



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 2020-21 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 Lisa Fosnaugh 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 2021-22 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 include lower performance of economically disadvantaged students. Additionally, student performance of our English Language Learner (ELL) population is lower; these students are still learning the English language and therefore score lower than their same grade level peers.

These areas are being addressed through such initiatives as Co-taught Language Arts classes, Instructional differentiation, Math Lab courses, 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 Deep Learning strategies 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. We also focus Social and Emotional Learning through character building of skills such as empathy, self-advocacy, inclusion, and kindness at all grade levels through our G.R.I.T (Growth Resilience Inclusion Togetherness) character education.

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.

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 building a growth mindset with our students. 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 work on New Pedagogies of Deeper Learning. Additionally, our PBIS Matrix was revised to incorporate our G.R.I.T. character focus.

For the 2021-22 school year, West has updated its goals in the 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. Staff will utilize differentiation instructional strategies through the Teacher Workshop model. Co-taught Language Arts classes will help target interventions for individual students.

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 Math curriculum which encourages problem solving strategies and rich discussion. Co-taught Math classes and Math Labs will help target interventions for individual students.

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 and Formative Assessment techniques are used within the classroom. Staff will take part in a learning on the topic New Pedagogies in Deep Learning and apply the skills of focused collaboration in the classroom setting.

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: <https://www.rochester.k12.mi.us/academics/curriculum>

iReady Aggregate Achievement Results

Reading - % Students On or Above Grade Level

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	68	68	0	48	32	63	67	54	68
7	55	55	0	28	22	53	0	60	56
8	68	53	0	42	34	84	57	33	60

Reading - % Students Below Grade Level

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	30	33	99	51	68	39	33	46	31
7	46	45	100	72	78	48	100	40	43
8	32	47	100	59	67	16	43	66	40

Math - % Students On or Above Grade Level

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	58	78	0	36	28	50	0	53	70
7	54	65	60	36	28	84	0	54	59
8	57	51	11	36	6	90	43	39	51

Math - % Students Below Grade Level

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	41	22	100	63	73	50	100	47	31
7	45	35	40	64	72	16	100	46	41
8	43	49	88	65	95	11	57	46	49

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences 19-20	412	53%
Spring Conferences 20-21	291	37%

Congratulations West for all of your hard work and dedication this 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,

Lisa Fosnaugh, Principal of West M.S.