



## **Harrison Middle School Annual Report 2005**

**Mission Statement: Excellence in teaching and learning  
for all!**

## Introduction

School improvement at Harrison Middle School is an ongoing process. The staff has used current research and best practice data when implementing new teaching strategies. The Middle School staff's attendance at workshops and conferences, together with a Comprehensive School Reform Demonstration grant has enabled the staff to keep current in philosophy and methodology of school improvement. The school district has imported experts to share information with the entire staff on the current issues affecting education. The Middle School staff uses this information in teaching curriculum grade level standards.

Data desegregation was used to develop our three-to-five year plan. Gap analysis has indicated some problem areas within our curriculum and this plan addresses those issues. Data analysis will be continued throughout the plan in order to help us refine and strengthen our curriculum to best fit the needs of our student population.

Harrison Middle School, in compliance with Public Act 25, prepared this annual report. The annual report contains the following items:

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## School Improvement Team

The Middle School Improvement Team consists of parents and a cross section of our building staff. The role of the team is to provide and model leadership, information, motivation, and commitment to the entire staff of Harrison Middle School concerning the school improvement process. The success of this group will affect student achievement.

Our three goals for this school year are as follows:

- 1. Establish what we expect students to know by grade level, content area and unit.**
- 2. Determine how we will know when students have learned.**
- 3. Determine how we will respond when students do not learn.**

To facilitate the achievement of these goals, the following strategies and criteria for success will guide our actions:

### 1. Desegregate MEAP Results

An item analysis was done on each content area of the MEAP. Questions were first identified by level of ease based on the state average. These questions were then compared with how well our students performed based on the state average. These questions were then compared to the content standards for each grade level curriculum.

### 2. Professional Development Focus

Our building focus is to advance the achievement of every student and every adult. As our staff developed a clear vision or common goal the level of ownership has increased. Extensive professional development has been provided to promote staff growth and facilitate change. The aforementioned professional development included, but was not limited to the following:

High Performing Teams, Protocol for Looking at Student Work, Instructional Rubrics, Total Quality Management, Data Disaggregation and Gap Analysis, Common Focus, Reading Renaissance, Math Renaissance, Professional Learning Communities, and Best practice for enhancing student achievement.

### 3. Development of a Flexible Block Schedule

### 4. Teaming Approach to Instructional Delivery

## **School Improvement Team (continued)**

We have established instructional teams and assigned groups of students to each team. In doing so we are emphasizing teamwork and communication instead of functioning like solitary craftsman. If the research data is correct we should see major changes in student achievement and instructional practices.

5. Improve Communication: We are making a concerted effort to share information about student performance with all team members.
6. Lesson Plans: Are reviewed by the building principal during teaching team meetings each week. They will include the standard number recorded by the specific daily lesson to indicate which lesson is being taught.
7. Pyramid of Interventions: When a student does not proficiently pass a standard the standard is re-taught and reassessed with the student by either the teacher or Title I support.
8. Testing: All students will be tested in reading and math at the beginning of the school year, at semester break, and at the end of the school year using STAR reading and STAR math tests.

## **Core Curriculum**

The Harrison Middle School is currently aligning our curriculum with the Michigan Core Curriculum Framework. The goals identified in our three to five year plan based on answering three corollary questions; What do we expect students to know? How will we know when they have learned it? How will we respond to students who are not learning?

Common assessment are being developed to provide effective and timely assistance to students experiencing difficulty mastering any of the grade level standards. Disaggregation of MEAP, STAR and common assessment data will drive adjustments in curriculum. Surveys will be administered to reflect the observations made by parents, students, teachers and administrators concerning the effectiveness of instructional practice and school climate.

## School Report Card

The Michigan Department of Education issues a report card for each school in Michigan. This report card provides an assessment of several measures of a school's performance. Harrison Middle School scores were as follows:

	Status / Actual		Score / Grade	
<b>Student Achievement</b>				
English Language Arts	62.9	54.9	58.8	F
Math	76.1	65.5	70.8	C
Science	72	88.5	80.2	B
Social Studies	67.3	64.4	65.8	D
<b>Achievement Subtotal</b>	<b>69.6</b>		<b>68.9</b>	<b>D</b>
<b>Indicators of School Performance</b>			<b>100</b>	<b>A</b>
<b>Preliminary Grade</b>			<b>79.2</b>	<b>C</b>
<b>AYP Status (Adequate Yearly Progress)</b>			<b>Made AYP</b>	
<b>Composite Grade</b>				<b>C</b>

### The Composite Grade

The composite grade is the overall grade for the school, arrived at by combining the following factors. When data is available, it combines results over 2 or 3 years.

- **Student Achievement** measures student test attendance, participation, and performance and whether it has improved.
- **Indicators of School Performance** combine several factors, such as school facilities, attendance, and graduation rate.
- **AYP Status** (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics based on MEAP test results.

## Parent Participation

One of the most important factors in a child’s educational success is the involvement of parents or guardians. Records are maintained to reflect the percentage of parents or guardians participating in school sponsored events.

Our present efforts to increase our school’s parent participation include a number of activities. We offer separate grade level fall orientations for students and parents where students also receive their class schedules and lockers. Several parents serve on our building school improvement team. Parent’s volunteers are solicited at the beginning of the school year via a survey sent home.

The percentages below represent the number of parents or guardians who participated in the following parental participation initiatives during the 2003-2004 school year:

Parent-Teacher Conferences	70%
Top Student Luncheons	84%
Academic Awards Assemblies	41%

## Student Achievement

<u>Content Area</u>	<u>Year</u>	<u>% Proficient</u>
<b>Reading</b>	<b>2005</b>	<b>73%</b>
	2004	41%
	2003	65%
	2002	54.4%
	2001	58.4%
	2000	42.9%
<b>Writing</b>	<b>2005</b>	<b>30%</b>
	2004	22%
	2003	47%
<b>ELA</b>	<b>2005</b>	<b>61%</b>
	2004	34%
	2003	55%
<b>Mathematics</b>	<b>2005</b>	<b>53%</b>
	2004	56%
	2003	46%
	2002	51.1%

## Student Achievement (continued)

<u>Content Area</u>	<u>Year</u>	<u>% Proficient</u>
<b>Science</b>	<b>2005</b>	<b>62%</b>
	2004	68%
	2003	64.2%
	2002	63.4%
	2001	13.7%
	2000	24%
	<b>Social Studies</b>	<b>2005</b>
2004		18%
2003		22.5%
2002		18.8%
2001		19.6%
2000		22.1%

## Points of Pride

### Parent Agendas

Family Edition Agendas are available for all middle school parents. The Agenda program is an intricate part of our circle of success. This circle consists of the family, the student and the school. When this circle is complete, it helps to build a community of learners.

### Student Council

H.M.S. student council was developed to help students develop their leadership skills and work to improve the school. All students in sixth-eighth grade learn about the election process and the importance of voting. Students decide if they would like to run for student council official positions and work through the process of campaigning. Once officers are elected each homeroom teacher appoints a class representative to serve on the student council.

## **Points of Pride (continued)**

### **Students participating in academics and recreation for knowledge and success (S.P.A.R.K.S.)**

S.P.A.R.K.S. is an extended day program funded by a 21<sup>st</sup> Century Community Learning Center grant and administered by the Michigan Department of Education. Partners in this grant include Clare-Gladwin RESD, Mid-Michigan Community Action Agency and Harrison Community Schools.

S.P.A.R.K.S. works to achieve the following goals:

1. Improve the academic achievement of at risk students.
2. Increase school attendance, community involvement.
3. Provide a broad range of opportunities for student enrichment.
4. Enhance service to families of at risk students.

### **MEAP Kickoff**

Seventh and eighth grade students were involved in the Michigan Educational Assessments Program (MEAP) test during January and February. Sixth and seventh grade students participated in off year MEAP type testing called the Benchmark Assessment Test (BMA) during this same time frame.

In an endeavor to get all students to do their best, we are held several events to help students and the community become aware of the MEAP/BMA.

A MEAP/BMA committee was formed. This committee consisted of parents and teachers who planned and implement several ideas.

Information was given to students at lunchtime every day during the week prior to the test. The whole school is involved in preparing for the MEAP/BMA test.

The day before the actual tests began, there was an assembly from 2:00-3:20 p.m. The focus of this assembly was to encourage all students to be in regular attendance during the MEAP/BMA testing period and to do their best.

## **Points of Pride (continued)**

### **Future Focus**

Clare Gladwin RESD prepared several events in an effort to prepare students for high school and beyond. During the month of February, our counselor did presentations for all eighth grade students. They will be learning about preparing a “portfolio” of their employability skills and actually begin assembling their documents. They will also be examining their interests and taking some inventories to discover possible future goals. They will discuss how those plans fit into high school and beyond. In March all eighth grade students attended “Career Day” at Mid-Michigan Community College to further investigate their ideas.

### **Newsletter**

Communication to parents is achieved on a monthly basis through a newsletter. Parents are informed of special events, student achievements, and important dates and reminders.

### **Student Recognition and Awards Ceremony**

At the end of the school year, Harrison Middle School students, parents, and staff gather to recognize each student’s achievement. Recognition and awards are presented in many areas, including academics, attendance, citizenship, and physical fitness. The highlight of this assembly is the fact that every middle school student receives an award for something they do well.

### **Breakfast Program**

Breakfast is available to all students each morning. Between 80-110 students eat breakfast at school each morning.

### **Accelerated Reading/Reading Renaissance**

The Accelerated Reading/Reading Renaissance program is a computer program that identifies books a student can read. This program generates tests and ongoing records of student’s reading log and scores. Students are rewarded instantly with a report to take home and show their parents. Students may also accumulate points to win prizes and certificates. This program has significantly increased the number of

## **Points of Pride (continued)**

books students are reading as well as raising individual student reading levels. Each classroom is networked to the AR tests and can take tests in the class or media center.

### **STAR Reading/Math**

STAR Reading and Math is a computer adaptive, norm referenced reading and math testing database. With STAR Reading and Math software, we can assess the reading levels of students in grades 1-12 in about 10 minutes. STAR Reading and Math measures growth throughout the school year, and helps to match instruction to individual student's level.

### **Paired Reading**

Paired Reading is a structured, but flexible approach that deals with the concept of how to engage students in supportive reading practice. It combines a prescribed technique with positive feedback, discussion, and student control of learning. Main elements of the technique include Duet Reading where the student and the tutor always start by reading together and Solo Reading when the student uses a nonverbal signal to indicate that she/he wants to "read solo." It is recommended that Paired Readers commit themselves to reading 10 minutes a day, for a minimum of five (5) days each week over an eight to twelve week time span. This approach makes reading practice enjoyable and allows students to develop a positive relationship with a responsible adult.

### **Sixth Grade Orientation**

Moving from fifth to sixth grade can be quite frightening for some students. To ease the transition a sixth grade orientation is held in the evening before school begins. Soon to become sixth graders and their parents are invited to come in to meet their teachers, see where their classrooms are and meet the administrative and office staff. Sixth grade orientation helps students and parents to be more comfortable on the first days of school.

## Student Indicators and Assessments

Multiple assessment strategies will be used to evaluate students and check for true understanding as well as to obtain usable feedback. Teachers have evaluated alignment of assessment pieces with standards. Our staff has developed a process of compiling student achievement data to help assess and track individual student progress from year to year. Progress reports are sent home on a weekly basis for student who are doing below C level work. All other student receive a progress report every three weeks.

Assessment pieces in addition to the MEAP/BMA:

- Performance tasks individually or in groups
- Writing samples in response to a teacher prompt
- Interviews to obtain a better idea of students' thinking process, ability to make connections and apply concepts
- Observations of the processes students use to solve problems and complete tasks
- Portfolios providing a chronology of student's progress, a multi-dimensional perspective and a more comprehensive profile
- Teacher made tests
- Accelerated Reading
- STAR Reading
- STAR Math
- Grade and content level common assessments

## **Connection to National Goals**

### **Student Readiness**

Accelerated Reading Program- lifelong readers and learners  
Computer Lab Experiences - job skills  
Transition to fifth and eighth grades

### **School Completion**

Pyramid of Interventions  
Agendas  
Weekly & three week Progress Reports

### **School Achievement and Citizenship**

MEAP/BMA tests  
Accelerated Reading Program  
Accelerated Math Program  
Accelerated Classes  
Attendance Awards  
Curriculum Standards  
Honor Roll  
A-Team  
Citizenship Awards - Top Students

### **Teacher Education and Professional Development**

Conflict Resolution/Discipline  
Writing Process  
English Conference  
Summer School  
In- Service  
Art Conference  
Science Conference  
Middle School Conference  
Reading Conference  
RESD sponsored workshops  
Leadership Academy-Specialized training provided through CSR Grant

## **Connection to National Goals (continued)**

### **Mathematics and Science**

Science/Math Conceptual Change Workshops  
Science Leadership Team - New curriculum  
Implementation of Math curriculum  
Falcons Training

### **Adult Literacy and Life-long Learning**

Adult and Alternative Education Programs  
Harrison Community Library  
Literacy Council - Clare/Gladwin  
Work-study Students - MMCC  
Link with MMCC - College visit

### **Safe, Disciplined and Alcohol and Drug Free Schools**

Agenda with school rules  
Western Michigan ATOD Survey  
Students and Staff serve on Safe and Drug Free Schools Committee  
Team Club PRIDE  
School Climate Survey  
Student Council  
Human Aid - Duncan

### **Parental Participation**

Parent Group  
Field Trips  
Classroom Helpers  
Band/Vocal Music  
Parent/Teacher Conferences  
Accelerated Reading Program  
Parent Agenda  
Parent Survey

## Evaluation Process

Through the Disaggregation of MEAP/BMA data we will perform longitudinal studies of present and former Middle School students. Surveys will be obtained to reflect the evaluations of teachers and administrators concerning the effectiveness of the instructional practice and school climate.

Data is being collected to identify strengths and weaknesses. A clear understanding of up-to-date research and this data will provide the basis for evaluating our progress towards attaining our goals.

## Evaluation

The Middle School's three to five year goals require continued evaluation in an on going basis. It is vital that all staff, parents, and students work together, not only to implement core curricula, but also to evaluate the process regularly ensuring that the needs of our students are met. The Middle School's Improvement Team will gather information from a variety of sources including:

- Progress reports (weekly, and the middle of marking periods).
- Desegregated data from MEAP/BMA, classroom records and teacher observations.
- Staff participation in work sessions designed to allow time to discuss core curriculum, the delivery of the standards, assessments, and ways to ensure that each student is meeting those standards.
- Periodically reviewing the curriculum matrices to determine the progress of each student in relation to the grade level curriculum standards.
- Student study team (focus groups)
- Agenda evaluation (assignment list in booklet)
- Report cards
- STAR testing
- Attendance
- Discipline Reports

## Evaluation (continued)

Students not meeting grade level standards as documented by the core curriculum matrices will be supported in a variety of ways including:

- Pyramid of Interventions
- Accelerated Reading
- Accelerated Math
- PRIDE
- S.P.A.R.K.S.

Cooperation between staff, parents and the community to accomplish these school improvement goals have already made a difference.

## Specialized Schools

Harrison Middle School uses specialized schools to meet the needs of all students. In addition, specialized schools provide educational alternatives and opportunities for students.

The Clare-Gladwin Day School provides educational services to handicapped students ages six through twenty-five who reside within the Clare-Gladwin Regional Education School District. The school assists students with educational, social, and personal learning.

Students who are Trainable Mentally Impaired, Severely Mentally Impaired, Severely Multiply Impaired, and Autistically Impaired receive special education services at the Day School.

Pre-vocational and personal training are provided to all students at the Day School to prepare them for successful placements in either an area sheltered workshop or supported community employment. A community-based instruction and work training program has been implemented to help ensure an even greater level of work and community adjustment for students

## **Special Education**

The purpose of our Special Education Program is to provide an individualized program for students with disabilities. The main goal of the Special Education Program is to facilitate student achievement at his/her appropriate grade level.

During the 2002-2003 school year, approximately 107 Middle School Students participated in this program. The Special Education Department is departmentalized and contains seven classrooms that address the needs of special education students. Three were referred to as Resource Rooms and four as Categorical Rooms. The majority of the students in our program were considered learning disabled. However, Emotionally Impaired, Educable Mentally Impaired, and Physically and Otherwise Health Impaired students were also involved. Students were placed in the program through the Individual Educational Planning Committee Process.

## **Title One**

Title One is a federally funded program, which aided students, whose educational achievement was below what was normally expected for children of their age and grade. The Middle Schools Title One program provides additional funding targeting improved student achievement in core subjects by providing additional support and time on task.

The Harrison Middle School is a school wide Title One building. During the past five years our staff and school have gone through many changes, beginning with moving into a new school building and completing a Comprehensive School Reform Demonstration Grant program. Also, staff attitudes, perceptions and practices of education have been enlightened and evolving. The main goal that guides the changing process is the idea of successful student achievement for all students.