



Otsego Middle School

Annual Education Report 2015-16

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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 Otsego 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 Otsego Middle School for assistance. The AER is available for you to review electronically by visiting the following website:

[2015-16 OMS Annual Report](#), or you may review a copy in our main office.

The challenge at the middle school continues to be closing the gap for our economically disadvantaged students across all curriculums. We continue to identify need and provide targeted interventions for specific students that require additional time and support in math and reading. We place a strong emphasis on the strategic teaching of writing skills and have realized some much needed progress for a minimal number of our at-risk 7th grade students in the area of reading through our two READ 180 classes that were built in to our daily schedule three years ago. The district and building plan includes the implementation of a Response to Intervention (RtI) program added to the school day by 2016-2017. This program will provide much needed strategic support during the school day for all students. The district received a STEM grant to add robotics curriculum and "after school" robotics teams were established at each grade level. This program has enhanced our 8th grade science curriculum and potentially allow us to develop a robotics program that takes place within the actual school day.

Key initiatives to accelerate achievement:

- Include thirty delayed start school days for teachers to participate in PLC's
- Development of RtI program with targeted interventions for students that need additional time and support to be successful
- Specifically identify essential learning targets/skills for each discipline and develop interventions for those specific targets/skills
- Fully implement an RtI program that provides an intervention period within the school day by the 2016-2017 school year
- Continue to pre-assess students in all core classes and use data to guide instruction
- Continue the development of common formative and summative assessments
- Develop a daily schedule that affords teachers within the same core discipline to have common planning time

As our PLC process continues to develop, student learning will increase.

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STATE LAW REQUIRES THAT WE ALSO REPORT ADDITIONAL INFORMATION.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Otsego Middle School houses all of the district's 6th, 7th, and 8th grade students.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

School Improvement Goals have been established at Otsego Middle School for the purpose of continued review and improvement of our entire academic program.

- By the end of the 2015-2016 school year, 70% of Otsego Middle School students will achieve 70% proficiency on a local fraction assessment. This goal was met and exceeded.
- By the end of the 2015-2016 school year, 65% of Otsego Middle School students who are economically disadvantaged will achieve 70% proficiency on a local fraction assessment. This goal was met and exceeded.
- All students at Otsego Middle School will be proficient readers. This goal is on-going and will be adjusted for the next school improvement cycle to reflect specific growth statistics (SMART GOAL).
- Students who are economically disadvantaged will improve their reading comprehension.
- All students at Otsego Middle School will be proficient writers. This goal is on-going and will be adjusted for the next school improvement cycle to reflect specific growth statistics (SMART GOAL).
- Students who are economically disadvantaged will improve their writing skills.

In the fall of 2012 Otsego Middle School began a new school improvement cycle. New goals were established using the information from our Comprehensive Needs Assessment/Student Data Plan to best develop a process that will be most beneficial to the specific needs of our student population. Pre and Post assessments were developed to address specific goals established for this particular school improvement cycle. Assessment data has been collected throughout the year to support our current school improvement goals. Best Practice Strategies have been selected and technology has been and will continue to be a key component in our instructional practice. Goal specific activities are continually being planned and carried out to assist our staff and students throughout each school improvement process. All activities and strategies used have been designed to enhance student learning. For the next 3 year school improvement cycle we will establish SMART goals that Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound.

Each member of our staff participated on a School Improvement Sub-Committee to further address specific needs in our School Improvement Plan. Sub-Committees and their goals include:

School Leadership Team – this group works through building issues before engaging the entire staff. The goal is to create a culture that is committed to learning and a coordinated system of structures and processes to ensure high levels of learning for all

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of our students.

Student Assistance Team – the goal is to develop a collaborative culture that incorporates a philosophy of continuous improvement at our school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of instructional practices to best meet the differentiated needs of individual learners.

School-Community Team – we believe that parents, families, and the community-at-large are partners in helping students and the school succeed. We will seek to actively and continually involve parents, families, and our community in student learning and other school related activities.

School Improvement Process and Data Team – continually determine if we are addressing specific goal areas, gather data, develop recommendations and assist with strategies to promote student performance and school effectiveness.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Programs and services located in the Otsego Public Schools include:

- Early Childhood Special Education - a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.
- Hearing and Visual Consultant Services - specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.
- Social Work, Speech Pathology and Occupational Therapy services are available to all students.
- Autism Spectrum Disorder Consultant Services - specialists in the area of Autism Spectrum Disorder work with both students and teachers in our local schools to support their success in the educational environment.
- Walk in services and small group learning opportunities for students with disabilities ages 3 - 5 who qualify.
- Level 2 Programs - these programs are designed to provide educational services to students with disabilities who need more intensive learning support both in the classroom and in life.
- Level 1 Programs - these services are designed to provide students with disabilities academic and social support within the general education classroom and curriculum

In addition to the programs and services provided locally in the Otsego Public Schools, students with special needs also attend specialized county programs at the Hillside Learning and Behavior Center. Hillside's West campus houses programs for students with severe cognitive, physical, and neurologic impairments. Hillside's East campus houses programs for students with severe emotional and behavioral impairments.

4. CORE CURRICULUM

As mandated by the State of Michigan, Otsego Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, Common Core State Standards, the Michigan Grade Level Content expectations and the Michigan High School Content Expectations. Common Core State Standards are used in K-12 for English Language Arts and Math. GLCES are followed for all other subjects in K-8 and HSCES for all other subjects 9-12. Common Core State Standards are available online at www.otsegops.org. For more information, please contact Melissa

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Koenig, Director of Elementary Instruction or Heather Kortlandt, Director of Secondary Instruction at 269-692-6066.

6. PARENT PARTICIPATION AT PARENT-TEACHER CONFERENCES

	2013-14	2014-15	2015-16
6th grade	85.4%	80.9%	51%
7th grade	78.2%	76.1%	32%
8th grade	79.7%	78.1%	33%

We are very proud of all we do and offer at Otsego Middle School. We have a dedicated staff of 33 teachers and support staff that serve 550 students and help each learn to their full potential. We are always looking at ways to improve student achievement on the individual student level and look forward to another great year ahead. Please look at our Points of Pride below to see all of the ways our students are excelling in school and in life experiences.

Sincerely,

Melissa Koenig,
Otsego Middle School Principal