



MOUNT CLEMENS SECONDARY COMPLEX

155 CASS AVENUE • MOUNT CLEMENS, MICHIGAN • (586) 461-3400 • FAX (586) 469-7066

PRINCIPAL
TINA MCNEELY

COUNSELOR
ALEXIS TERRY

DEAN OF STUDENTS
THOMAS HANNAH

School Annual Education Report (AER) Cover Letter

February 12, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 Tina McNeely for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-5,9542,1391,95, or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as an Additional Targeted Support (ATS) school.

A review of the data reveals achievement gaps in national and state assessment measures and a continuing need to improve and increase our overall student growth on all academic measures. To promote student engagement and academic growth, our instructional staff continues to work to create a guaranteed and viable curriculum by unwrapping essential state standards, creating a balanced assessment system focused on mastery learning, and research based, student-centered instructional strategies focused on student learning target alignment and feedback. This work is done primarily through district provided professional development and professional learning communities (PLCs), which meet by grade level or content area teams multiple times throughout the year. PLCs



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utilize the Instructional Learning Cycle as a data-focused protocol to promote teacher collaboration and reflection to improve classroom instruction.

To effectively support student learning and behavioral needs, a Student Support Team of interventionists, coordinators, coaches, and specialists was formed with current and new staff members and positions were organized. This team works daily to ensure at-risk students have access to appropriate academic and behavioral interventions and strategic learning opportunities while working to become college and career ready through Multi-Tiered Systems of Support (MTSS) processes. Behavioral interventionists and teachers utilize trauma-informed practices and a restorative lens when addressing negative patterns of behavior. Our School-Community liaison focuses on connecting resources and supports for chronically absent and most at-risk students and their families. Teachers are utilizing the IXL program to target specific skill remediation in regular classrooms and during advisory time. A mathematics essentials support class was implemented in all grades. We have a scheduled direct intervention support time for selected teachers to work with students individually or in small groups on learning gaps as revealed by state and local assessments. Through the implementation of the Adolescent Accelerated Reading Initiative program (AARI), students who are multiple grade levels behind in reading are showing remarkable growth in their work with our trained interventionist teachers.

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 continues the progress and iterative review of our school improvement focuses. Utilizing classroom-level interventions to promote growth in academic and non-academic skills, informing instructional shifts collaboratively with classroom and state assessment achievement results by collaborating in Professional Learning Communities to create a guaranteed and viable curriculum, utilizing trauma-informed and restorative practices, and continuing a school-wide focus on evidence-based instruction and behavioral supports, an increase of ancillary resources and programs to increase academic skills performance are a few of the research-based strategies our teachers and support staff 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.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Year	ELA 6	ELA 7	ELA 8	Math 6	Math 7	Math 8
2021 - 2022	19%	17%	7%	19%	3%	5%
2022 - 2023	27%	22%	13%	10%	9%	15%

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

Year	Fall	Spring
2020-2021	62, 31%	57, 30%
2021 -2022	52, 27%	40, 21%

We are proud of and grateful for the efforts our students, teachers, support personnel, families, and community are continuing to make in and out of the classroom to increase student achievement and improve building climate and culture. State and federal grants allowed us to provide a Chromebook for every student and add additional layers of support and programming. Professional development for all personnel targets instructional strategies that promote critical thinking and problem solving, teacher efficacy, online learning tools, and teachers are leveraging opportunities to collaborate on ways to increase student success. While striving to create an equitable school experience, we are committed to



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creating a welcoming and vibrant learning environment in our building, leveraging relationships leading to excellence, and serving the needs of all learners.

Sincerely,

Tina L McNeely

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL



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4. 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
 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
 7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

<SCHOOL OFFICIAL SHOULD WRITE A CLOSING PARAGRAPH OF CONGRATULATIONS AND/OR ENCOURAGEMENT.>

Sincerely,

<SCHOOL OFFICIAL SIGNATURE>