



Western Middle School

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Janet Greif
Superintendent

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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 2015-16 educational progress for the Western 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 Amy Bailey, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Western Middle School's AER Combined Report Link](#), or you may review a copy in the main office at your child's school.

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 ONE OF THESE LABELS.

The data indicates the key challenges facing WMS include student academic success in the areas of Social Studies, Science, Math, and ELA.

Western Middle School realigned our class schedules to support students' academic success. The NWEA test was administered to identify areas of strengths and needs and is used as a reliable data point to measure the growth of each individual student. This data point, combined with the student's data profile, allows the staff at Western Middle School to effectively schedule, differentiate instruction, provide students with support classes that will eliminate gaps in learning, and provide a solid foundation for success within grade level curriculum.

Western Middle School added a Science Coach to support teachers and provide students with hands-on learning opportunities directly related to science. A Science Club is also offered after school to further engage students in science content and curriculum. The Science Club maintains a honeybee hive and meadow plot with explanatory signs for all visitors to understand the

purpose. A science fair is being conducted for sixth and seventh grade students. Under the guidance of the Science Coach and classroom teachers, each student chose a topic and developed a tri-fold board to present their hypothesis and research results. Judges, from the Scientific Community, will evaluate the projects utilizing a rubric.

Math teachers collaborate both vertically and horizontally to ensure that their teaching is aligned and engaging for students. In addition to face-to-face collaboration, a shared folder allows staff to share documents and collaborate electronically. ST Math, a game based software that allows students to experience math through visual learning, has been implemented during math classes and is also being used as a supplement to reduce and eliminate the gaps in learning that have occurred with students who struggle with math.

ELA teachers are implementing MAISA units and teachers are implementing Notice and Note Signposts for both narrative and informational text. Notice and Note Signposts help teach and reinforce reading comprehension strategies that allow students to break down and understand complex text.

Social Studies teachers take eighth grade students to Washington DC, providing them with a relevant, hands-on learning experience directly related to the content within their eighth grade American History course. WMS also participates in the Geography Bee, which is a national level competition that provides students an opportunity to extend their learning within the Social Studies standards.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

All pupils are assigned to a school based on current residency unless the parent or guardian submits the district school of choice or building choice form. A School of Choice form would apply to students who reside in a different school district while a building choice form would apply to students who would like to attend another school within their resident district other than their home school. All enrollment requests by pupils living outside the School's residency area must be approved through the Office of Student Support Services.

2. The School Improvement Plan is a three to five year living document that teachers in all cores are implementing. The plan was developed based on data and is consistently reviewed to determine achievements and necessary modifications as we work toward successfully accomplishing our goals. Upon review of data from the previous two years, our School Improvement Plan will now include a more intentional focus on the implementation of formative assessment to determine mastery of content.

3. The student population is comprised of students within our boundaries as well as school of choice students. WMS offers general education core classes with an inclusion model used for special education students. WMS also offers honors classes at each of its three grade levels in each of the four core areas. An Essentials class is also available to assist students with life skills. All students have an opportunity to participate in Explore classes such as Physical Education, Foreign Language, Art, Band, Computers, Drama, Music Appreciation, Choir, and Writing.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
<http://bcschoolscurriculum.weebly.com/>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

ELA Proficiency						
% Proficient Based on DRA K-2nd and District Assessment 3rd-5th						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
6	42%	64%	N/A	50%	63%	60%
7	78%	83%	N/A	61%	73%	69%

Reading Growth	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
6	55%
7	49%
8	60%

Math Proficiency						
% Proficient Based on District Assessment						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
6	53%	51%	N/A	46%	49%	32%
7	21%	61%	N/A	28%	33%	38%
8	35%	N/A	N/A	28%	N/A	N/A

Math Growth	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
6	44%
7	55%
8	63%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent Teacher Conference Attendance			
Year	Trimester 1	Trimester 2	Trimester 3
2014-15	60%	65%	57%
2015-16	80%	70%	78%
2016-17	80%	79%	N/A

Western Middle School has many accomplishments and achievements to celebrate. We will continue to strive for excellence as we move forward. Western Middle School is dedicated to creating opportunities for students that will pave a path to success.

Sincerely,

Amy Bailey

Mrs. Amy Bailey
Principal
Western Middle School