

Frost Middle School

<http://frost.livoniaschools.org>



2018-2019 Annual Education Report



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Livonia, MI 48154
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Anthony Abbate, Principal
Shanan Wheeler, Assistant Principal



April 11, 2019

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Frost Middle School students based on 2017-2018 assessment results. 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 me, Anthony Abbate, Principal of Frost Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://frost.livoniapublicschools.org> or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2017-2018 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. 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 of at or below 67%. Some schools are not identified with any of these 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. 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.

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 these issues by:

- Providing co-taught mathematics and ELA classes for struggling students, as well as opportunities for additional math assistance during Falcon Time.
- Increasing emphasis on improving student attendance using the Wayne County "Erase Truancy" program.
- Enhancing implementation of a school-wide Positive Behavior Intervention and Support program, involving all staff, students, and PTSA in the process.

- Providing on-going professional development for staff to meet student learning needs.
- Increasing PTSA involvement as partners to promote student success.
- Continuing to build an inclusive culture of community and unity between building programs/populations (i.e. all-school Open House for incoming 7th graders, etc.).
- Creating collaborative experiences between all 3 LPS middle schools (i.e. all-school Activity Nights, 8th grade annual Cedar Point trip, Young Inventors Program, etc.).
- Continually refining Frost's School Improvement Plan to meet the needs of all Frost students.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's bottom 30%, who are not meeting our school's proficiency targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Anthony Abbate
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

Home of the Falcons

Preparing for Tomorrow's Challenges

Frost Middle School works with our community to provide a safe, supportive educational environment; promote self-discipline, motivation and excellence; and to prepare independent learners who contribute responsibly in a global society.

SCHOOL PROFILE

Frost Middle School serves 589 students in grades 7 and 8. The principal of Frost Middle School is Anthony Abbate, and the assistant principal is Shanan Wheeler. There are 41 professional teaching staff members, a media specialist, and 2 counselors.

In addition, there is the following full or part-time professional support staff: school psychologists, school social workers, speech and language therapists, a teacher for the visually impaired, gifted facilitator, resource and center classroom teachers, student assistance program specialist, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Frost Middle School based upon attendance within the geographic boundaries of the school as well as students who transfers in based upon seats available. Additionally, many students are bussed in from other attendance areas to participate in the MACAT gifted and talented program, as well as the Middle School Center Special Education Program and the County Autistically Impaired and Visually Impaired Programs.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Frost Goals for 2018-2019:

1. All students at Frost Middle School will be proficient in mathematics, specifically fractional operations.
2. All students at Frost Middle School will be proficient in reading (English Language Arts Goal), specifically identifying main idea in non-fictional text.
3. All students at Frost Middle School will be proficient in writing (Social Studies and Science Goal), specifically utilizing the “claim, evidence, reasoning” model.
4. All students at Frost Middle School will experience activities designed to close the achievement gap by improving school climate and students’ connection to each other, the staff and the school.

Frost Goals for 2017-2018:

1. All students at Frost Middle School will be proficient in mathematics.
2. All students at Frost Middle School will be proficient in reading. (English Language Arts Goal)
3. All students at Frost Middle School will be proficient in writing. (Social Studies and ELA Goal)
4. All students at Frost Middle School will be proficient in science.
5. All students at Frost Middle School will experience activities designed to close the achievement gap by improving school climate and students’ connection to each other, the staff and the school.

SPECIALIZED SCHOOLS OR PROGRAMS

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost and Emerson as alternatives to the regular 7-8 program. 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 all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, industrial education, family life education, business, world language, and technology instruction. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and 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

DISTRICT LITERACY ASSESSMENTS

The middle school ELA teachers administered a seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study.

ELA Common Assessment – ELA Reading Objective Percent Met		
Spring 2018	Grade 7	Grade 8
Frost	41.0%	68.4%
MACAT	82.7%*	-
District	66.8%	77.5%
Spring 2017	Grade 7	Grade 8
Frost	64.2%	80.1%
MACAT	-	91.2%
District	61.7%	81.1%

*8th grade MACAT took the 7th grade ELA assessment.

DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth social studies writing assessment was administered this school year. The assessment, known as a Document Based Question (DBQ), measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

Middle School Social Studies Document Based Question Assessment Percent of Students Proficient		
2017-2018	Grade 7	Grade 8
Frost	85.7%	94.5%
MACAT	99.1%*	-
District	84.0%	90.7%
2016-2017	Grade 7	Grade 8
Frost	89.5%	90.1%
MACAT	-	99.1%
District	82.9%	88.8%

*8th grade MACAT took the 7th grade DBQ.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students.

CogAT GRADE 8 Age Percentiles				
2017-2018	Verbal	Quantitative	Nonverbal	Composite
Frost	50	55	60	57
MACAT	95	97	96	98
District	60	61	66	64
2016-2017	Verbal	Quantitative	Nonverbal	Composite
Frost	53	59	62	60
MACAT	96	97	96	98
District	60	63	68	66

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Frost has a high degree of parental involvement, as evidenced by PTSA membership, open house attendance, and concert and sporting event attendance.

During 2017-2018, 300 families (48%) participated in the fall parent-teacher conferences and 166 families (27%) participated in the spring conferences. Over 450 parent contacts were made during open house. In addition, staff logged over 200,000 parent contacts by phone, mail, e-mail, and in school meetings with parents and guardians.

During 2018-2019, 241 families (41.2%) participated in the fall parent-teacher conferences and 139 families (24%) participated in the spring conferences. Over 450 parent contacts were made during open house. In addition, staff logged over 200,000 parent contacts by phone, mail, e-mail, and in school meetings with parents and guardians.

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 children 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) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct 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 MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 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.

The link <http://bit.ly/2HgC8VZ> will take you to the reports provided by the Michigan Department of Education for Frost Middle School.