

Waverly Middle School

Principal, Vincent C. Perkins
Assistant Principal/MS AD, Telly S. Brannon

620 Snow Road; Lansing, MI 48917
Phone: 517.321.7240
FAX: 517.321.5789

July 1, 2005

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

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.

Our Education YES! Scores are as follows: **Curriculum Alignment** – Systematically and Consistently Meeting Criteria, **Continuous Improvement**- Systematically and Consistently Meeting Criteria, **Performance Management Systems**- Systematically and Consistently Meeting Criteria, **Teacher Quality and Professional Development**- Systematically and Consistently Meeting Criteria, **Arts Education and Humanities for all Students**- Systematically and Consistently Meeting Criteria, **Extended Learning Opportunities**- Systematically and Consistently Meeting Criteria, **Advanced Coursework**- Systematically and Consistently Meeting Criteria, **Family Involvement**- Systematically and Consistently Meeting Criteria, **Student Attendance and Dropout Rate**- Systematically and Consistently Meeting Criteria, **Two-Year Education and Employment Plan**- Systematically and Consistently Meeting Criteria, **School Facilities**- Systematically and Consistently Meeting Criteria

Accreditation Status: Met AYP

Accreditation Status

Accreditation Status: Waverly Middle School received a “C” for our state report card.

Student Retention Rates

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

Average Class Size

Class size in grades 7 & 8 averages 24 students with a range of 20 to 26 students in a particular class.

Waverly Middle School Logo



Interesting Information about Waverly Middle School.

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 2004-2005 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.) that 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 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 instruction in social skills.
- Varied Instructional Models – Students and their families have instructional choices, in which teachers they want their child to participate with.
- Language Arts students compete in essay contests with area students.
- Seventh graders participated in "Disappearance of Angela Day" an interactive mystery.
- All middle school students are given assignment books with training as to the practical use.

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!
- Our 8th 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.

School Improvement Plan

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.

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. This year the Middle School staff worked to "restructure, refocus and realign the entire Middle School program." 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. Recovery classes for both math and language arts 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.

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.

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.

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 receive a dual instructional piece for both reading and science.

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 receive a dual instructional piece for both reading and Social Studies.

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.

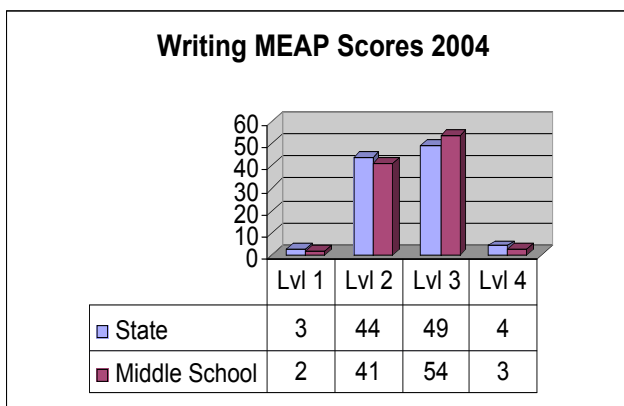
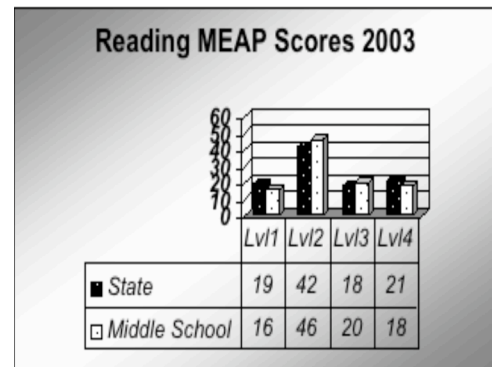
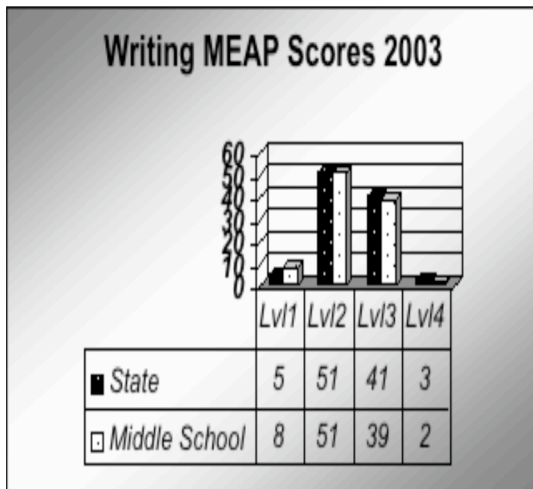
Process

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.”

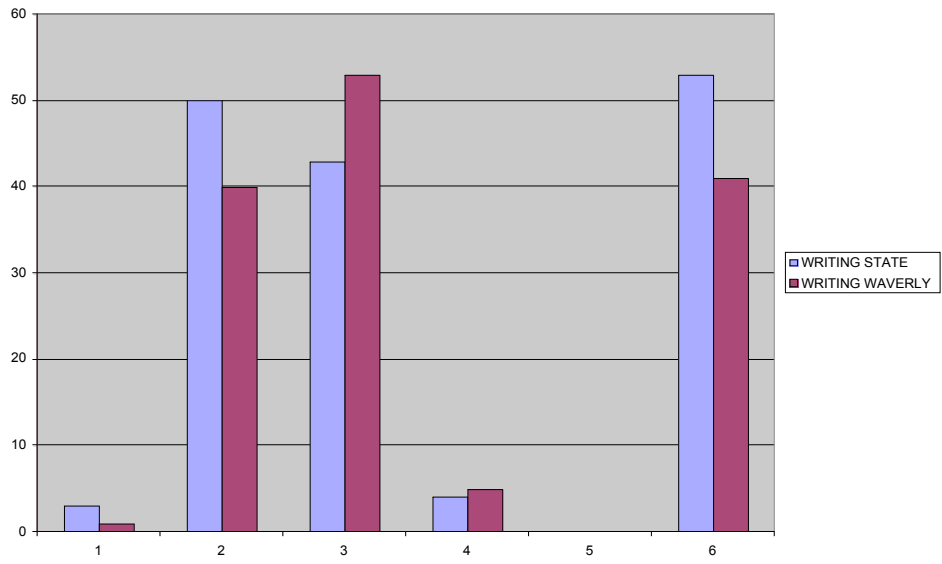
Change in Process

This year’s process was identical to process that we used the previous year, however, it involved the restructuring, refocus and realigning of the entire Middle School program. The only thing that changed was some outcomes in terms of specific goals to be worked on. We then refocused on our School Improvement Goals and developed three new goals to work on for 2004-05 and 2005-06 school years.

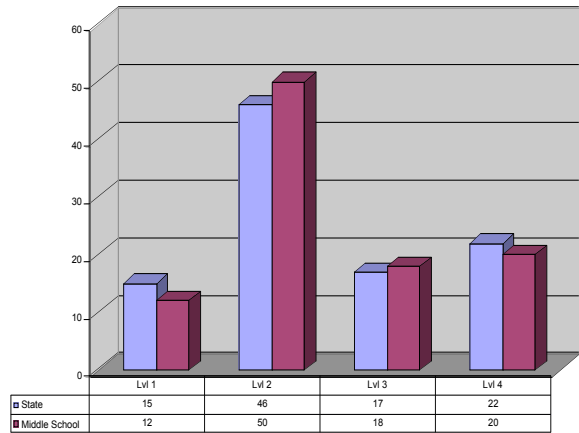
Student Assessment Data 7th Grade



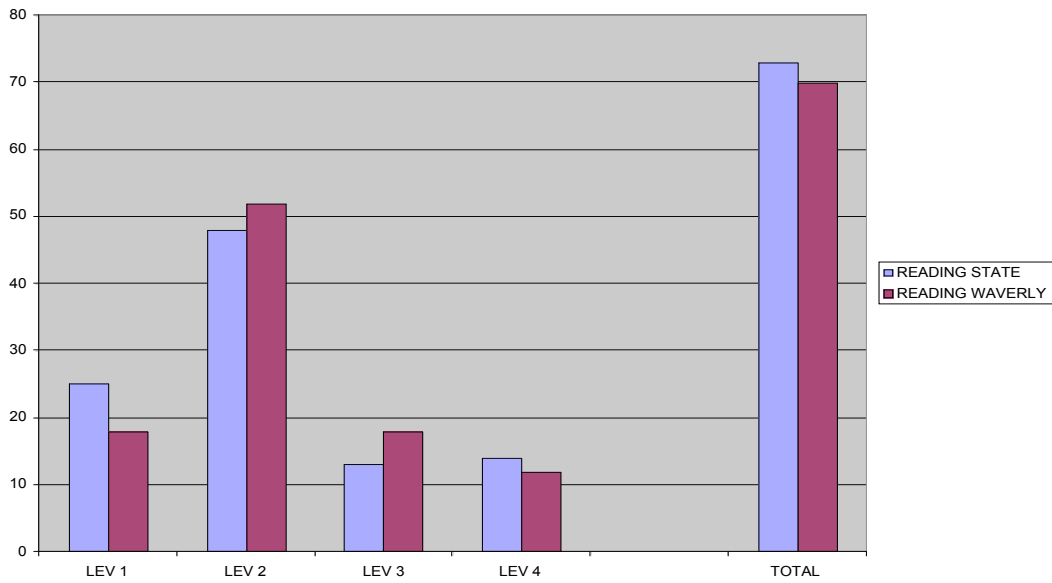
2005 Writing MEAP



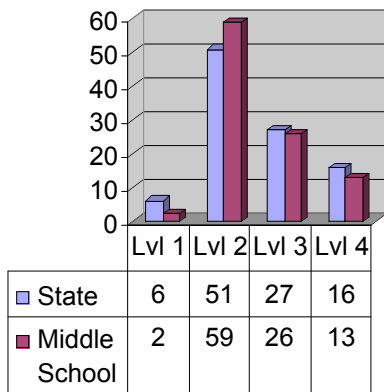
Reading MEP Scores 2004



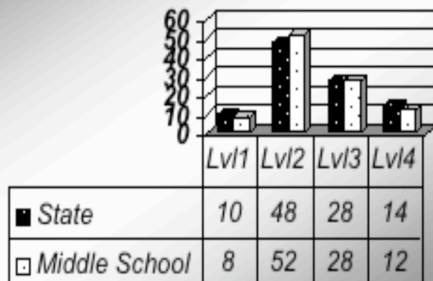
2005 Reading MEAP



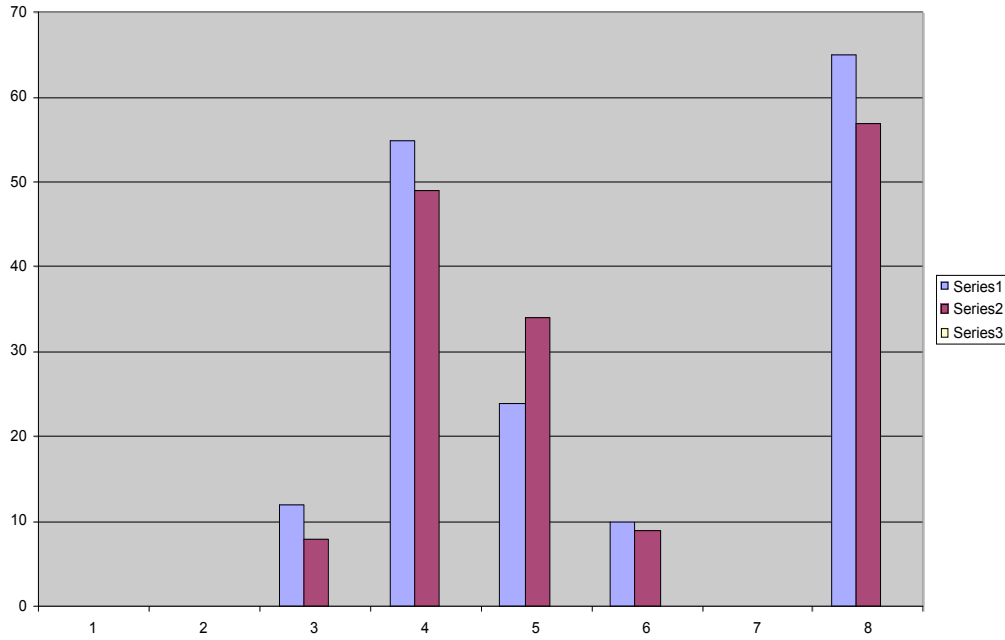
ELA MEAP Scores 2004



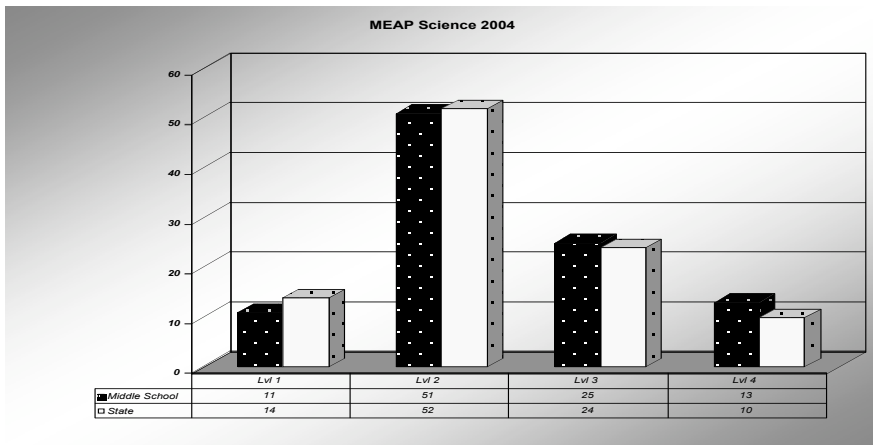
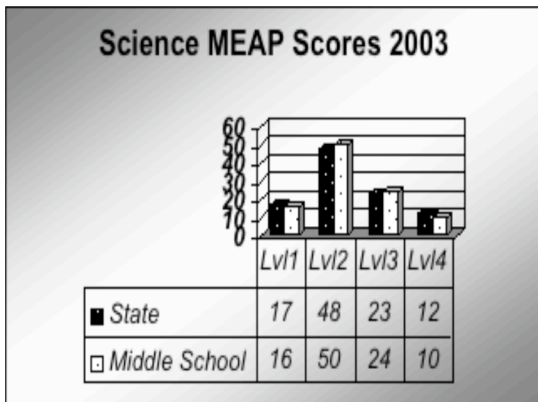
ELA MEAP Scores 2003



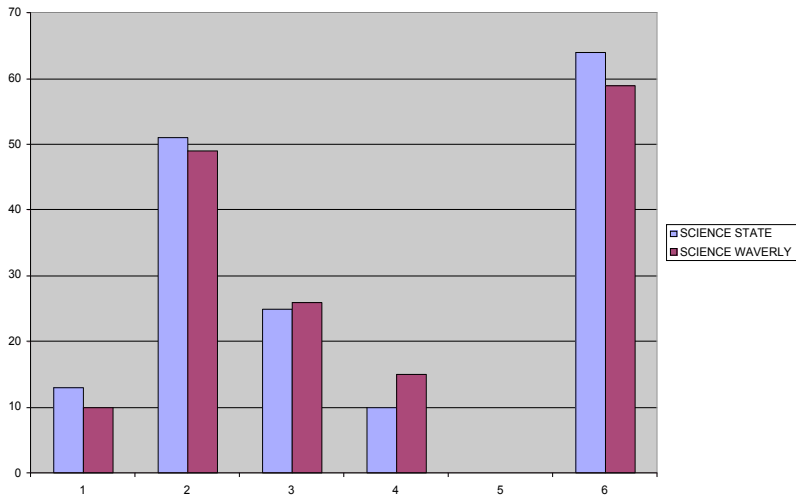
2005 ELA MEAP



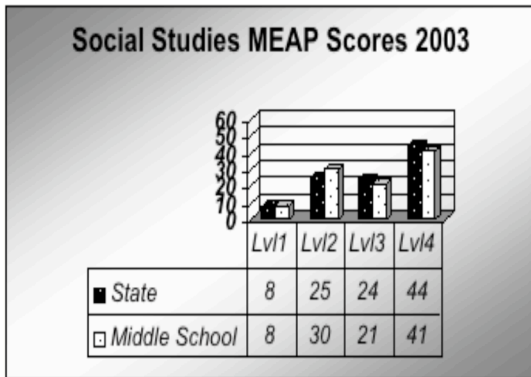
Student Assessment Data
8th Grade



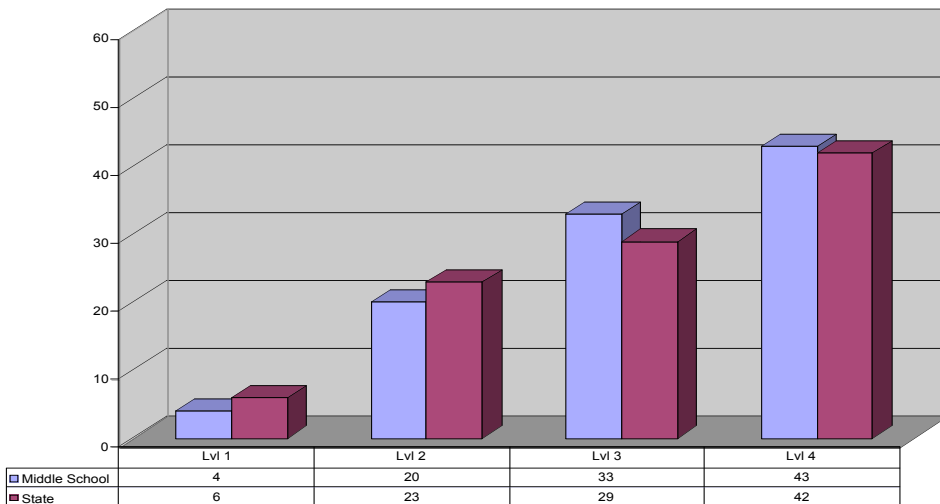
2005 Science MEAP



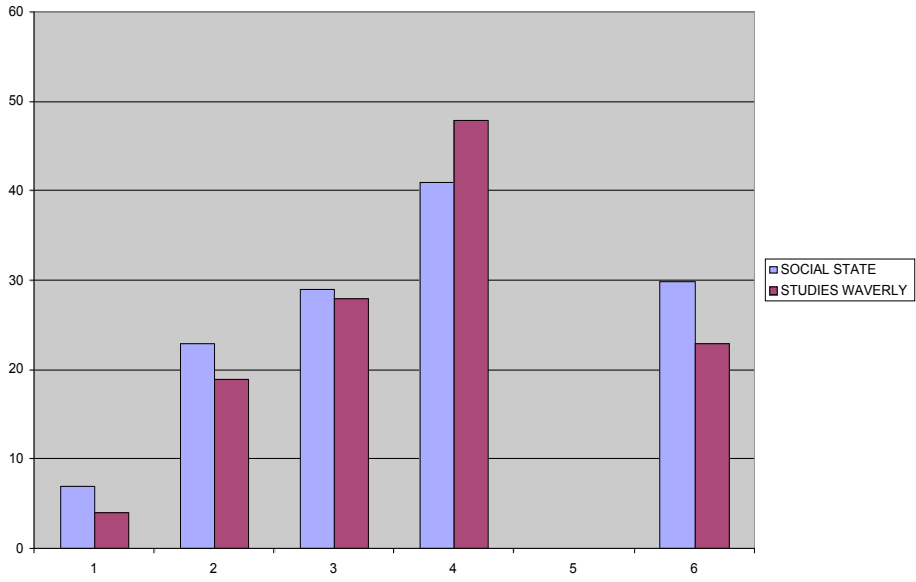
Social Studies MEAP Scores 2003



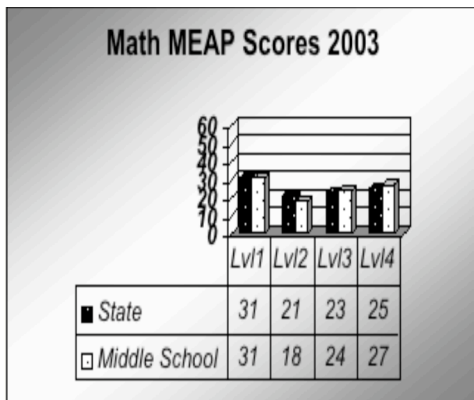
Social Studies MEAP Scores 2004



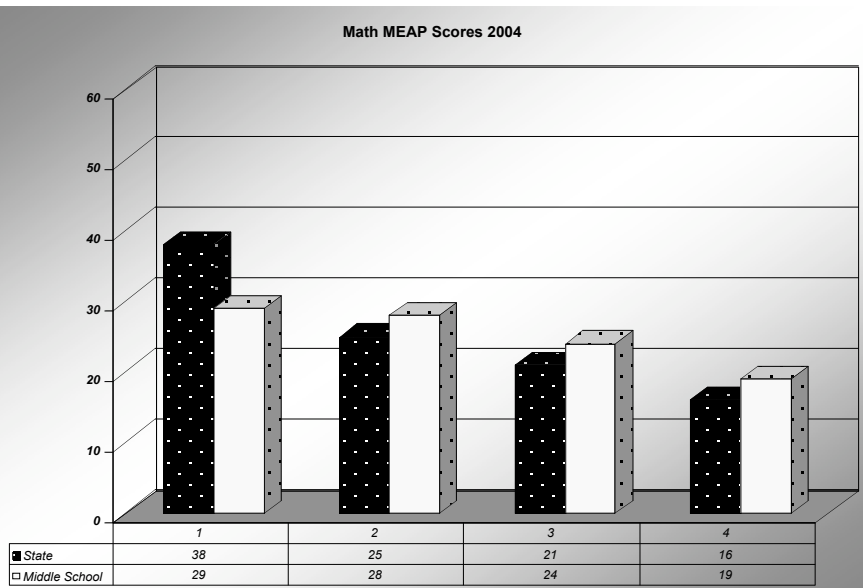
2005 Social Studies MEAP



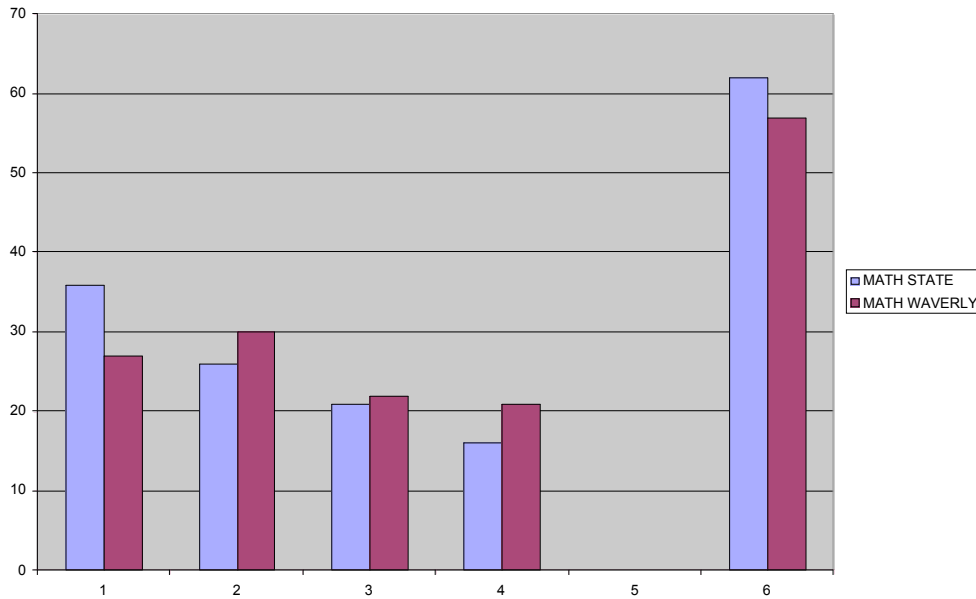
Math MEAP Scores 2003



Math MEAP Scores 2004



2005 Mathematics MEAP



English As A Second Language

These learners are supported by both an ESL coordinator and paraprofessional. Our building level professional library includes timely and updated resources to assist staff with ESL students and their unique needs.

Information regarding assessment for students in grades 1-5.

In the elementary we have in place annual tracking of “individual student growth over time” as specified in NCLB in the areas of both Reading and Math. This information is readily available to instructors and parents in the student’s CA-60 and is compiled on a Benchmark Assessment card that is displayed as a graph that can be easily interpreted to show growth for individual learners. The assessments used include a common math benchmark test given annually as a pre and post test and the Rigby Benchmark common reading assessment given in specified test windows in Spring and Fall of each year. This information is available with all first through fourth grade students. (Kdg as appropriate if beginning readers) As noted, and per the intent of NCLB, this data documentation process meets the need to document annual growth over extended time for individual learners.

Exceptional Learning & Mobility

We are successful with the School of Choice option and believe that when given choice many families are choosing Waverly Community Schools for the education of their children. We do have an Exceptional Learning program that replaces our old version of Gifted and Talented. The Exceptional Learning program is inclusive of all interested children and provides them with an array of community and district opportunities such as MSU Kids college or our Destination Imagination Program.

Adequate Yearly Progress Data

Adequate Yearly Progress (AYP) status in each of the core academic areas.

English/Language Arts

Met AYP

Math

Met AYP

Science

Met AYP

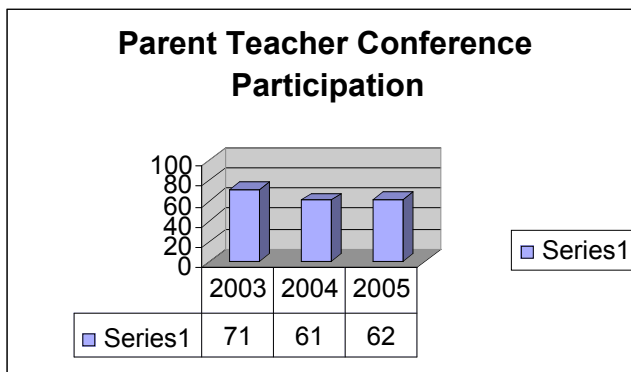
Social Studies

Met AYP

Attendance Rate

Attendance rates are not a concern at our school because rates are above 95%. There is no difference across sub groups.

Parent Involvement



Parent involvement policy for Waverly Middle School and Waverly Community Schools.

Middle school Student and Parent Handbook page 3: The Middle School encourages community involvement in volunteering to help in its daily operation and governance. Parents and interested community citizens may get involved in many different facets of school life. Parents and others who wish to become involved are encouraged to contact either of the principals or the Middle School office (321-7240). District Policy #1100

The extent and type of parental involvement in our school.

Parent Participation

An essential element of any school is the support and involvement of the parents and families. The Middle School encourages and values the energy, enthusiasm, and many talents the parents bring to our program. Parents volunteer to assist teachers with special programs, tutor students, work in the Media Center, plan celebrations, and supervise field trips. In addition, parents participate in their child's education by reviewing and assisting with homework, reading daily with their child, and joining with teachers to develop Personal Education Goals. Parents and teachers stay in contact through regular communication, including Parent Conferences.

The 2004-05 school year started with an active parent council. That council held monthly meetings and became actively involved in supporting the Middle School and its programs through time, talents and fundraising.

Core Curriculum

Process for Development of Core Curriculum

We have district level curriculum coordinators who provide direction to building level department chairs who articulate the curriculum to all instructional staff. Our district is intentional to matching our curriculum to the Michigan Frameworks.

We are aligned and consistent with our Language Arts and Math Curriculum. We are working toward full alignment in the areas of Social Studies and Science. This work is done through support of 1.6 FTE Curriculum Specialist, Building Principals, department heads, curriculum committees, and input from the teaching staff.

Curriculum Alignment

The district strategic plan has resources and professional development commitment to curriculum mapping. Curriculum mapping is a communication tool that outlines what is actually taught in the classrooms as it relates to the Michigan Frameworks. We are in the third year of a five year implementation plan. We attend directly to the state published Michigan Curriculum Framework. Staff has been inserviced on the use of MI Climb. Curriculum Materials are purchased after extensive committee review with much attention paid to how the material aligns with the state benchmarks and standards. We are beginning to implement a curriculum management system (ABACUSxp), and also an extensive district wide Curriculum Mapping Project.

Equal Access

All pupils are given equal access to instruction through a variety of support systems such as teacher consultants, mentors, Title One staff, homebound services, tutor, student teachers and interns, support staff, tutorial programs, and before and after school programs.

Teacher Qualification

Teacher Certification

All of our Middle School teachers hold Michigan certificates. Of the 36 teachers assigned to the Middle school 26 have advanced degrees or 72%.

The Middle School has 0% teachers teaching with emergency or provisional credentials.

Highly Qualified

First we are working with those that are not “highly qualified” to help them reach our 100% goal. Secondly we are only hiring staff that meets NCLB qualification.

Parent Right to Know

For the 2004-2005 school year, the point of contact for this information is the Waverly Community Schools Human Resources Office. If you have questions regarding particular teacher qualifications, ask for Assistant Superintendent Jacklin Blodgett at 517-321-7265.