



# MOUNT CLEMENS COMMUNITY SCHOOLS

167 CASS AVENUE • MOUNT CLEMENS, MICHIGAN 48043

(586) 469-6100 • FAX (586) 469-5569

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March 7, 2019

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 Mount Clemens 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 Mr. Gibson, Principal, at 586-461-3313 or [gibsonj@mtcps.org](mailto:gibsonj@mtcps.org) for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tIQ9UL>, 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 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 was identified as a Targeted Support and Improvement (TSI) school.

A review of the data reveals below average student proficiency in ELA and mathematics. To close this gap we have adopted a new Data-Driven Classroom approach; a daily focus on practicing math, reading comprehension, and writing skills regularly tested on state-required standardized testing; a weekly NWEA-Study Island individualized skill remediation and test prep program; a Multi-tiered System of Support (MTSS) program for early detection and strategic reaction to our students' learning and behavioral difficulties; and weekly Professional Learning Community meetings to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve.

State law requires that we also report additional information:

## **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

## **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Mount Clemens Middle School is in year one of our most recent School Improvement Plan. Utilizing more classroom MTSS interventions, establishing Data Driven Classrooms, teaching with trauma in mind, increasing our Tier 2 and Tier 3 supports for math literacy, and continuing a school-wide focus on evidence-based reading comprehension are a few of the research-based strategies our teachers are utilizing to improve their classroom instruction.



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## A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools at Mount Clemens Middle School.

## IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

A copy of the core curriculum may be obtained from the Mount Clemens Community Schools district office. The core curriculum is fully implemented. There are no variances from the state's model.

## STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

M-STEP (Percent Proficient)

	English 6	English 7	English 8	Math 6	Math 7	Math 8
2016-17	14%	9%	7%	8%	0%	0%
2017-18	9%	9%	17%	9%	9%	0%

## IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Fall	Spring
2016-17	44, 28%	36, 24%
2017-18	51, 32%	34, 23%

We are extremely excited about the progress our students are making in the areas of data-driven instruction, evidence-based reading, and game-based learning. Our third-year Multi-Tiered System of Supports (MTSS) program is evolving to provide more strategic academic and behavioral interventions to students at all levels of preparedness. Our second-year Professional Learning Communities weekly meeting program has shown real promise as teachers collaborate on ways to increase proficiency levels for all students in all content areas.

We are grateful to the community members, parents, and educators who continually help us strive to meet the needs of our students. Our school culture is improving in spite of our test scores, and our students have several new opportunities to have a more fulfilling learning experience. We look forward to continuing our progress and achieving the type of academic growth our community deserves.

Sincerely,

J. Gibson, Ed.S.  
Principal, MCMHS