



MOUNT CLEMENS MIDDLE SCHOOL

161 CASS AVENUE • MOUNT CLEMENS, MICHIGAN 48043

(586) 461-3400 • FAX (586) 469-7058

KIRK DUNCAN, PRINCIPAL

January 7, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the 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 Kirk Duncan 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 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as a Targeted Support and Improvement School.

A review of the data reveals achievement gaps in national and state assessment measures and a continuing need to improve our senior success rate. To promote student achievement and growth across many grade levels, we have adopted 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 review of MTSS interventions is ongoing, particularly at the classroom level. We provide strategic learning opportunities for at-risk students and college readiness. Teachers are provided time within the school day to meet in Professional Learning Communities (PLC) to review data, instructional practices, and student needs. An instructional coach, Restorative Practices and Trauma-Informed consultants, and math and literacy consultants are on-site to provide expert support for teachers.

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.



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THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Mount Clemens Middle School continues the progress and iterative review of our school improvement foci. Utilizing classroom-level interventions to promote growth in academic and non-academic skills, informing instructional shifts collaboratively with classroom and state assessment achievement results, transforming into a trauma-informed school, and continuing a school-wide focus on evidence-based instruction with an increase of ancillary curricular resources to increase reading, writing, and mathematical skills performance are a few of the research-based strategies our teachers are utilizing to improve their classroom instruction.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools at Mount Clemens High 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

6 & 7 Grade M-STEP – 8 Grade PSAT (Percent Proficient)

Year	English 6	English 7	EBRW 8	Math 6	Math 7	Math 8
2017-18	9%	9%	17%	9%	9%	0%
2018-19	9.5%	3%	19.6%	7%	2%	9%

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

Year	Fall	Spring
2017-18	51, 32%	34, 23%
2018-19	44, 29%	29, 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. An increase in enrollment allowed us expand our course offerings and reduce average class size overall. Professional development for all personnel promotes an intense focus on becoming trauma-informed and restorative educators, and teachers are leveraging opportunities to collaborate on ways to



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increase student success. We are committed to creating a welcoming and vibrant learning environment in our building, leveraging relationships leading to excellence, and serving the needs of all students.

Sincerely,

Kirk Duncan
Principal, Secondary Complex



Kirk Duncan | Principal

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