



FULTON MIDDLE SCHOOL

2018-2019 SCHOOL ANNUAL REPORT COVER LETTER

Paul Hungerford, Principal

FULTON MIDDLE SCHOOL

2018-2019

Annual Education Report

Principal's Greeting/Message

January 30, 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 Fulton 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 Mr. Paul Hungerford, Fulton Middle School Principal, for assistance.

The AER is available for you to review electronically by visiting <http://bit.ly/2tGaeuK>, 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 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 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 any of these labels.

Fulton Middle School is committed to our students and continues to explore any and all educational opportunities to provide the best possible learning experiences for our students and their families. As the data identifies in the report, we, as a staff understand that raw scores shows both strengths and weaknesses within our performance in the areas of Math, English, Science and Social Studies. Our goal for the 2017-2021 school years is to continue to build upon our strengths and to identify our core weaknesses and improve on each one.

Sincerely,

Paul Hungerford

Paul Hungerford, Principal

Description of the School

Fulton Middle School serves students in 6th -8th grades. Programs at the school include band, counseling, homebase team building & peer supports, creative writing, technology, investigative science, careers, physical education and Science Olympiad.

Process for Assigning Pupils to the School

All district pupils in 6th -8th grades are assigned to Fulton Middle School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available at www.fultonpirates.net or in the Fulton MS/HS 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, objectives and strategies 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.

| GOALS | PROGRESS | | |
|--|------------------|--------------------|-----------|
| | NOT YET BEGUN | MAKING PROGRESS | COMPLETED |
| All students will be proficient in Math, ELA, Science and Social Studies | | | |
| <ul style="list-style-type: none"> Exploratory Sections related to Math, ELA, Science and Social Studies have been implemented into the MS schedule to further support the curriculum taught in the core courses. Middle School students are working with MobiMax to identify and close learning gaps within the areas of Math and English Language Arts, and is being used as a progress monitoring tool. | | X | X |
| All students will be proficient in Reading | | | |
| <ul style="list-style-type: none"> Departmental meetings have focused on curriculum standards and addressing the improvement of informational reading skills. Teachers and staff are in the process of aligning Science and History curriculum to new state content standards. The development of the middle school science lab has provided more hands-on learning experiences for all students. | | X | |
| | | X | |

Core Curriculum Status

A copy of the Core Curriculum is available from the Michigan Department of Education. Fulton Middle School will follow the Michigan Department of Education's Grade Level and Content Expectations and College and Career Readiness Standards. These documents may be found at: <http://www.michigan.gov/mde>.

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations/College and Career Readiness Standards approved by Michigan's State Board of Education. Building educators utilize the Write Source and Holt Elements resources verified by research conducted by Holt and our language arts department. The English Language Arts curriculum was last

approved by our local Board of Education in 2010. Teachers and support staff are encouraged to continue professional development in the best practices in English Language Arts.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. The Mathematics curriculum follows the Grade Level Content Expectations/College and Career Readiness Standards approved by Michigan’s State Board of Education. Building educators utilize the McDougal Littell resources verified by research conducted by McDougal Littell. The Mathematics curriculum was last approved by our local Board of Education in 2012. Teachers and support staff are encouraged to continue professional development in the best practices in Math.

Science

The Science curriculum follows the Grade Level Content Expectations/College and Career Readiness Standards approved by Michigan’s State Board of Education. Building educators utilize Prentice Hall and McDougal Littell resources verified by research conducted by Prentice Hall and McDougal Littell. The Science curriculum was last approved by our local Board of Education in 2006. Teachers and support staff are encouraged to continue professional development in best practices in Science.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations/College and Career Readiness Standards approved by Michigan’s State Board of Education. Building educators utilize Glencoe resources verified by research conducted by Glencoe. The Social Studies curriculum was last approved by our local Board of Education in 2008. Teachers and support staff are encouraged to continue professional development in best practices in Social Studies.

Aggregate Local Assessment Data

The Fulton Middle School staff has aligned their curriculum to meet the current State Standards, Benchmarks and High School Content Expectations. Assessments are based on the criteria set forth by the State of Michigan and the Federal Government. The results listed below are based on annual M-Step Comparison Data from the 2018-2019 school year.

| ELA Grade 6 | Fulton | GIRESD | State |
|-------------|--------|--------|-------|
| 2018-19 | 20.4% | 41.6% | 45.4% |

| Math Grade 6 | Fulton | GIRESD | State |
|--------------|--------|--------|-------|
| 2018-19 | 20.4% | 30.3% | 35.1% |

| ELA Grade 7 | Fulton | GIRESD | State |
|-------------|--------|--------|-------|
| 2016-17 | 45.2% | 48.4% | 44.8% |
| 2017-18 | 60.0% | 38.7% | 43.4% |
| 2018-19 | 14.3% | 14.3% | 28.1% |

| Math Grade 7 | Fulton | GIRESD | State |
|--------------|--------|--------|-------|
| 2016-17 | 47.1% | 47.1% | 48% |
| 2017-18 | 32.4% | 40.4% | 42.8% |
| 2018-19 | 3.7% | 32% | 35.7% |

| | | | |
|-----------------|--------|--------|-------|
| English Grade 8 | Fulton | GIRESD | State |
| 2016-17 | 21.4 | 29.4 | 36.2 |
| 2017-18 | 48% | 35.7% | 30.8% |
| 2018-19 | 62.7% | 62.3% | 61.9% |

| | | | |
|--------------|--------|--------|-------|
| Math Grade 8 | Fulton | GIRESD | State |
| 2016-17 | 33.3% | 21.6 | 22.7 |
| 2017-18 | 16.2% | 33.6% | 33.3% |
| 2018-19 | 41.2% | 43.3% | 41.4% |

Parent Teacher Conference Attendance Data

| | 2017-2018 | | 2018-2019 | |
|------------|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| | Number of students represented | Percentage of students represented | Number of students represented | Percentage of students represented |
| All | 65 | 70% | 84 | 70% |

Parent Involvement

Parent Involvement Policy

Statement

We, at Fulton Middle School and High School, believe that parents are our children's original teachers and equal partners in the Home-School-Community triad that constitutes a child's learning environment.

Parent's Responsibilities

We believe and strongly support our parents in providing their children with a home environment that provides for their child's health, safety and emotional well-being. An environment that prepares them for school teaches them family life skills and values and builds a positive support for school learning and behavior.

School's Responsibilities

We believe that school must provide parents with current information on their child's academic progress through parent-teacher conferences, report cards, notes home, phone calls, and personal contacts. Schools should keep parents informed of schedules and special events through newsletters, memos, and notes. Every parent should receive a school handbook. Communications should be on a regular, timely basis. We also believe that schools must support families by helping to provide connections to other community agencies. This is fostered through the program's partnerships and collaborative agreements with various education, health, and welfare support agencies.

Parent Involvement in School

Parent involvement in school activities is encouraged through an open visitation policy, which allows parents to visit and observe their child's or special programs. Parents are encouraged to serve as volunteers to assist teachers in the classrooms, to help as tutors, supervise special events, chaperone field trips and be guest presenters. We believe that parents send powerful messages about education to their children when they take time to participate in school functions and set a positive educational tone at home. It is hoped that involvement will make parents comfortable and encourage them to take an active role throughout their children's school years. We believe that parents must be equal partners in their children's education. Fulton Schools will seek regular parent input through surveys, open meetings, and special events, such as parent and student workshops and celebrations.

School-Parent Compact

The Fulton School-Parent Compact describes the school's responsibility to provide high quality curriculum and instruction to all students in a supportive and effective learning environment. This compact is a written agreement of shared responsibility that:

- Defines the goals and expectations of schools and parents in the effort to improve student achievement.
- Outlines how parents, the entire school staff, and students will work together and build a partnership to help students achieve high academic standards.
- Translate the policies and goals of parents and schools into "action statements" (i.e. What will administrators, teachers, and parents do to make policies and goals a reality?)
- Serves as a catalyst for collaboration and a guide for ongoing, better communications, interactions and exchanges between school staff and parents/guardians.

Why a Compact

A compact provides the opportunity for developing strong school-family partnerships that will connect families and schools, as well as the broader community, and promote shared responsibility for the high performance of students. These partnerships can:

- Improve student school programs and school climate.
- Increase the skills and leadership abilities of parents.
- Ensure the provision of family services and support.
- Sustain long-term improvement in student academic achievement.
- Help teachers, parents, and school be more effective.

However, the main reason for a compact and school-family partnership is to help students succeed in meeting the challenging academic standards they are expected to master.