

# Bay City Public Schools

## Annual School Improvement Report

### Western Middle School 2004-2005

*Accredited by the State of Michigan  
~Education YES! Grade "B"~  
Staff....Students....Success*

#### Mission

**“Learning...Growing...Caring”**

**Western Middle School will provide a nurturing environment where every student can acquire the academic and social skills needed for success today, and into the future.**

#### *Western Middle School at a Glance...*

<b>Enrollment:</b>	<b>903</b>
<b>Teachers:</b>	<b>44</b>
<b>Administrators:</b>	<b>2</b>
<b>Office Professionals:</b>	<b>3.5</b>
<b>Counselors:</b>	<b>2.5</b>
<b>Librarian:</b>	<b>1</b>

#### SCHOOL IMPROVEMENT

##### A. Progress of Attainment of Goals

- All seventh grade students will increase and improve their essential Math skills in conceptualization and problem solving.
  - There was a decrease in those students who scored satisfactory.
- All seventh grade students will improve their essential skills reading ability in story and informational selections.
  - There was an increase in those students who scored satisfactory.
- All eighth grade students will increase and improve their understanding of the essential Science objectives.
  - There was a slight decrease in those students who scored satisfactory.
- All eighth grade students will increase their ability to write clearly in all subject areas using the following criteria: legibility, correct grammar, spelling, punctuation, and communication of ideas.
  - Classroom teachers are more aware of what is expected of students in the areas of punctuation and capitalization through staff meetings, school improvement meetings and department meetings.
- Students at Western Middle School will become more responsible self-directed learners by the use of an Agenda/Planner.
  - All students were expected to use the Agenda/Planner. Over 80% of the students continue to use the planner effectively and consistently.
- Western Middle School students will demonstrate increased positive self-esteem and show courtesy, respect and concern for others.
  - Thirty-nine (39) percent of all 6th, 7th, and 8th grade students received a citizenship award. A student must have a 3.5 average for two out of three marking periods.
  - The implementation of "Caught Being Good", students received tokens of appreciation, Good Things Happening Book showcases students' talents, daily announcements of praise and positive reinforcement, displaying awards, and V.F.W. has had a positive effect on student behavior.

## B. Added Components

### 1. Role of Adult and Community Education, Libraries, Community Colleges

The following are organizations that were used to enhance the students overall educational and social opportunities.

- Local libraries sponsor summer reading programs and have book lists for our Accelerated Reader Program.
- Local colleges provide “Fantastics Classes,” regional math competitions, and student teachers.
- Intramural athletic programs have sponsored programs and activities for the students: basketball, football, track, swimming, computers.

### 2. Role of Volunteers and Community Resources — Listed are businesses, organizations, and volunteer activities that offered students opportunities for growth:

- Partnership with Dow Corning
- Volunteers involved in dances, fun fair, field day, book fair, tutoring, parent/teacher conferences, “kids night out” fundraiser, and boater safety

### 3. Building Level Decision Making — The following constitute committees in which students, parents, and staff are involved in the decision making process at Western Middle School:

- “Up With Kids” Committee
- “Up With Staff” Committee
- Leadership Committee
- School Improvement Team
- Student Council
- Social Committee
- Step-up Dance Committee
- ALL Manner Committee

### 4. Identification of Adult Roles — Roles are identified in relation to experience and common sense. The adult roles for which graduates need to be prepared:

- employment
- parenthood
- citizenship

### 5. Identification of Education Skills — The following education and skills needed to allow graduates to fulfill adults roles:

- Mastery of core curriculum
- Ability to communicate both orally and in writing
- Understanding of responsibility of a citizen in a democratic society
- A good self-esteem and to be a self-directed learner.

### 6. School Curriculum Providing Pupils with Education Skills — The following tests and student performance in the classroom helped in improving student achievement:

- MEAP (Michigan Education Assessment Program)
- Classroom performance, assessment of student planners and portfolios
- Benchmark assessments

### 7. Identification of Changes Needed — The following efforts were made toward a middle school concept:

- Team Teaching
- Interdisciplinary Teaching
- Cooperative Learning
- Flexible (block) Scheduling
- Exploratory class offerings
- Seminar

### 8. Development of Alternative Manner of Assessment — A variety of alternative methods were used to assess student progress:

- Portfolios
- Skits
- Writing Assessments
- Journals
- Math contest, Math Counts and Academic Track
- Student Lead Conferences

### 9. Effective Technology

- computer labs
- laser disc players
- keyboarding
- technicians were added
- digital cameras

### 10. On the Job Learning — Refer to the district annual report.

The following staff members made up the Western Middle School Leadership Committee: Bernie Adair, JoAnn Bernal, Aimee Loiselle, Kelly Miller, Carol Rosatycki, Mike Ueberroth, Kim Arsenault, Melanie Ellis, Bill Maze, Dave Urlaub, Paula Weiss

## Student Attendance Rate

This is the percentage of Western Middle School students who attend school daily.

<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
<b>96.23%</b>	<b>98.32%</b>	<b>93.71%</b>

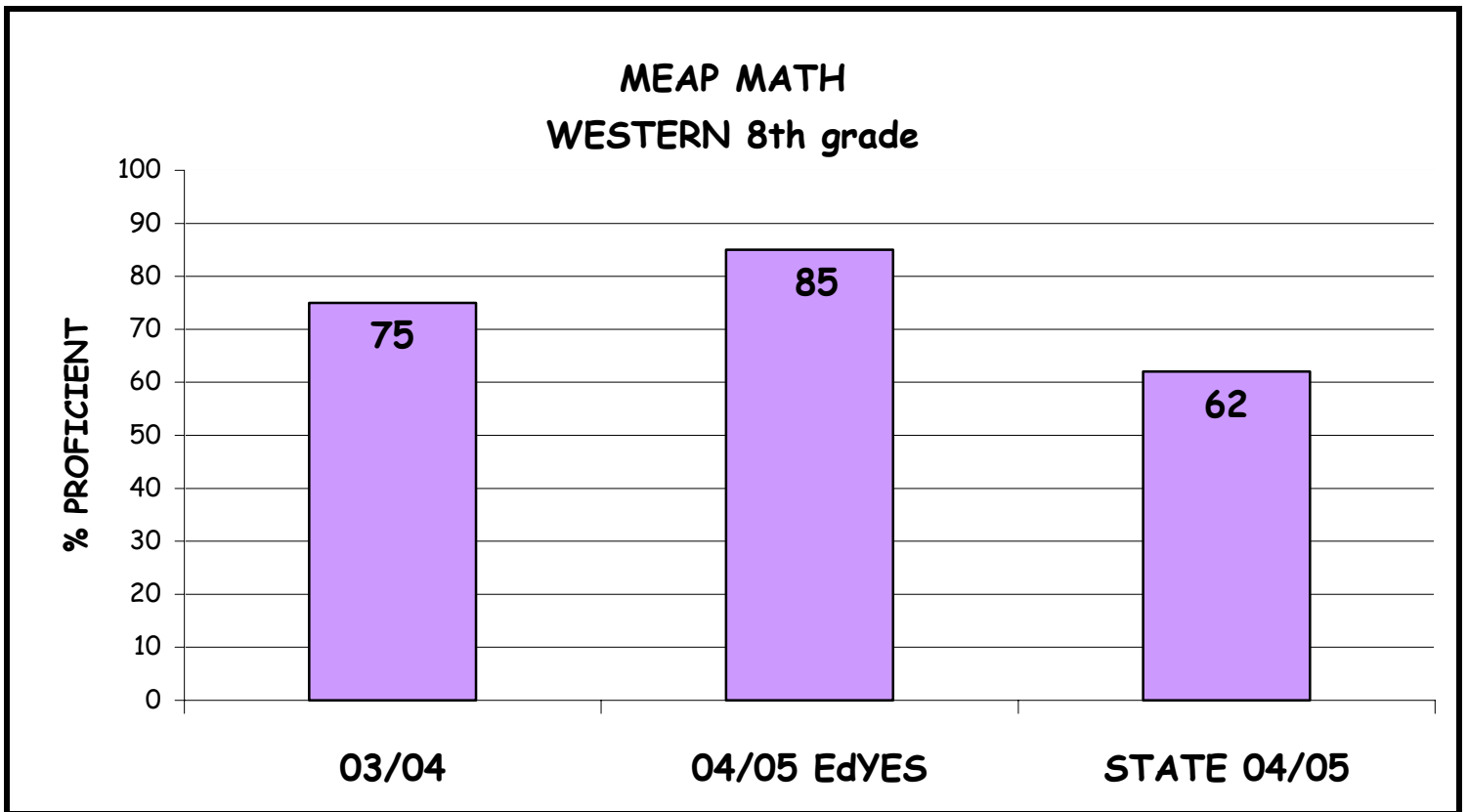
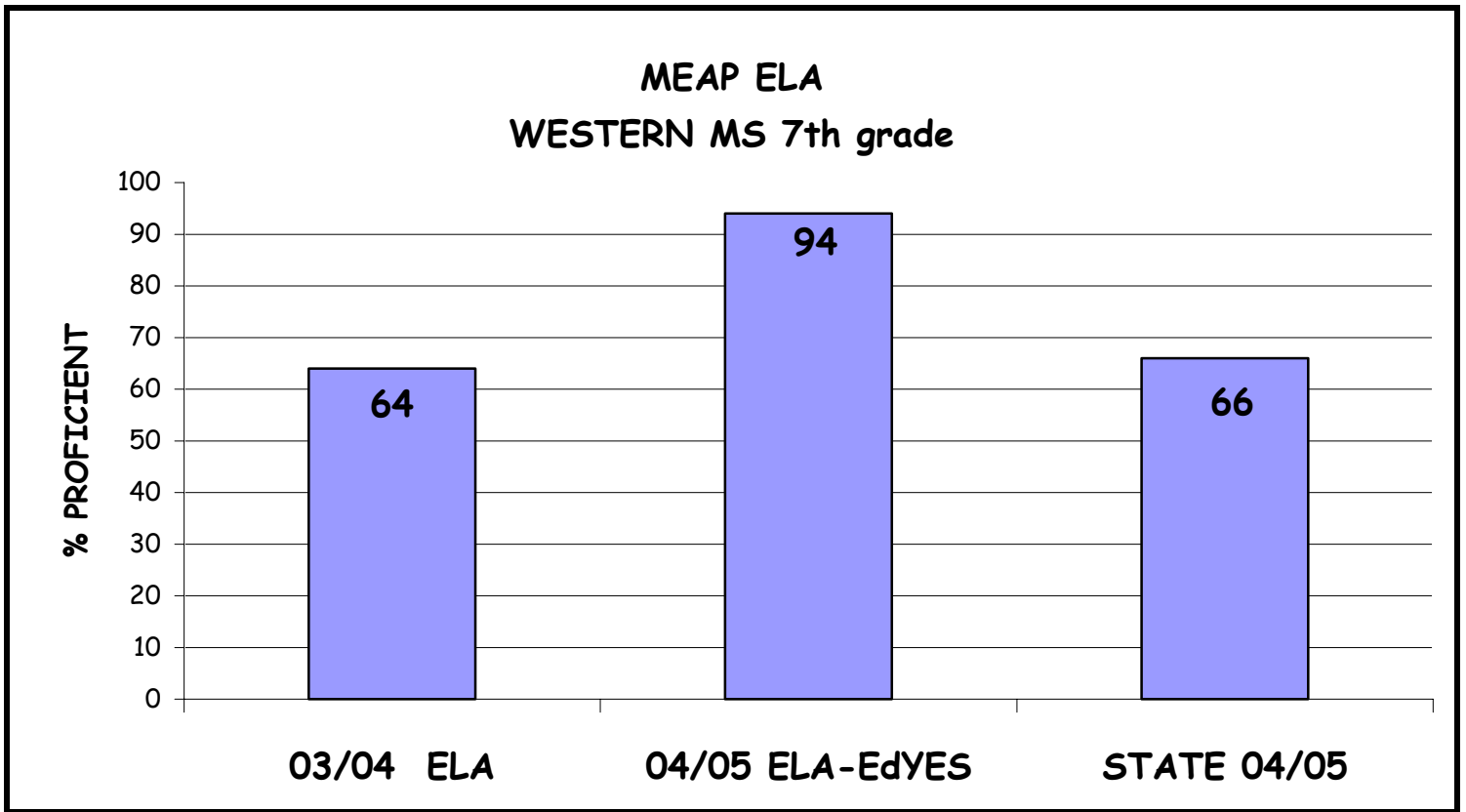
Percentage of parents attending our Parent/Teacher Conferences for the past three years :

<b>Year</b>	<b>Fall</b>	<b>Spring</b>
<b>2002-03</b>	<b>70%</b>	<b>58%</b>
<b>2003-04</b>	<b>77%</b>	<b>55%</b>
<b>2004-05</b>	<b>74%</b>	<b>57%</b>

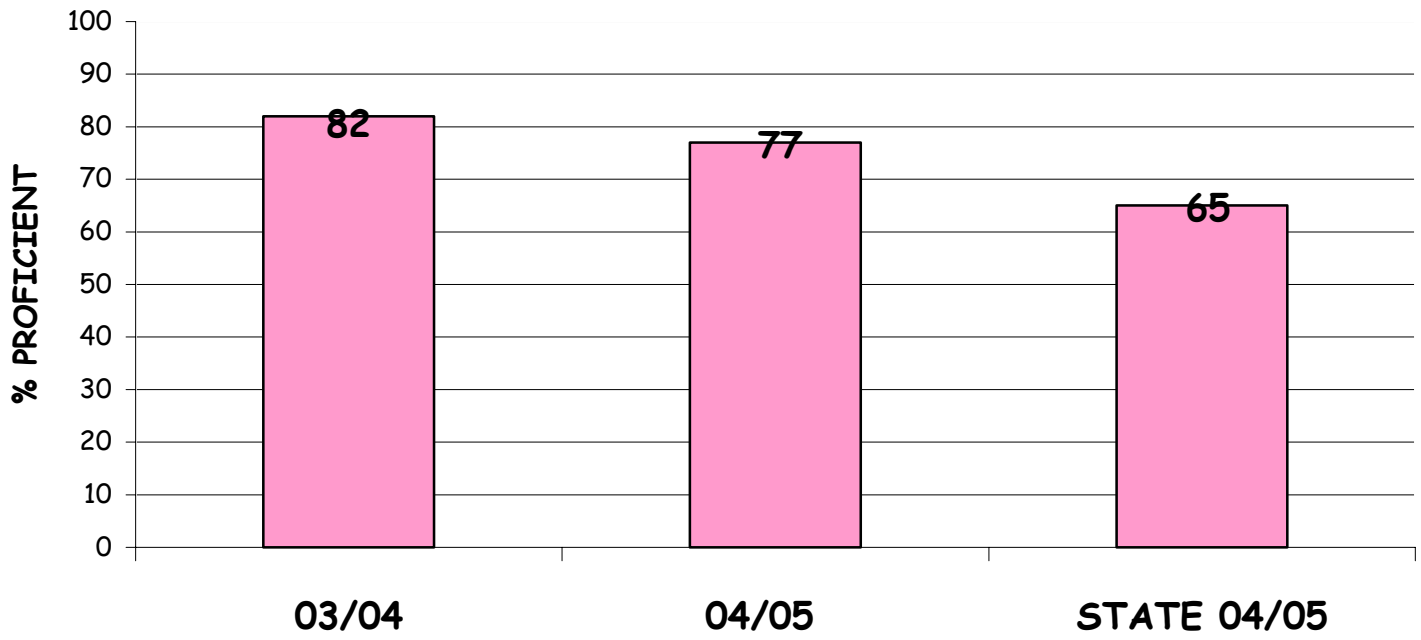
## HOW ARE OUR STUDENTS ACHIEVING?

<b>MEAP Results Disaggregated by Subgroups</b>												
<b>Western Middle School</b>	<b>Math - 8th</b>			<b>ELA - 7th</b>			<b>Sci. - 8th</b>			<b>So St. - 8th</b>		
	<b>EdYES</b>			<b>EdYES</b>								
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>All</b>	66	75	85	75	64	94	73	82	77	38	41	38
<b>Male</b>	69	78		72	59		77	82	81	38	44	44
<b>Female</b>	64	72		78	70		70	82	71	37	39	30
<b>Am. Ind.</b>			100			100						
<b>Asian</b>												
<b>Black</b>			33			100						
<b>Hispanic</b>			100			100						
<b>White</b>	67	76	86	75	57	94	74	82	78	38	42	38
<b>Multi-Racial</b>												
<b>No Econ Disadvantaged</b>	70	78		78	69		79	84	87	41	43	43
<b>Economic Disadvantaged</b>	47	57	73	61	44	91	49	69	51	21	33	23
<b>LEP</b>			100			100						
<b>Sp. Ed.</b>	7	13	28	8	9	70	7	13	31	0	7	8

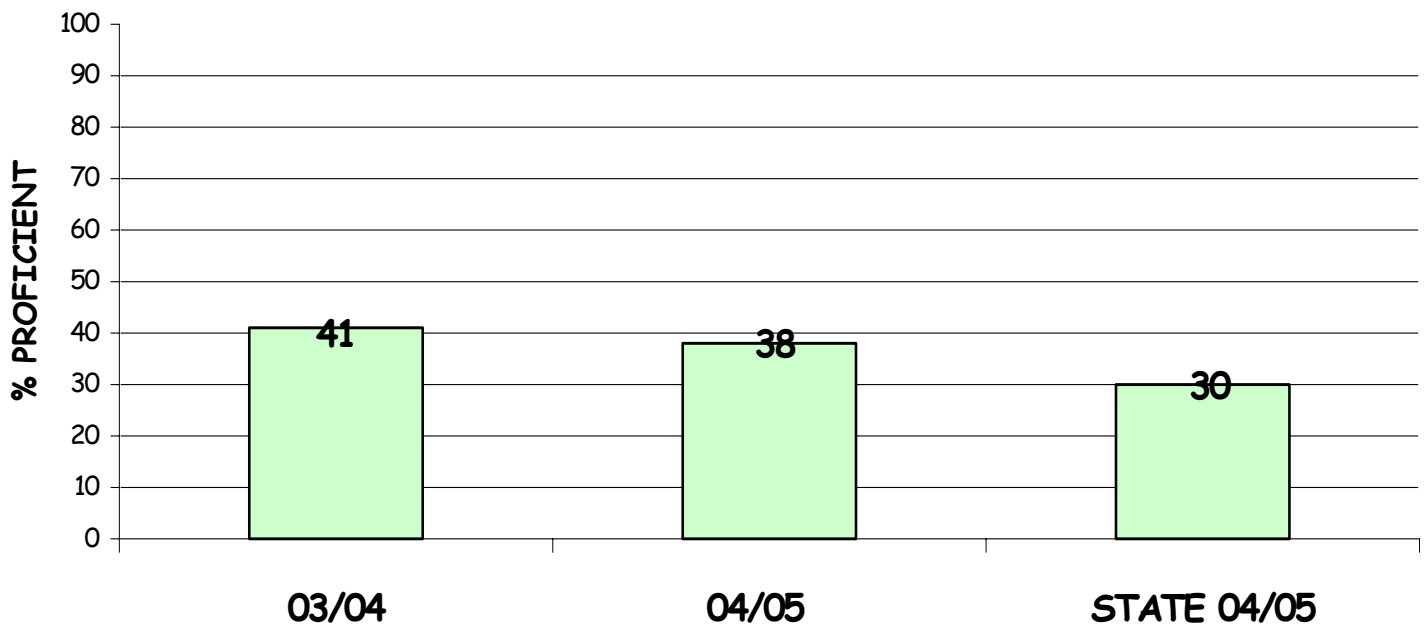
# MEAP Results—Two Year History with State Comparison



**MEAP SCIENCE  
WESTERN MS 8th grade**



**MEAP SOCIAL STUDIES  
WESTERN MS 8th grade**



## **Bay City Public Schools Parent Involvement Policy**

In accordance with No Child Left Behind Act, the Bay City Board of Education encourages parent/guardian participation in Title I programs by offering substantial and meaningful opportunities to participate in the education of their children.

The Board directs the following: (Summation)

- Parent/guardian involvement in planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams
- Invitations to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information/program services, and to solicit suggestions on program development, planning, evaluation and operation
- Assistance in understanding Title I
- Notification of Title I student selection and criteria for selection
- Information regarding child's achievement and progress
- A provision for input by Title I staff at parent/guardian-teacher conferences
- Opportunities to enhance the capacity to work with children in the home on school learning
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies
- Ongoing communication
- Other appropriate activities (ie. Family Math Nights, etc.)

## **Bay City Public Schools Parent Involvement Written Plan Policy (Summation)**

The Bay City Public School District, as a recipient of Title I funds, hereby, adopts the following policy statement regarding the development of a District-wide plan for parental/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance
- Integrate/coordinate plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start
- Review/evaluate the District's plan annually and share the results with the Board
- Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement
- Distribute District plan to parents/guardians of participating children & the local community

## **Migrant Education Program (MEP) Parent Guardian Involvement**

Parents/guardians of students in MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

## **Limited English Proficiency (LEP) Parent/Guardian Involvement (Summation)**

Parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Notification of their rights regarding the programs content and participation, including the right to choose among programs if alternatives are available will also be provided. The notice must also:

- ◇ Include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.
- ◇ Include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
- ◇ Be in a format families can comprehend and, if possible, in a language understood by the family.

## **ACCREDITATION**

**Western Middle School is accredited by the State of Michigan based on the Education YES! Report.  
Our Report Card Grade from the State was a "B."**

# CORE CURRICULUM

During the 2004-05 school year, the Bay City Public Schools made progress in the four core curriculum areas.

## **English/Language Arts**

The English/Language Arts curriculum for K-11 was implemented through a professional development model of in-service teachers for grades K-11. District designed benchmarks assessments were developed and implemented to assess grade level expectations. Work continued towards the district goal of 90% of all third graders reading on grade level. Based on our DRA score, 77% of our third graders are reading at grade level. The K-12 ELA committee met on a quarterly basis to discuss curriculum, instruction and assessment.

## **Math**

The Mathematics curriculum for K-10 is in place and supported by providing in-service for K-5 elementary teachers and support staff. District designed math benchmark assessments we administered to students in grades K-10. The K-12 Math committee met on a quarterly basis to discuss curriculum, instruction and assessment.

## **Science**

The Science curriculum for K-10 is in place and supported by providing science kit training sessions for new teachers in grades K through 7. The Science Center provides a hands-on science program for over 6,000 district students. The K-12 Science committee met on a quarterly basis to discuss curriculum, instruction and assessment.

## **Social Studies**

The Social Studies curriculum for grades K-12 is in place and supported by purchasing new textbooks for High School Government and Global Studies. In-service was provided for the teachers using this new resource to deliver grade level benchmarks. The K-12 Social Studies Committee met on a quarterly basis to discuss curriculum, instruction and assessment.

## PARENT INFORMATION

There are 859 families represented by the 903 students in our school. Parents are involved in many ways at Western Middle School:

- We have an active parent volunteer organization with 112 parents signed up to volunteer their time at Western Middle School.
- Volunteers have donated over 1,060 hours in the 2004-05 school year.
- The Parent Advisory/Booster Club Committee meets with administration every other month basis to discuss programs, practices, and curriculum improvements. They support all co-curricular programs at Western Middle School.
- Our annual curriculum night was held in September for parents to get an overview of the course work students take during the school year. Approximately 36% of the parents attend this event. This is higher than previous years.
- A sixth grade orientation was held this year to discuss the importance of the agenda/planners (over 80% of the sixth grade parents attended this event). This is comparable to previous years.
- Parents attend each marking period awards assemblies.
- Parent/teacher conferences are held twice a year in October and February.

Many conferences were held throughout the school year during Teacher Team Time. Parents helped with the following school activities and programs: Academic Track, eighth grade field day, intramural and interscholastic sports, Step With It program, ice cream socials, Student Council Breakfast, AR Breakfast, school book fair, school talent show, Science Olympiad, library work, fund raisers, band festivals, dances, academic awards assemblies, guest speakers, curriculum night, sixth grade orientation, spirit board (serving dessert), mid-terms, vote counting for elections, yearbook sales, accelerated reader pizza parties, step-up dance and many others.

## OTHER INFORMATION

### Student Achievement and Test Results:

- Academic Track regional medal winners: **First place**: Courtney Brown, speech theater; Jon Nicholas, biology; Jessica Kalinowski, Samantha Krengielski and Sarah Wise, with accompanist Haley Zimmerman, girls trio. Honorable mention: Jon Nicholas, communication arts.
- 6th Grade American Mathematics Competition: Jesse Metz, Shannon Sebald, Daniel Foley, Kaitlin Hartz, Russell Leonard, Kayla Wlock
- 7th Grade Mathematics League Award: Cameron Fryzel, Danielle Lefevre, Reiley McDonell, Skyler Skrzypczak, Phelps Alison.
- 6th Grade Mathematics League: Shannon Sebald, Spencer Kikaly, Ryan Haag, Kayla Elock, Kaitlin Hartz.
- Math Counts Competition: **8th grade**-Alexander Allweil and Jon Nicholas  
**6th grade**-Stacy Lang, Madelaina Martin, Kourtney Nagy, Elizabeth Raffa, Timothy Tomczak, Kayla Wlock.
- B.C.A.S.A. Award – Maeling Groya
- Students Exploring Engineering Dreams Program (SEEDS): Alyson Heska, Mallory Hebert, Amanda Dupuis, Aliison Kruske, Samantha Rivera, Amanda Kosnik, Katie Gellise, Melissa DeMott.
- Randall K. Koch Award: **8th grade** - Jon Nicholas, Megan Card, Audra Putt  
**7th grade** - Lisa Szafranski, Alex Kravat, Virginia Lee  
**6th grade** - Alex Kokaly, Alyssa Uhlmann, Taylor Goik

**More information about any of the topics covered in this report is available by calling:**

**Paula Weiss,  
Principal,  
Western Middle School  
(989) 662-4489  
weissp@bcschools.net**