

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

Annual Education Report

February 10, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 educational progress for White Pine 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 Vikki Wandmacher, principal, for assistance.

The AER data is available for you to review electronically by visiting the following web site <http://bit.ly/2t35Klh>, or you may review a copy in the main office at your child's school.

For the 2019-20 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.

White Pine Middle School has not been given one of these labels.

An examination of the data in the combined report from the 2018-19 state testing shows that White Pine Middle School scores in English language arts fell in 6th, rose in 7th, and remained comparable in 8th grade to the previous year, while still remaining above state averages. The scores fell in mathematics and are around the state averages. This was the first year of testing done using the PSAT in the 8th grade. In the mathematics and ELA data, some subgroups improved, while others did not. This varied across grade levels and subjects. White Pine Middle School is working to continue to improve student learning through building strong

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

intervention programs to assist struggling students, professional development for teachers, and a school improvement plan based on the current data.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All district pupils in 6th-8th grade are assigned to White Pine Middle School as there is only one building in this district that serves the 6th-8th grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs. This process has remained the same for a number of years.

THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

A copy of the School Improvement Plan is available for you to review electronically by visiting the following web site: <https://www.stcs.org/WPMS/25138-Untitled.html> or you may review a copy in the Main office.

The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, strategies and activities for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals. An outline of the White Pine Middle School School Improvement plan for 2019-2020 school year is shown below. The full School Improvement plan for the past two years can be accessed here: <https://www.stcs.org/WPMS/25138-Untitled.html>

Goal 1: All staff will implement Middle Level best practices.

****Strategy 1: Professional Learning and Dialogue***

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
Student Engagement	Set expectations and provide support for a variety of engagement strategies and structures that facilitate participation and learning by students.	All staff
Culture and Climate	Establish and maintain consistent classroom routines based on CHAMPs guidelines. Demonstrate appropriate teacher-student and student-student relationships.	All staff

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

Assessment Literacy and Learning Targets	Participate in professional development to build assessment literacy knowledge. This knowledge will be used to implement a balanced assessment system including formative and summative assessment based on standards. Communicate assessment data with students through the use of evidence folders. Learning targets are clear and based on standards.	All staff
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**Strategy 2: Instruction for All Students*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>Student Collaboration</i>	<i>Develop, teach, assess, and evaluate subject area and interdisciplinary units. Continue to implement interdisciplinary units within Learning Communities and content department teams. Teachers will attend training to stay current in their knowledge.</i>	<i>All staff</i>
<i>Goal Setting</i>	<i>Provide data assessment, learning targets, and success criteria for students. Teachers work with students to set goals to assist them with improvement.</i>	<i>All staff</i>
<i>Career Exposure and Activities</i>	<i>All 8th graders will attend the MI Career Quest for hands-on career experiences</i>	<i>8th grade staff Counselor</i>

**Strategy 3: Multi-tiered System of Supports (MTSS)*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>Behavior Support Systems</i>	<i>Study current literature and models of behavior support systems. The staff will continue to implement CHAMPS strategies.</i>	<i>All staff</i>
<i>Student Connection</i>	<i>Each student is connected positively with a staff advocate</i>	<i>All staff</i>

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

**Strategy 4: Family Engagement to Support Learning*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Educate Stakeholders</i>	<i>Regularly communicate to families the characteristics and needs of middle level learners. Engage families by providing information about learning community and school activities and events.</i>	<i>All staff</i>

Goal 2: All students will become proficient in math.

**Strategy 1: Professional Learning and Dialogue*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Math Best Practices</i>	<i>Engage in professional development to research and implement math best practice strategies to meet the needs of all levels of learners. The professional development will also examine the use of problem solving maps, learning targets, and student collaboration in identifying learning needs and monitoring progress using data protocols. Staff will find appropriate mathematical connections to each content area.</i>	<i>All teachers, LNS, administrators</i>
<i>Math Enrichment Meetings</i>	<i>Meet three times a year for professional development and make decisions based on data, regarding the movement into and out of the enrichment classes. Math enrichment teachers will implement best practices for enrichment classes.</i>	<i>Math enrichment teachers, LNS, administrators</i>

**Strategy 2: Instruction for All Students*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Inquiry Learning</i>	<i>Engage students in inquiry learning and problem solving lessons and activities. Students will read, write, explain and solve complex real world mathematical problems.</i>	<i>Math teachers, LNS, and administrators</i>

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

<i>Assessment</i>	<i>Use evidence folders to share assessment data with students to define learning targets to better meet student needs.</i>	<i>Math teachers, LNS, and administrators</i>
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**Strategy 3: Multi-tiered System of Supports (MTSS)*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Math Enrichment Classes</i>	<i>Place students into or remove them from math enrichment classes based on data. Lessons will follow best practices. Student growth will be assessed regularly.</i>	<i>Math enrichment teachers, LNS, and administrators</i>

**Strategy 4: Family Engagement to Support Learning*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Home/School Numeracy Connection</i>	<i>Share achievement data with parents. Information on home strategies to support numeracy learning will be provided throughout the year.</i>	<i>All Math teachers, LNS, administrators</i>

Goal 3: All students will become proficient in reading and writing across content areas.

**Strategy 1: Professional Learning and Dialogue*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Reading and Writing</i>	<i>Participate in professional development opportunities to study best Essential Literacy Practices 6-12 for reading and writing across the curriculum. ELA teachers will</i>	<i>Teachers, LNS, administrators</i>

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

<i>Across the Curriculum</i>	<i>implement TCRWP Units of Study. The professional development will also examine the use of assessment practices in identifying learning needs and monitoring progress.</i>	
<i>Reading Enrichment Meetings</i>	<i>Meet three times a year for professional development and make decisions based on data regarding the movement into and out of the enrichment classes. Reading enrichment teachers will implement best practices for enrichment classes. Student growth will be assessed regularly.</i>	<i>Reading enrichment teachers, LNS, administrators</i>

**Strategy 2: Instruction for All Students*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>Reading Strategies Across the Curriculum</i>	<i>Apply Essential Literacy Practices for reading across the curriculum. These strategies will be employed in science, social studies, English language arts, mathematics and the elective courses.</i>	<i>Teachers, LNS, and administrators</i>
<i>Writing Strategies Across the Curriculum</i>	<i>Use Essential Literacy Practices for writing across the curriculum including science, social studies, English language arts, mathematics and the elective courses.</i>	<i>Teachers, LNS, and administrators</i>
<i>Assessment</i>	<i>Use evidence folders to share assessment data with students to define learning targets to better meet student needs.</i>	

**Strategy 3: Multi-tiered System of Supports (MTSS)*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>Reading Enrichment Classes</i>	<i>Place students into and remove them from reading enrichment classes based on data. Students will receive lessons to increase reading understanding. Lessons will follow best practices which include embedding vocabulary instruction of Tier 2 words. Student growth will be assessed regularly.</i>	<i>Reading enrichment teachers, LNS, and administrators</i>

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

**Strategy 4: Family Engagement to Support Learning*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>Home/School Literacy Connections</i>	<i>Share achievement data with parents. Information on home strategies to support reading and writing will be provided throughout the year.</i>	<i>Reading teachers, administrators</i>

Goal 4: All students will increase their understanding of S.T.E.M. (Science, Technology, Engineering and Math) concepts.

**Strategy 1: Professional Learning and Dialogue*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>MiStar Professional Development</i>	<i>Participate in professional development to learn how MiStar activities and units can be incorporated. Implement student collaboration and learning targets.</i>	<i>Science teachers, STEM coordinator</i>

**Strategy 2: Instruction for All Students*

ACTIVITY	TEACHERS/ PRINCIPALS/ COUNSELORS WILL...	RESPONSIBLE STAFF
<i>Course Activity Adjustments</i>	<i>Participate in MiStar science units.</i>	<i>Administration, teachers, STEM coordinator</i>
<i>Assessments</i>	<i>Use assessment data to define learning targets.</i>	<i>All staff</i>

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

**Strategy 3: Multi-tiered System of Supports (MTSS)*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>Differentiated Instruction</i>	<i>Provide activities in heterogeneous groups with differentiated instruction to meet the needs of struggling learners.</i>	<i>All staff</i>

**Strategy 4: Family Engagement to Support Learning*

<i>ACTIVITY</i>	<i>TEACHERS/ PRINCIPALS/ COUNSELORS WILL...</i>	<i>RESPONSIBLE STAFF</i>
<i>S.T.E.M. Day</i>	<i>Provide an opportunity for parents and students to be engaged in S.T.E.M. activities.</i>	<i>S.T.E.M. coordinator, administrators</i>

A BRIEF DESCRIPTION OF OUR SCHOOL

White Pine Middle School serves students in 6th-8th grade, including programs for students with special needs in the areas of Emotional Impairment, Cognitive Impairment, Asperger Syndrome, and Autism Spectrum Disorder.

White Pine Middle School offers talent development classes to students who excel in specific academic areas. These areas include Math, Science, and English Language Arts.

Students can also participate in courses of their specialty including studio art, Spanish, French, orchestra, choir, band, forensics, play production, industrial arts and technology and design courses.

White Pine Middle School also offers a wide variety of sports for students to participate in after school.

CORE CURRICULUM

White Pine Middle School

2020–2021 Annual Education Report for 2019–2020 Progress

Vikki Wandmacher, Principal

White Pine Middle School follows the English Language Arts, Mathematics, Science and Social Studies standards set forth by the Michigan Department of Education. All of these standards can be accessed through this link:

https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

AGGREGATE STUDENT ACHIEVEMENT RESULTS

The website MI School Data contains achievement results for White Pine Middle School on the statewide assessment. The report can be found through through this Link: <http://bit.ly/2t35Klh>

PARENT–TEACHER CONFERENCES

Parent- Teacher Conference Attendance	2016-2017	2017-2018	2018-2019	2019-2020
Fall Conferences	81%	874 families 86%	888 families 81%	982 families 86%
Spring Conferences	36%	319 families 31%	321 families 30%	584 families 50%

White Pine Middle School

White Pine Middle School offers a fine academic program, rich in opportunities for all students. Teaching of the core curriculum, extensive elective offerings and our service learning programs provide an excellent experience for the students. We are proud of our school as it has been designated by the National Forum to Accelerate Middle-Grades as one of fourteen middle schools in the State of Michigan to earn a Schools to Watch designation. We are dedicated to raising student achievement and supporting positive student development in the middle grades. We will continue to gather data, study this data, adjust accordingly, and put a plan into action as part of our never ending quest for continuous school improvement.

Sincerely,
Vikki Wandmacher, Principal