

Livonia Public Schools

Frost Middle School



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2022-2023**

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2022-2023 Annual Education Report



Frost Middle School

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LIVONIA PUBLIC SCHOOLS

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February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Frost Middle School. The AER addresses the complex reporting information required by federal law 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 Shanan Wheeler, Principal of Frost Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site [Frost Website](#) or you may review a copy by contacting Frost Middle School office.

For the 2021-2022 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 2021-2022. 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 2021-2022. 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 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format. Although significant gains have been made within subgroups, economically disadvantaged students, African American students, and students with disabilities continue to require additional academic intervention and support to increase their proficiency and close the achievement gap in targeted areas.

Our staff meet weekly in their professional learning teams (PLTs) to answer the above four questions, collaborate and plan curricula, and to analyze student assessment results to better inform instruction. Additionally, we continue to implement Eagle Time, a 25-minute period each day where students are provided opportunities for intervention and enrichment based on students' needs.

Continued efforts are in place to address the academic and socioemotional needs of students at Frost including multi-tiered systems of support for both academics and school appropriate behaviors. These supports include small group instruction, which target specific areas among students with similar academic needs, and intense literacy support for students working well below grade level. Behavioral supports include Peer Tutoring, a systematic reward system for demonstration of school appropriate behavior, and Tier II mentoring for students who require additional behavioral support. The adoption of a schoolwide writing goal has been put in place to support students learning to writing across the curriculum. Teachers assess student writing with a common rubric three times during the school year to record student growth and identify areas of strengthens and weaknesses. Professional Learning Teams, continue to work together to develop both common and formative assessments to analyze ongoing student growth and determine academic interventions when students are not mastering academic content.

Frost Middle School houses Livonia Public Schools magnet program for the academically talented, MACAT (Middle Alternative Classroom for the Academically Talented). MACAT students comprise more than half of the students in Frost's top 30% on the state assessment. Frost's enrollment has declined over several years, causing the MACAT students to comprise a higher percentage of the overall school population, which in turn raises the achievement threshold of the top 30% and contributes to the achievement gap between the top and bottom 30%. Other factors contributing to the achievement gap include attendance and student mobility. We are actively working to address the achievement gap with the initiatives listed above, which are intended to accelerate the student achievement of subgroups, including the state's bottom 30%, who are not meeting our school's proficiency targets.

State law requires that we also report additional information as found on the following pages.

Our collaborative efforts positively impact our school's success and student achievement. We remain focused on continuous improvement by reviewing data to refine our work and designing new goals based on best practices to support the highest level of learning for our students. Our staff is a dedicated, hard-working group, and we believe every student can achieve! We will continue to follow our mission and support every student, every day.

Sincerely,

Shanan Wheeler
Frost Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

The Frost Middle School Community works collaboratively to provide a fully inclusive learning environment built on mutual respect, meaningful relationships, and flexibility, equipping our students with the tools and strategies necessary to develop academic and social skills for personal growth and success in society.

SCHOOL PROFILE

Frost Middle School currently serves 624 students in grades 6 (center-based students only), 7 and 8 through a variety of educational programs including MACAT (Middle School Alternative Classrooms for the Academically Talented), and three center based programs (ASD, MoCI and cross categorical special education). The principal of Frost Middle School is Shanan Wheeler, and the assistant principal is Brian Jensen. Frost is home to 41 teachers and 14 paraprofessionals.

In addition to our full-time teaching staff, Frost employs several full-time student support staff including a media specialist, two counselors, two speech and language therapists, a center-based team leader, a social worker, a student assistance provider (SAP) and school psychologist. Based on need, our students may be served by occupational and physical therapists, autism coaches, behavioral specialists, teacher consultants, special education coordinators, and homebound service providers.

Assisting all of us in building operations, Frost is home to a full custodial staff, three building secretaries, food service providers, lunchroom personnel and a Blueline security guard.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Frost based upon attendance within the geographic boundaries of the school as well as students who transfer in based on seats available.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Frost Middle School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Frost School Improvement Goals for 2022-2023

Reading Goal/s: 100% of students will be mid/above grade level or increase their placement level on the i-Ready diagnostic reading assessment by the end of the year.

Reading Targets for Improvement:

- Increasing the percentage of students reaching proficiency on both the ELA M-STEP and EBRW PSAT.
- Exceed the state percentage of students reaching proficiency on both the ELA M-STEP and EBRW PSAT.
- Strengthening literacy skills and increase the percentage of students reaching proficiency in all subgroup areas with targeted Tier II interventions; however, the following subgroups are of particular concern: economically disadvantaged students, African American students, students with disabilities, and English language learners.
- Strengthen reading comprehension skills for both literature and informational text in 7th and 8th grades.
- Improve student engagement in the iReady through meaningful student reflection, goal setting throughout the year, and individual rewards for student growth to ensure meaningful data is collected.

Writing Goal/s: All students will be able to clearly communicate their thinking through writing in all content areas.

Writing Targets for Improvement:

- All students write topic sentences that grab the reader's attention.
- Students will provide supporting details that clearly tie into the topic sentence.
- Students will use correct punctuation.
- Students will use correct capitalization.
- Students will convey a clear, concise overall message in their writing.

Math Goal/s: 100% of students will be mid/above grade level or increase their placement level on the i-Ready diagnostic math assessment by the end of the year.

Math Targets for Improvement:

- Increasing the percentage of students reaching proficiency on both the Math M-STEP and Math PSAT.
- Exceed the state percentage of students reaching proficiency on both the Math M-STEP and Math PSAT.
- Strengthening literacy skills and increase the percentage of students reaching proficiency in all subgroup areas with targeted Tier II interventions; however, the following subgroups are of particular concern: economically disadvantaged students, African American students, students with disabilities, and English language learners.
- Strengthen mathematics skills in all iReady domains with a particular focus on Algebra and Geometry content strands for both 7th and 8th grade students.
- Improve student engagement in the iReady through meaningful student reflection, goal setting throughout the year, and individual rewards for student growth to ensure meaningful data is collected.

PBIS School Improvement Goal(s):

- Reduce the number of office referrals to pre-COVID numbers for insubordination through common teaching practices across all classrooms.
- Reduce the number of office referrals to pre-COVID numbers for physical contact in the hallway through consistent hallway supervision by teachers, administration, and blue line.
- Use alternatives to suspension when the action does not endanger the safety of others.
- Increase the number of minoritized students participating in the staff to student mentoring program.

- Increase the use of student success plans when students show a pattern of behavior.
- Include student voice in Falcon Time Talks.

PBIS Targets for Improvement:

- More students should be referred to Tier 2 interventions, specifically CICO and adulting mentoring.
- Clear, consistent student expectations need to be taught and implemented in each classroom, with a visual aid present in the classroom.
- An emphasis on student safety and respectful student interactions will be modeled by staff in the upcoming school year.
- Parent and student voice need to be more prevalent in creating classroom expectations and rewards.
- Create attractive opportunities for recognition or reward for positive behavior in the months of March and May.
- Consistent hallway supervision by teachers, administration, and blueline

Frost School Improvement Goals for 2021-2022

End of the Year Reading Goal: At the end of year point, in reading, all 7-8 students as well as each subgroup, will reach 100% of their individualized typical growth on the i-Ready diagnostic by the end of the 2021-2022 school year.

End of the Year Mathematics Goal: In Mathematics, all 7-8 students, as well as each subgroup, will reach 100% of their individualized typical growth on the i-Ready diagnostic by the end of the 2021-2022 school year.

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, Frost Middle School also received accreditation. The accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Frost Middle School provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music,

library/research skills and enrichment activities. The core curriculum is based on the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.

Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district’s Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, I Ready Diagnostic Assessment, PSAT 8 and the Cognitive Ability Test (CogAT®).

* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

DISTRICT LITERACY ASSESSMENTS

The following charts shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year. This diagnostic is administered three times a year in reading and math.

i-READY READING		
Percent of Students Mid or Above Grade Level		
2021	Grade 7	Grade 8
Frost	37.5%	34.5%
District	30%	29%
2022	Grade 7	Grade 8
Frost	39%	38%
District	30%	30%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics Percent of Students Mid or Above Grade Level		
2021	Grade 7	Grade 8
Frost	27.7%	25.9%
District	20%	19%
2022	Grade 7	Grade 8
Frost	34%	28%
District	23%	19%

STATE ASSESSMENTS

The PSAT 8 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to eighth and ninth graders. The purpose of the PSAT 8 is to establish a starting point in terms of college and career readiness as students transition to high school. All eighth graders take the PSAT 8 as a part of the State of Michigan's assessment system (M-STEP).

PSAT 8th Grade		
2021	Evidence Based Reading & Writing	Mathematics
Frost	65%	43%
District	65%	35%
2022	Evidence Based Reading & Writing	Mathematics
Frost	73.5%	48.9%
District	65.4%	42.7%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT - GRADE 8 Average Age Percentile Ranks				
2020-2021	Verbal	Quantitative	Nonverbal	Composite
Frost	57%	56%	58%	58%
District	54%	52%	56%	55%
2022-2023	Verbal	Quantitative	Nonverbal	Composite
Frost	49%	44%	49%	48%
District	58%	55%	64%	61%

PARENT TEACHER CONFERENCES

For the fall session of conferences during the 2022/2023 school year, 297 students (48%) were represented by 1224 individual conferences.

For the fall sessions of conferences during the 2021/2022 school year. 249 students (41%) were represented with 1,059 individual conferences held during a 6 hour virtual window.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their child should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data - Frost](#) will take you to the reports provided by the Michigan Department of Education for Frost Middle School.