School Annual Education Report (AER) Cover Letter

January 31, 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 Mona Shores 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 middle school office staff for assistance.

The AER is available for you to review electronically by visiting the following web site Annual Education Report, 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 an ‘Additional Targeted Support (ATS) school’.

We are excited to share that Mona Shores Middle School continues to implement a comprehensive, school-wide multi-tiered system of support for all students. This system is responsive to individual student needs at the earliest possible moment in order to help each student find success and increase achievement. Learning gaps are addressed at the individual student level by highly qualified teachers in a variety of settings that are prescriptive to the needs of the individual student. At MSMS we pride ourselves on knowing every student’s individual needs and then working tirelessly to meet these needs in any way we can. We are pleased to inform you that MSMS has continued to attain a high level of achievement, with greater than 80% of our students scoring proficient or above on our local assessments and screeners. Our staff has engaged in Professional Learning Communities, aligned courses and assessments with CCSS (Common Core State Standards), and taken a focused approach to embed literacy consistently into their classes. Formative Assessment continues to develop as a common practice and is improving instructional practices, planning, and student success. As a building, we continue to implement early intervention and support strategies for our struggling students, offer before and after school support, and provide additional support when needed. We appreciate the encouragement and support of our parents, staff, and community as we work towards success for each student. We continue to utilize a multi-tiered system of supports to reach all learners at their individual level based on their individual needs from an academic, behavioral, and social perspective.

Inspiring excellence, building character, and impacting the future through academics, arts, and athletics...Mona Shores!
State law requires that we also report additional information. The following additional information helps us comply with this law and references at least the previous 2 years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**
   ○ Mona Shores Middle School is involved and complies with county-wide procedures as it pertains to accepting external schools-of-choice students. Internal school of choice students are individually decided upon based on best fit for the student, family, enrollment, and current school.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**
   ○ MSMS is fully compliant with all school improvement requirements as outlined by the Michigan Department of Education and aligned with our DSP.

3. **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**
   ○ Our district and school follows the State’s Core Curriculum model.
   ○ Pacing guides and curriculum maps available in the MSMS main office.

4. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**
   ○ MSMS students continue to achieve at a rate of 80% proficiency or above in reading and math as measured by our localized assessments and universal screening tools.

5. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:**
   - 2016: 88%, 2017: 92% 2018: 41% (structure change, increased communication)

I would like to express how proud I am of the hard work and effort put forth by our students, staff and families at Mona Shores Middle School. We will continue to focus on high expectations in both academics and behavior for each student, guiding them towards success in high school, career, college, and life.

Sincerely,

Doug Ammeraal
Principal
Mona Shores Middle School