



Almont Middle School

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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 2017-18 educational progress for Almont 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 Principal Kimberly VonHiltmayer for assistance at 810-798-3578.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2HQbB2d> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

***Note:** TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

- TSI- The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.
- ATS- The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Almont Middle School was identified as "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Almont Middle School (AMS) has identified that there is an achievement gap between the top 70% and the bottom 30% of students. AMS needs to analyze and review the core curriculum and strengthen all Tier 1 instruction. Additionally, the Essential Learning

"Respect - Ownership - Compassion - Knowledge"

Outcomes must be reviewed to ensure all Common Core State Standards are being taught. Almont Middle School continues to provide the most appropriate interventions to address the bottom 30%: Students with Disabilities, Economically Disadvantaged, and the English Language Learners. AMS utilizes the following to help close the achievement gaps:

- *Success Period* allows students an opportunity to receive additional core instruction (with a focus on ELA and Math) at an individualized pace/level. Assessments are being developed and implemented to measure each student's progress in *Success Period*.
- *NWEA MAP (Measures of Academic Progress) Testing* is used as a benchmark assessment three times per year for every student. Presently, the students are tested in the areas of Reading, Language Usage, and Mathematics. The results from these tests are intended to drive instructional practices to ensure student proficiency and achievement.
- *Read Naturally Live*; AMS upgraded to this reading intervention program. Tier 2 and Tier 3 students participate in this organized, 1:1 program. Per our Program Evaluation on *Read Naturally Live*, student improvement is proven.
- *AIMSweb* and *AIMSweb Progress Monitoring*; this allows AMS to identify immediate reading deficiencies in both fluency and comprehension.
- Professional development/learning has been offered to ensure understanding of the ELA and Math Crosswalks: Claims, Targets, and Standards.
- A book study, *Teaching with Poverty in Mind* by Eric Jensen, was facilitated in 2017-18 to help our school improve the academic achievement and life readiness of economically disadvantaged students.

State law requires that we also report additional information. Please read below.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides, unless enrolling under the District's school of choice policy or enrolling and paying tuition. New students under the age of eighteen must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residence,
- D. proof of immunizations—under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Members of the Almont Middle School staff are firmly committed to the process of continual renewal and self-evaluation. This ongoing school improvement process is a hallmark of our efforts to provide Almont's young people with a fulfilling and enjoyable educational experience. The middle school faculty's efforts are guided by building goals to improve student achievement in the four core areas (Math, Science, Social Studies and English Language Arts).

Additionally, the teachers work to develop a number of specific instructional activities that focus on programs and instructional techniques that are measurable based on research and best practice to attain the following (five) school improvement goals:

1. All students will be proficient in Reading.
2. All students will be proficient in Math.
3. All students will be proficient in Science.
4. All students will be proficient in Social Studies.
5. All staff will gain a better understanding of how schools can improve the academic achievement and life readiness of economically disadvantaged students.

Almont Middle School is accredited through *AdvancED*. *AdvancED* is the largest community of education professionals in the world. They are a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. Their commitment is to help schools improve. Almont Community Schools hosted another successful External Review in May 2017; more detailed reports are available upon request.

Other efforts that have been made in the area of school improvement:

- Participation in the Facilitators of School Improvement Series (Macomb ISD)
- Participation in District Curriculum Council (Almont Community Schools)
- Participation in Core Content Leadership Series (Genesee ISD)
- Multiple Opportunities for Professional Development/Learning

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Special Services

In addition to the regular classroom curriculum, students at the middle school were also provided a variety of special services related to their educational programs. For example, students with special needs were provided with a number of support services. Students received assistance in speech and language therapy, physical and occupational therapy, and/or were enrolled in Learning Disabled (LD), Cognitively Impaired (CI), and Emotionally Impaired (EI) classrooms. Services and programs were also provided for students with hearing and/or visual impairments. In addition to special education services directly related to the individual's students' disabilities, a team comprised of a psychologist, social workers, and a nurse (upon request) were available to assist our students throughout the school year. Some of these services were provided through the Consortium for Exceptional Children (a special education program sponsored jointly by the Almont, Dryden, and Imlay City school districts), while others were provided through the Lapeer Intermediate School District.

English as a Second Language (ESL)

The purpose of the English as a Second Language (ESL) Program is to educate non-English speaking students and integrate them into the educational setting. In order to do this, each student's educational needs are assessed in the areas of reading, writing, speaking, and comprehension. Furthermore, the ESL instructor serves as a translator for parents and teachers so that they have a better understanding of the school's activities, parent-teacher conferences, field trips, illnesses, IEP's, etc. The ESL instructor also helps students and their parents to secure food, clothing, and housing services within the community.

Other Programs Beyond the Classroom

Almont Middle School students had numerous opportunities beyond the general curriculum by participating in the following activities:

- Athletics
- Student Council
- R.U.L.E. Club (Raiders United Linking Everyone)
***Note:** Presently, R.U.L.E. Club has been renamed to “Friends of Rachel”.
- Drama Club
- Yearbook Club
- Art Show
- Solo and Ensemble
- Talent Show
- Service Learning Opportunities

4. CORE CURRICULUM

Almont Middle School staff will continue to review core curriculum in the areas of social studies, science, language arts, and mathematics with an emphasis on the Common Core State Standards in Math and English Language Arts. The Common Core State Standards for Math and English Language Arts and the Grade Level Content Expectations (GLCE’s) for grades 5-8 in Science and Social Studies are integrated into the existing curriculum. Common Core Standards can be found at www.corestandards.org. The student outcomes written for Almont Community Schools are aligned with the Michigan Department of Education Core Curriculum. All curriculum work stems from the Frameworks Process, Common Core State Standards, GLCE, and all other state standards and benchmark documents prepared to assist district efforts in curriculum development. Assessment of the core curriculum, as well as all other curricular areas, is ongoing.

5. STUDENT ACHIEVEMENT RESULTS

Please go to the following web site: <http://bit.ly/2HQbB2d>

6. PERCENT of STUDENTS REPRESENTED BY PARENTS at PARENT-TEACHER CONFERENCES

- Attendance Rate for Parent-Teacher Conferences in 2015-16 was **79%**.
- Attendance Rate for Parent-Teacher Conferences in 2016-17 was **80%**.
- Attendance Rate for Parent-Teacher Conferences in 2017-18 was **78%**.

THANK YOU TO ALL ACS SCHOOL STAKEHOLDERS

Almont Middle School continues to thrive! The commitment to learning is evident through all of the unique opportunities that are afforded to our students. The administration, teachers, and support staff must be recognized for their tireless efforts to ensure student achievement through professional learning and collaboration with all stakeholders.

Many thanks are due to the groups that continually support Almont Middle School. The Parent Teacher Student Organization (PTSO) provides funds to each grade level each year; classroom and art supplies, field trips, honor roll recognition, ROCK SHOP prizes, and other items are purchased. The Band and Athletic Boosters support our school making possible so many of the extra activities that otherwise would not be available to our students. Furthermore, the Four County Community Foundation and the Lapeer County Community Foundation are recognized for supporting various school initiatives and programming for all students. Lastly, a special thank you is extended to L&L Products for providing significant grant funding over the past several years to support our STEM/STEAM programming. Due to their generous support, Almont Community Schools has been able to send several teachers to PLTW (Project Lead the Way) training and offer innovative courses to students.

Vision Statement: *Every student will own their future through academic and personal success.*

Sincerely,

Kimberly M. VonHiltmayer

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