



Davis Junior High School

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Davis Junior High 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 the school principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/ZwmeH3> or you may review a copy in the principal's office at your child's school.

The state has identified some school with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as being a Focus School.

School Improvement Plan

Davis Junior High School's Tier I Objectives:

48.30% of all students will demonstrate a proficiency in reading in English Language Arts by 6/1/2016 as measured by the spring 2016 state assessment.

38.16% of all students will demonstrate a proficiency in Mathematics by 6/1/2016 as measured by the spring 2016 state assessment.

25.85% of all students will demonstrate a proficiency in Science by 6/1/2016 as measured by the spring 2016 state assessment.

48.30% of all students will demonstrate a proficiency in the writing process in English Language Arts by 6/1/2016 as measured by the spring 2016 state assessment.

35.49% of all students will demonstrate a proficiency in Social Studies by 6/1/2016 as measured by the spring 2016 state assessment.

Davis Junior High School had a successful 2014 - 2015 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's Tier I objectives.

Davis Junior High School data teams utilized a variety of assessments to analyze data including MEAP (2013-2014), M-STEP (2014-2015), NWEA (2014-2015), EXPLORE, end of course and unit assessments and MISD genre unit tests. Teachers meet on a regular basis in subject area data teams to analyze data and collaborate in planning classroom lessons and intervention strategies. District assessments are administered and analyzed and instructional changes are made based on the results.

At Davis Junior High, the staff continues to focus on closing gaps and targeting low scores in all content areas. Additional focus areas for Davis Junior High center around three key areas: improving instructional practices, improving the culture/environment for students and teachers working as interventionists. The school improvement plan continues to be the roadmap for departments and teachers to focus instruction and supports, but as a collectively staff the three key areas are the focal points.

Davis Junior High School staff continues to target the bottom 30% of students in the following content areas: mathematics, social studies and science. Special education students are also a target for Davis teachers. Targeting the bottom 30% of students in multiple content areas continues to be a point of discussion and practice.

From the most recent M-STEP data and Accountability Scorecard, Davis has moved from a “yellow” designation to a “lime” designation. All the focal points covered within each subgroup and content area showed Davis students hitting proficiency targets. Science continues to be an area where students in the bottom 30% struggle and where they did not meet the proficiency standards. Science, social studies and mathematics teachers will continue to analyze the data, set appropriate SMART goals and work to provide high yield strategies to improve these areas.

Teachers within specific departments (mathematics/reading – grades 7/8) are also using data analysis to examine NWEA to target gaps and need. The approach of supporting teaching and learning and providing the teachers with impactful strategies within the classroom serves as the first approach to impacting the bottom 30% of students at Davis.

The second learning priority with departments focusing on supporting struggling students through accommodations and modifications have been successful over the past few academic cycles. Every five weeks, departments will meet in data teams to identify struggling students (70 percent and below academic grades) and will target specific group/individual supports to help them improve their grades. Individual classroom data will be collected, strengths/obstacles reviewed, SMART goals set, accommodations/modifications selected and outcome results will be indicated. From this point, teachers will implement plans and will progress monitor student academic grades throughout the five weeks. The teachers will repeat the process every progress and reporting period. The practices and strategies currently being utilized by teachers appears to be making a difference with students.

Within social studies and science, teachers continue to focus on standards where students struggle through detailed common assessment analysis. Both content areas continue to focus on the processes (science – investigative, social studies – analyzing, applying and evaluating content,) charts, graphs and tables as well as academic vocabulary. In these areas, students struggle with reading comprehension and teachers are working to assist students with the understanding and making sense of the challenging content. Time is allocated to review the standards, set instructional plans and goals for departments and students as well as selecting and utilizing best strategy practices. The assessment for these content areas is not year to year, so teachers continue to review past data and plan accordingly.

As mathematics contains a yearly assessment from 6th – 8th grade, this is an area that is heavily targeted at Davis. For the 2015/2016 school year, mathematics will continue to target problem solving, basic facts and vocabulary. The Essentials Elective has taken students that demonstrated 4s on the MEAP/M-STEP and provided them with an additional layer of mathematics support daily. The math teachers in the elective focus on skill building, mathematics fluency and problem solving to help support the students. Early data analysis has shown these students showing success in not only this elective, but in their mathematics and other courses as well. Teachers within these departments also identified standards through pretest, common assessments and post assessments as areas to target as a department and individually within their classrooms after analyzing the available data.

The Davis School Improvement Plan has goals, strategies, activities and progress monitoring systems in place to ensure that the adults are taking the appropriate steps needed for implementation. Department chair meetings, data team meetings, individual teacher department meetings, AVID site team meetings and walkthrough data are all collected and reviewed.

Embedded professional development topics range around strategies/activities from the school improvement plan including: AVID, CITW, peer to peer, differentiation, posted learning objectives (I Can statements), accommodations/modifications for at-risk students and department specific strategies to work toward closing the gaps with the bottom 30% sub groups. Co-teaching professional development and English Language strategies have been provided to teachers throughout the year to target an increasing EL population and special education subgroup. Professional development during the 2015/16 school year allows for time for teachers to present lessons and then collect feedback through a process called “WICORizing” to strengthen the lesson. Feedback is welcomed and teachers work through a template developed by the AVID team.

Points of Pride

Davis Junior High School offers a variety of experiences for students including: Positive Behavior Support/Earned Privilege Program, Foreign Language Club, Math Club, Homework Club, Principal’s Student Advisory Board, Ecology Club, Science Olympiad, Social Studies Olympiad, AVID, Student Council, National Junior Honor Society and Yearbook.

Student Enrollment

Students attend Davis Junior High School based on the attendance area serviced within our school boundary. A number of Utica Community Schools students in other attendance areas enroll in our school based on the district’s open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialized Programs

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation. Students are selected based on their academic record and performance on tests of aptitude and achievement.

Utica Academy for International Studies

This is a four-year high school academy designed to prepare students for completion of the International Baccalaureate (IB) Diploma Program. All students are expected to take part in artistic activities (*creativity*); sports or physical activity (*action*); and community or social service projects (*service*). This unique curriculum and the personal growth it requires of its students will provide them a mobility and adaptability that prepare students to successfully lead in the global workforce of the 21st century.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools have transitioned to the Michigan Academic Standards in English Language Arts and Mathematics and continue to follow the Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE) in all other content areas. These standards can be accessed on www.uticak12.org under the instruction tab. The district’s vision and mission document, entitled Reaching Higher, can be accessed at reachinghigher.uticak12.org.

District Assessments

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. The following assessments are also given at each of the different levels to follow each student's academic progress.

Practice EXPLORE

The practice EXPLORE test is a preliminary ACT assessment given to all 8th grade students in Utica Community Schools to help students prepare for high school coursework, higher education and ACT success. It assesses students' skills in English, reading, mathematics and science.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT is a standardized test given to all 10th graders in Utica Community Schools. It measures a student's skills in the areas of critical reading, math problem-solving and writing skills. It also gives the student a chance as an 11th grader to take the test and possibly qualify for the National Merit Scholarship program.

Parent/Teacher Conference Attendance

Number: 612

Percentage: 76%

We are pleased to provide this annual education report to our school community. The information contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Davis Junior High is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,
Brian T. Shepard, Principal