



# 2006 - 2007 ANNUAL REPORT

**Waverly Middle School**  
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Oct. 2007

**TO:** All Readers  
**FROM:** Vincent C. Perkins  
**SUBJECT:** **Annual Report**

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's new accreditation system **Education YES!** and the federal **No Child Left Behind** (NCLB) legislation also have reporting requirements. This report helps us meet the existing reporting requirements as well as those for the NCLB Report Card. The information in this report, combined with other data obtained throughout the year, is used by Waverly Middle School's School Improvement Team to develop goals, objectives, and strategies that will help us address curricular and instructional areas that need improvement.

Please be advised that some of the questions on the Annual Report remain unanswered. This is due to the fact that at the time this report was submitted, some of the information was not available. Questions will be answered as the data becomes available. If you would like a copy of this report, we will be happy to make one for you.

# Annual Education Report Requirements for Waverly Middle School 2005 - 2006

## I. Overview of School

**Describe your building's accreditation status and grades as determined by Education YES! You have the option to describe an alternate accreditation status (i.e., North Central Association, Baldrige) as well as your Education YES! accreditation status.**

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Our Education YES! Scores reflect the following areas:

- ❖ Strand I: Teaching and Learning
- ❖ Strand II: Leadership
- ❖ Strand III: Personnel and Professional Learning
- ❖ Strand IV: School and Community Relations
- ❖ Strand V: Data and Information Management

There are 160 possible points. Waverly Middle School earned 133 points which equals an indicator score of 93.3 resulting in an indicator grade of "A".

Accreditation Status: Met AYP

### Accreditation Status

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Accreditation Status: Waverly Middle School received a "B" for our state report card.

### Student Retention Rates

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N/A at this level but Waverly High School will have this information on their report.

### Average Class Size

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Class size in grades 7 & 8 averages 24 students with a range of 20 to 28 students in a particular class.

### Waverly Middle School Logo



## **Interesting Information about Waverly Middle School.**

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Staff and parents at Waverly Middle School provide a wide variety of activities and opportunities which allow students to contribute, be challenged, and expand their knowledge. Some best experiences from the 2005-2006 school year include:

### **BUILDING RELATIONSHIPS**

- ✚ Relationship Building- Teachers make extra effort to connect with many students across grade levels, becoming part of the student's "Quality World."
- ✚ School Environment – Our approach to student management is based on the establishment of a caring bond between people that is safe and non-coercive.
- ✚ Lunch times are divided into two groups (one per grade level) to keep that time manageable. Students have forty minutes, time enough to eat and build relationships.
- ✚ Students have a safe place to go after school (the media center) to work that is supervised.
- ✚ The middle school has an active student government (student council) that meets bi-monthly.
- ✚ Saturday Morning Achievement Club provides social and academic support for students.
- ✚ The school has a police liaison officer (Eaton County Sheriff Dept.) who spends regular time in the building.

### **MEANINGFUL LEARNING**

- ✚ Diversity Week: Each classroom provided unique looks at different cultures and students reported on them in class and during the morning announcements.
- ✚ Math Tutors.
- ✚ Enrichment classes – Classes such as Yearbook, Journalism, and "Race Through Latin America" are held periodically throughout the year after school or at lunch to expand and enrich student learning.
- ✚ Quality School – Based on the teachings of Dr. William Glasser, we strive to provide a need-fulfilling learning environment to attain academic excellence.
- ✚ School Store Helpers – Students run our school store, learning salesmanship and mathematical skills.
- ✚ Assemblies – School-wide assembly topics range from music to computer safety to instruction in social skills.
- ✚ Varied Instructional Models – Students and their families have instructional choices and which teachers with whom they want their child to participate.
- ✚ Language Arts students compete in essay contests with area students.
- ✚ Seventh graders participated in "Disappearance of Angela Day" an interactive mystery.
- ✚ "Mix it up Day" Where students ate lunch with different people than they normally do to interact better with our diverse population. We then had an assembly and class discussions regarding the activities of the day.

### **CONNECTIONS WITH COMMUNITY**

- ✚ Student Council – This group leads the student body in various community service activities.
- ✚ Cadets – These high school student volunteers bring enthusiasm and energy with them wherever they go, and they help tutor the middle school students.
- ✚ Our 8<sup>th</sup> grade Life Skills class has developed a list of community speakers that come into the classroom.
- ✚ Middle school students do community service that exposes them to several different areas of our community.
- ✚ Our Health classes participated in the "Hoops for Hearts" program.
- ✚ Special education has developed a "Junior Humane Society" volunteer program.
- ✚ The middle school student council sponsors a "Food Drive" every winter.
- ✚ 8<sup>th</sup> graders participate in "reality store" and listened to career speakers.
- ✚ 7<sup>th</sup> graders participated in "career day" where they learn about many different careers through guest speakers.



## II. School Improvement Plan

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### **SCHOOL IMPROVEMENT GOALS**

Students will improve reading skills and comprehension over the course of the year as measured each trimester through the Gates-MacGinitie Test.

Students' class attendance will increase and discipline occurrences will decrease by 5% over the course of the school year.

Students will expand career knowledge and connect careers with learning opportunities.

**Implementation of core academic improvement objectives.**

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## **School Improvement Process**

All members of the Middle School staff are members of our school improvement efforts. We have many non-tenured teachers in our building, bringing a new enthusiasm and academic background to share. Ongoing training with the newer and senior staff members focus on making connections between the Waverly Strategic Plan, the Middle School Improvement Plan, the Waverly curriculum and our personal philosophical beliefs. Our classroom and school-wide practices are based on the theories of Dr. William Glasser, the Quality School model, and the use of Reality Therapy and Choice Theory. The School Improvement Steering Committee continues their pledge to move Waverly Middle School toward becoming more of a Quality School. As a result they have refocused curriculum to positively impact student achievement and added more instructional time to core academic classes. They build in a formal reading time (daily) for all students. Academic Support classes for all subjects were added. And lastly, they refocused and improved enrichment offerings.

The Middle School will continue with a strong focus on academic excellence, keeping it compatible with asset building, service learning, personal education goals, and Glasser's philosophy.

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## **English/Language Arts**

All students will be able to communicate effectively in written, visual and spoken language to become more creative and innovative people in the community and master the skills and strategies necessary for success on the MEAP. Pre/post testing will be implemented for students who are new to the Waverly Middle School. The students will be provided with MEAP practice. All classes will provide opportunities to communicate in written, visual, and verbal forms, including but not limited to journals, graphs, charts, political cartoons, graphic organizers, photographs, demonstrations, speeches, etc. Assessments will be given using oral, written and visual communication, including but not limited to role-playing, journals, projects and oral reporting or presentations.

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## **Math**

The staff is purposeful in attaining math materials and resources that directly support the state benchmarks and content strands. In this sense receive a dual instructional piece covering math.

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## **Science**

Science instruction and benchmarks are embedded in our Language Arts goal related to informational text. The staff and reading support team are purposeful in attaining reading materials and resources that directly support the state benchmarks and content strands. In this sense, students receive a dual instructional piece for both reading and science.

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## **Social Studies**

Social studies instruction and benchmarks are embedded in our Language Arts goal related to informational text. The staff and reading support team are purposeful in attaining reading materials and resources that directly support the state benchmarks and content strands. In this sense, students receive a dual instructional piece for both reading and social studies.

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## **Evaluation/Conclusion**

We believe that our School Improvement plan positively affected our three goal areas. We were led to this conclusion as the team reviewed our progress as we prepared our spring board presentation.

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## **Process**

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The middle school used a consensus model in which all data is evaluated by the entire staff. This means the non-academic (Phys. Ed., Industrial Arts, Art, etc.) as well as the academic (Math, Science, English and Social Studies) staff. The model is a “true” consensus where everyone must agree on the structure of each goal. The same course of action is followed in the development of our “Action Steps.”

### **Change in Process**

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This year’s process was identical to the process that we used the previous year. The only thing that changed was some outcomes in terms of specific goals to be worked on. We then focused on our three new School Improvement Goals from the 2005-06 school year and worked on those improvements over the course of the 2006-07 school year. We also focused much more on data driven school improvement by collecting, disaggregating, and evaluating the data we collected throughout the year.

