

Livonia Public Schools

Frost Middle School



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2025-2026 Annual Education Report



Frost Middle School

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Livonia, MI 48154

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Shanan Wheeler, Principal



February 1, 2026

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for students at Frost Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality.

If you have any questions about the AER, please contact me at your convenience. The AER is also available for you to review electronically by visiting the following web site [Frost Website](#) or you may review a copy by contacting the Frost Middle School office.

The AER has two major sections that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm-referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the, Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools do not identify with any of those labels. In these cases, no label is given. Frost Middle school has not been given one of these labels.

Based on the data you will read in the AER, Frost Middle School has identified areas of improvement for the 2025/2026 school year. For continued growth in ELA, especially within our identified subgroups, teachers will employ a range of evidence-based strategies to improve reading comprehension, engagement in texts, and writing across the curriculum. Instructional practices will include the use of read-alouds and think-alouds to model active reading habits, alongside explicit instruction in annotation and close reading techniques to enhance metacognitive skills.

In mathematics, teachers will utilize guided notes and scaffolded support tools, including reference charts and teacher notes, to promote student independence and conceptual understanding. Lessons will be tailored to meet the diverse needs of learners through differentiation based on academic ability, learning styles, and student interests. Educators will

model and guide problem-solving methods and will release responsibility of learning to students from dependence to independence. Formative assessments will play a crucial role in informing instructional decisions and identifying students in need of intervention.

In both subject areas, local assessments will be used to identify struggling students which will enable targeted interventions during Falcon Time, intervention classes, and resource room small group instruction. State law requires that we also report additional information as found on the following pages.

During my tenure at Frost Middle School, I am overjoyed to see the academic and personal growth of our Falcons. Through the hard work and dedication of our staff and students, our student community has outperformed both state and local data averages in reading, writing, and mathematics. We have also seen a decrease in our overall absenteeism, claims of bullying and harassment, behavior referrals, and student suspensions with the full implementation of our PBIS (Positive Behavior Interventions and Supports) program.

Although Frost students have demonstrated that high achievement is possible, as evident by overall performance and dramatic success with economically disadvantaged students, achievement gaps persist. Black/African American students and students with disabilities, represent critical equity challenges that require focused, sustained, and systemic intervention. The success with economically disadvantaged students proves that gaps can be closed, making continued disparities for other subgroups even more urgent to address.

Sincerely,

Shanan Wheeler
Frost Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

The Frost Middle School Community works collaboratively to provide a fully inclusive learning environment built on mutual respect, meaningful relationships, and flexibility. We are focused on equipping our students with the tools and strategies necessary to develop academic and social skills for personal growth and success in society.

SCHOOL PROFILE

Currently, Frost Middle School serves 653 students in grades 7 and 8 through a variety of educational programming including MACAT (Middle School Alternative Classrooms for the Academically Talented), and three special education center-based programs (ASD, MoCI and cross categorical). The principal of Frost Middle School is Shanan Wheeler, and the assistant principal is Jennifer Katz. Frost is home to 41 teachers and 10 paraprofessionals.

In addition to our full-time teaching staff, Frost employs several full-time student support staff including a media specialist, two counselors, two speech and language therapists, a center-based team leader, a social worker, a student assistance provider (SAP) and school psychologist. Based on need, our students may be served by occupational and physical therapists, autism coaches, behavioral specialists, teacher consultants, special education coordinators, and homebound service providers.

Assisting all of us in building operations, Frost is home to a full custodial staff, three building secretaries, food service providers, lunchroom personnel and a Shield security guard.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Frost based upon attendance within the geographic boundaries or placement in a magnet program within the school. Intra-district transfers are granted if seats are available.

SCHOOL IMPROVEMENT

School improvement is a process by which school staff and community members work cooperatively to improve student achievement. An analysis of student achievement data led Frost Middle School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, behavior support, and attendance. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

FMS Previous School Improvement Goals (2020-2024)

Increasing the percentage of students reaching proficiency on both the Math & ELA M-STEP and EBRW PSAT by 3% each year.

Exceed the state percentage of students reaching proficiency on both the ELA M-STEP and EBRW PSAT.

100% of students will be mid/above grade level or increase their placement level on the i-Ready diagnostic reading assessment by the end of the year. (This will be the same goal at Mid and End).

All students will be able to clearly communicate their thinking through writing in all content areas, based on district writing tasks.

Frost School Improvement Goals for 2025-2026

Reading Goal: Increase the percentage of students reaching proficiency on both the ELA M-STEP and EBRW PSAT by 2-3% each year for a total of 6-9% over three years.

Reading Targets for Improvement:

- Increasing the percentage of students reaching proficiency on both the ELA M-STEP and EBRW PSAT.
- Exceed the state percentage of students reaching proficiency on both the ELA M-STEP and EBRW PSAT.
- Strengthening literacy skills and increasing the percentage of students reaching proficiency in all subgroup areas with targeted Tier II and Tier III interventions.
- Subgroup areas of particular concern are our African American students, students with disabilities, and English language learners.
- Strengthen reading comprehension skills for both literature and informational text in 7th and 8th grades.
- Improve student engagement on iReady through meaningful student reflection, goal setting throughout the year, and individual rewards for student growth to ensure meaningful data is collected.

Writing Goal: All students will be able to clearly communicate their thinking through writing in all content areas. Students will be assessed using a cross-curricular rubric and data will be entered into Illuminate to determine pre/post student growth.

Writing Targets for Improvement:

- Students will engage in the CER writing process across all core subject areas with a common rubric. During this writing process students will be expected to:

Provided with a thought-provoking question, students will formulate a claim in response to it; use evidentiary support to prove or disprove a claim; provide an explanation of why the evidence they cited supports their claim.
- Students will stay on topic and convey a clear, concise overall message in their writing.

Math Goals: *Increase the percentage of students reaching proficiency on the Math M-STEP and EBRW PSAT by 2-3% each year for a total of 6-9% over 3 years.*

Math Targets for Improvement:

- Increasing the percentage of students reaching proficiency on both the Math M- STEP and Math PSAT.
- Exceed the state percentage of students reaching proficiency on both the Math M- STEP and Math PSAT.
- Subgroup areas of particular concern are our African American students, students with disabilities, and English language learners.
- Teachers will model and guide problem-solving methods and will release responsibility of learning to students from dependence to independence. Scaffolded support of independence through use of reference charts and teacher notes.
- Use of formative assessment to monitor student progress toward proficiency.
- Timely identification of struggling students, followed by appropriate interventions (Falcon Time help, targeted intervention classes, specialized instruction where appropriate.
- Lessons will be tailored to meet the diverse needs of learners through differentiation based on academic ability, learning styles, and student interests.

PBIS School Improvement Goal:

Year end data suggest chronic absenteeism is prevalent among Frost students. Our goal is to decrease the rate of chronic absenteeism for students missing more than 15% of the school year.

PBIS Targets for Improvement:

- Create a building response team to address chronic absenteeism – assistant principal, SAP, and guidance counselors.
- Provide strategies to parents and students to decrease student absences.
- Utilize local and county support for managing student absences.
- Provide home visits.
- Implement reward system for attending school regularly.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Frost Middle School provides learning experiences in English Language Arts (ELA), mathematics, social studies, science, technology, health, physical education, art, instrumental & vocal music, world languages, Project Lead the Way (PLTW) stem electives, inclusion electives (Peer Connections & Peer Link), yearbook, food and consumer resources, and industrial arts. The core curriculum is based on the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understanding necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well- defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.

Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

The following tables show the results of local testing for the district. Students are assessed using district created benchmark assessments, I Ready Diagnostic Assessment, PSAT 8 and the M-STEP for grade 7.

DISTRICT LITERACY ASSESSMENTS

The following charts shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year. This diagnostic is administered three times a year in reading and math.

i-READY READING Percent of Students Mid or Above Grade Level		
2025	Grade 7	Grade 8
Frost	47%	41%
District	33.3%	30.3%
2024	Grade 7	Grade 8
Frost	41%	41%
District	32%	29%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics Percent of Students Mid or Above Grade Level		
2025	Grade 7	Grade 8
Frost	34%	36%
District	24.3%	22.7%
2024	Grade 7	Grade 8
Frost	35%	32%
District	24%	20%

DISTRICT COMMON MARKING PERIOD SUMMATIVE ASSESSMENTS

The following charts shows the percentage of students at each course and grade level that were proficient with a score of 80% or better on the district common summative assessments. The 2024-25 school year was the first year of collecting this data.

District Common Summative Assessment Percent Proficient (80% or higher)								
	ELA 7 Reading			Math 7			World History 7	
	Frost	LPS		Frost	LPS		Frost	LPS
MP1	70%	74%	MP1	58%	56%	MP1	79%	74%
MP2	37%	47%	MP2	59%	51%	MP2	92%	82%
MP3	67%	68%	MP3	60%	59%	MP3	82%	80%
MP4	68%	71%	MP4	43%	43%	MP4	76%	78%
	ELA 8 Reading			Acc. Math 7			US History 8	
MP1	23%	37%	MP1	66%	80%	MP1	93%	91%
MP2	58%	67%	MP2	43%	72%	MP2	84%	79%
MP3	46%	56%	MP3	47%	77%	MP3	87%	79%
MP4	56%	66%	MP4	31%	64%	MP4	93%	86%
	ELA 7 Writing			Math 8			Science 7	
MP1	39%	37%	MP1	71%	79%	MP1	69%	60%
MP2	69%	62%	MP2	78%	79%	MP2	90%	86%
MP3	80%	72%	MP3	80%	84%	MP3	84%	77%
MP4	80%	63%	MP4	79%	73%	MP4	64%	56 %
	ELA 8 Writing			Algebra 1			Science 8	
MP1	38%	56%	MP1	99%	99%	MP1	54%	65%
MP2	38%	57%	MP2	94%	93%	MP2	59%	66%
MP3	55%	65%	MP3	98%	94%	MP3	62%	74%
MP4	53%	60%	MP4	95%	83%	MP4	57%	64%

STATE ASSESSMENTS

The PSAT 8 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to eighth and ninth graders. The purpose of PSAT 8 is to establish a starting point in terms of college and career readiness as students transition to high school. All eighth graders take the PSAT 8 as a part of the State of Michigan's assessment system (M-STEP).

PSAT 8th Grade		
2025	Evidence Based Reading & Writing	Mathematics
Frost	75.7%	49.6%
District	74.7%	37.6%
2024	Evidence Based Reading & Writing	Mathematics
Frost	79%	50%
District	72.8%	40.3%

The Michigan Student Test of Educational Progress, or M-STEP, is a 21st Century computer-based assessment designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do to be prepared to enter the workplace, career education training, and college.

M-STEP 7th Grade		
2025	English Language Arts	Mathematics
Frost	64.8%	53.9%
District	53.2%	45.6%
2024	English Language Arts	Mathematics
Frost	58%	50.9%
District	52.4%	47%

PARENT TEACHER CONFERENCES

For the fall session of conferences during the 2025/2026 school year, 297 students (45%) were represented by 1,111 individual conferences both in-person and virtually.

For the fall session of conferences during the 2024/2025 school year, 307 students (48%) were represented by 1,324 individual conferences both in-person and virtually.

For the fall sessions of conferences during the 2023/2024 school year, 315 students (48%) were represented by 1,286 individual conferences both in-person and virtually.

PARENT INVOLVEMENT

The district’s Parent Involvement Plan is available on the district’s website, which is linked to each school’s website.

BOARD POLICY

IDD

INSTRUCTIONAL PROGRAM

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data-Frost](#) will take you to the reports provided by the Michigan Department of Education for Frost Middle School.