successful in Algebra 1.

Social Studies Curriculum

Social Studies curriculum revision and development at all levels K-12 continues to be focused on the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content Expectations) and their impact on curriculum and instructional alignment. In addition, the Michigan K-12 Standards have been adopted by the state.

The Michigan Citizenship Consortium Curriculum has been used as a framework for curriculum at Kearsley. This framework allows for an aligned curriculum K-11 in social studies with each year building a foundation for students for the next year. During the 2013-14 school year, the instructional units and supplementary materials continued to be implemented in grades K-7 and used as a framework for 8th grade US history, 9th grade US History and Geography, 10th grade World History and Geography, and 11th grade Civics and Government and Economics.

Social studies work at Armstrong Middle School focused on continued implementation of new materials. TCI: History Alive World History for sixth grade and TCI: Geography Alive for seventh grade will be implemented. In eighth grade, teachers also implemented TCI: History Alive The United States Through Industrialism. In all three grades, social studies teachers will work on pacing the materials and aligning them to the GLCEs and CCSS literacy standards. Curriculum documents, common assessments and common writing prompts were completed in 6th – 8th grade at Armstrong.

Non-Core Curriculum

Students are fortunate at Kearsley to be offered a variety of opportunities outside of core academic content. Kearsley World Language teachers have revised district curriculums to balance the focus between written and spoken communication within a language other than English, listening and reading comprehension within the target language, and understanding of cultural elements related to these languages and the countries/regions that speak them. Focus has been on creating meaningful contexts for developing and using these student skills to prepare students for real-world application.

In recent years, Michigan world language requirements were adopted requiring that *all* students successfully complete two years of study in a selected world language, demonstrating proficiency at the “novice-high” range. This has been a curriculum and instructional transition for Kearsley. World languages have consistently been offered as elective courses, though changes have now been made to the expectations and course progressions in Spanish and French focusing on the new State performance targets and the broader student participation. Assessments have also been revised to meet these guidelines. Spanish was added this year as

an elective for all eighth grade students. High school credit can be earned for students who are successful in this course at 8th grade.

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

Local Assessment data is included in the school improvement article above.

Parent Teacher Conferences:

	Overall	Male	Female
2012-2013	93%	93%	92%
2013-2014	92%	93%	91%

This school year we changed our format to a “drop in” style parent teacher conference.

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

PTO Officers:

Kristen Clarambeau- President

Donna Gohs-Treasurer

Leslie Timm- Secretary

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. In addition, our PTO raised significant funding to bring in The Hero Round Table to support anti-bullying efforts. Parents have the opportunity to chaperone the 8th 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 6th 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.

Building Staff Development

Armstrong staff members had many opportunities for staff development during the 2014-2015 school year. Professional development was provided during designated half days during the school year and in afterschool meetings. Topics included SI, Ipad Training, Close and Critical Reading training, review of building data, assessment and curriculum work and School Improvement Goal work. Under the leadership of the department chairs and curriculum coordinators, members of each core area have worked on refinement of curriculum and participated in scoring of district assessments. The actual process and substantive discussion during these activities provided professional development. Teachers have implemented the strategies in their classrooms.

Building Technology Report

Armstrong currently houses 3 computer labs in the media center. We have three laptop carts and one iPad cart that teachers can check out for student use. These are used frequently by students and staff for research and word processing. We have 6th-8th grade computer classes that all students have an opportunity to take. Clusters each contain computers for use by students and staff. All staff members are using Synergy to maintain grades. Many staff members have taken professional development classes in the area of technology. TeacherVue and ParentVue are being used. We do have a GenNET Lab installed on sight for use. The building now has CTX's in all cluster areas mounted on the ceiling for teacher use. We have added smartboards and document cameras to our building. We are using a computer based assessment tools for Math and Reading. All teaching staff received an iPad for school use and participated in several training session throughout the school year.

SI Team Members (Teacher names and grade level, chairs):

Principal	Casey Killingbeck
Assistant Principal	Jane Fonger
Building Chair	Dawn Harris
Goal Chairs	Deb Trahey
	Adrienne Griffith
	Kristen Dockins
	Leann Wartella

The staff of Armstrong Middle School is proud of the work accomplished during the 2013-2014 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