

PA-25 Report 2008-09

Pinconning Area Middle School
605 W. Fifth Street
Pinconning, MI 48650
989-879-2311

VISION STATEMENT:

The mission of Pinconning Area Middle School is to enable our students to exit middle school with an adequate preparation for the challenges of high school. This will be accomplished through appropriate instruction and proper intervention, which will be specifically designed to meet the needs of the middle school student. Our exemplary MEAP score continues to be the highest in Bay County. Upgraded teaching materials and technology include instructional computer labs and a separate computer lab to be signed out for use. We have integrated lessons using technology, and offer a variety of exploratory classes, clubs, and extra-curricular activities. We implement creative scheduling for teaming and offer individualized professional development. Diverse learning experiences are provided, along with small class sizes, and consistent discipline. Awards are presented to recognize all students.

We are viewed as a respected, individual entity. We have our own administration, which provides strong, lasting leadership. Students and staff show unity and pride. The community is supportive of education, resulting in district harmony. Our middle school, grades seven and eight, has its own building, with state-of-the-art facilities. We maintain an encouraging, friendly, and professional atmosphere, which is recognized by the community, teachers, and support staff.

GENERAL INFORMATION:

Pinconning Middle School will incorporate the concept of Professional Learning Communities, in which the staff and administration will make data driven decisions to answer three important questions:

1. What do we want our students to learn?
2. How will we assess what the students have retained from the lessons?
3. When the data provides information on what objectives haven't been met, how will we re-teach the concepts?

The students will also develop Educational Development Plans when entering the seventh grade to provide information which will guide their academic scheduling in order to prepare for specific career pathways.

The middle school has a professional staff of 24:

- 12 middle-school-only teachers
- 1 counselor
- 1 administrator
- 10 shared teachers with the high school
- 1 shared media specialist
- 1 shared social worker

All are highly qualified in their respective fields by degree, state certification, and/or endorsement.

The middle school has a support staff that includes: 1 middle school secretary.

CORE CURRICULUM:

The curriculum director, in conjunction with the Bay-Arenac ISD, monitors the core curriculum. Curriculum development is guided by the Michigan Curriculum Framework document that is provided by the Michigan Department of Education (www.michigan.gov/mde), which is also the basis of all MEAP testing.

ACCREDITATION AND SCHOOL IMPROVEMENT:

Pinconning Area Middle School has demonstrated to the academic community that it effectively advances the quality of the educational experiences it provides for its students and is in compliance with the standard and criteria of the North Central Association (NCA) Commission.

NCA Commission on Accreditation and School Improvement has certified that PAMS has met all requirements for the Outcomes Endorsement. Outcomes Endorsement signifies that the school documented higher student achievement and remains committed to continuous improvement. The next school improvement cycle with NCA, Performance Accreditation, began in the 2008-09 school year.

Pinconning Area Middle School received a composite grade of "A" on the Annual Yearly Progress for the school year 2008-09.

PINCONNING MIDDLE SCHOOL IMPROVEMENT PLAN

Our school improvement plan addresses for students:

- a mastery of the curriculum,
- improved performance on standardized assessments
- a demonstration of higher-order thinking, problem-solving and decision making skills.
- a seamless transition from elementary to middle and middle to high school

It addresses:

- teacher's ability to review and analyze data from standardized tests, common assessments student performance indicators
- teachers' ability to utilize data to develop lesson plans and practice strategies that address performance deficiencies
- teacher knowledge and understanding
- Develop relationships and create expectations about students' ability to learn
- instructional skills and strategies
- teachers' ability to improve student academic achievement
- teachers' ability to implement curriculum
- accountability for student success
- An expansion of parent involvement and communication programs

It addresses in the area of resources a focus on:

- curriculum
- instruction and assessment
- investment in professional development, enrichment, time and activities with student achievement as a goal

NCA GOALS for 2009-10:

The Middle School Staff met and determined three areas of concentration for the NCA accreditation process. The goals were determined by using data and M.E.A.P. item analysis. The three areas are:

Math Basic Skills

Content Area: Math

Goal Source: Continuous Improvement

Development Status: Approved

Student Goal Statement: Pinconning Middle School students will improve basic mathematic computation skills.

Gap Statement: Based on a review of three different data sources, students scored lowest in areas of basic math computation.

Cause for Gap: Based on collected data, there is a 7-10 point proficiency gap in basic math skills in the economically disadvantaged sub group.

Multiple measures/sources of data you used to identify this gap in student achievement: 6th Grade TerraNova, MEAP Scores, Staff and Student Surveys, Pre- and Post-Tests, Weekly Classroom Assessments

Informational Reading Comprehension

Content Area: English Language Arts

Goal Source: Continuous Improvement

Development Status: Approved

Student Goal Statement: Pinconning Middle School Students will improve summarizing skills in informational text.

Gap Statement: Based on two data sources, students are having difficulty with informational reading skills.

Cause for Gap: Students consistently cannot accurately extract correct information from text and other informational reading sources as based on MEAP scores and in class assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: Measures used to determine the gap included MEAP tests, STAR tests, teacher chapter/unit tests, review questions, informal student-teacher discussions, and teacher surveys.

Writing Process

Content Area: English Language Arts

Goal Source: Continuous Improvement

Development Status: Approved

Student Goal Statement: Pinconning Middle School Students will improve basic writing skills across the curriculum to become proficient writers.

Gap Statement : Based on MEAP scores, 6th grade Terra Nova, and in-class assessments, a gap exists in basic writing skills including, but not limited to, grammar usage, spelling, punctuation, and sentence structure.

Cause for Gap: Lack of proficiency demonstrated on MEAP test and in-class assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores

Terra Nova

Writing Rubrics

Pre/Post Testing

ACHIEVEMENT:

Percentage of students Meeting or Exceeding State Standards on the MEAP:

ENROLLMENT:

September 2008 – Seventh Grade: 126 Eighth Grade: 137

February 2009 – Seventh Grade: 125 Eighth Grade: 138

Retentions: 0

Attendance Rate: 95%

PARENT PARTICIPATION:

71% – Fall 2008 Parent/Teacher Conferences (119 Parent Attendees)

20% – Spring 2009 Parent/Teacher Conferences (53 Parent Attendees)

100% – Parental contact throughout the 2006-07 school year by means of personal conference, phone, or written correspondence.

ACTIVITIES

Additional interests and opportunities for Middle School students

Student Council	8 th Grade Trip to Mackinaw Island
<u>Ten November</u>	Awards Assemblies
<u>The Jungle Book</u>	Middle School “Read for a Claws” (Proceeds to the Bay County Humane Society)
Athletics	State Choral Festival Participant
Honors Activities	Mandatory Tutorial
Talent show	PAL After Hours club
Spirit Week	Lunch Time Tutorial
Junior Renaissance	

JUNIOR RENAISSANCE

Students qualify for the Renaissance program during 1st semester of 7th and 8th grade. The Renaissance Award ceremony will be held during the month of February of 2nd semester. There are two categories for the Junior Renaissance program, Gold and Green. The criteria are listed below.

Gold Member:

1. Must have at least a 3.7 GPA at the end of 1st semester.
2. No detention or suspensions.
3. No unexcused absences.

Green Member: A Green member may qualify by any of the two sets of criteria listed below.

- | | |
|---|---|
| 1. Must have at least a 3.0 GPA for one semester. | Perfect attendance (not including school related activities). |
| 2. No detention or suspensions. | Or No detentions or suspensions. |
| 3. No unexcused absences. | No final grade of E for the semester. |
| 4. No final grade of E for the semester. | |

A Honor Roll

Students qualify for the A Honor Roll after each marking period. A student must have no less than an A- to qualify.

B Honor Roll

Students qualify for the B Honor Roll after each marking period. A student must have no less than a B- to qualify.

PRINCIPAL’S AWARD

Students qualify for the Principal’s Award after first semester. A student must have no less than an A-, no discipline referrals such as: detention or suspensions, no unexcused absences, and no tardy during that marking period.

School Report Card Information:

School Report Card - Grades Tested 7 - 8

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2008- 2009	Adjusted Score 2008- 2009	Ed Yes! Grade 2008- 2009	
Student Achievement	View Details			
English Language Arts	80.4	80.4	B	
Mathematics	94.2	100	A	
Science	86.8	86.8	B	
Social Studies	75.7	75.7	C	
Achievement Subtotal	84.3	85.7	B	
Indicators of School Performance		100	A	
Preliminary Grade		90	A	
AYP Status (Adequate Yearly Progress)		Met AYP		View Details
Composite Grade		A		

School Report Card - AYP Status - Grades Tested 7 - 8

AYP Status (Adequate Yearly Progress) is a measure defined in the federal No Child Left Behind Act (NCLB) to hold schools and districts responsible for student achievement in English language arts and mathematics based on state assessment results. AYP must be met for participation, achievement for the school as a whole, and for each student subgroup in which 30 or more students are enrolled. Click on View Details to see how AYP goals were evaluated for each topic.

Student Group	AYP English Language Arts 2008-2009	AYP Math 2008-2009
	View Details	View Details
All Students	Yes	Yes
Ethnicity		
Black or African American	-	-
American Indian or Alaska Native	-	-
Asian American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	-	-
White	Yes	Yes
Multiracial	-	-
Limited English Proficient	-	-
Students with Disabilities	-	-
Economically Disadvantaged	Yes	Yes