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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 2018-2019 educational progress for Tappan 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 Roberta Heyward, principal of Tappan Middle School for assistance.

The AER is available for your review electronically by visiting [a2schools.org/aer](http://a2schools.org/aer), or you may review a copy in the main office at your child's school.

For the 2018-2019 school year, schools were identified using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student group performing at the same level as the lowest 5% of all school 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 has not been given a label.

Tappan Middle School continues to focus on providing and delivering quality, rigorous instruction, while supporting and serving all student needs. We continue to foster and grow our building-wide Developmental Design implementation and Positive Behavior Support initiatives. We have also added a building wide Honor Roll/Most Improved recognition program, which has led to an average of over 97% of our student body being eligible for PBIS Reward Incentives and Honor Roll Recognition each quarter. We remain committed to our building-wide focus on Equity and Culturally Relevant Instructional Strategies to meet the needs of all students. The Tappan Equity team meets monthly to review data, plan for staff meetings, and to assign team one-child mentors to students with grades below a C-. The student affirmation statement is read daily to boost the confidence of all students and to let them know they are valued and loved.

Tappan's Improvement Plan reflects goals that focus on increasing academic achievement and social emotional supports for students via our Intervention Specialist, home visits, community agency supports,

and Positive Behavior Intervention Support weekly expectations. We will continue to offer support classes for students who struggle in math and ELA. The staff/faculty will continue to engage in professional development in the areas of assessment literacy, standards based grading, authentic student engagement and cultural pedagogy. Additionally, we continue to support the academic growth of Economically Disadvantaged, English Language Learners, and Special Education students in support classes for English / Language Arts and Mathematics. Tappan remains committed to sustained efforts to ensure all students experience academic and social-emotional growth and achievement.

State law requires that we also report the following additional information:

1. Students are assigned to the school based on neighborhood residency in the school's attendance area, through an in-district choice application process for available seats, or through a schools-of-choice process where seats are available.
2. Our school improvement plan reflects a thoughtfully considered set of goals and objectives to guide continuous improvement. Tappan Middle School is in year 3 of our School Improvement Plan.
3. The Ann Arbor Public Schools is very proud to offer district students and families the option of attending the following specialized schools:
  - ★ Ann Arbor STEAM at Northside reflects excellence in project-based learning through the lens of science, technology, engineering, arts, and mathematics. Students engage in real-world problem solving and work together to enhance and grow in their knowledge and skills.
  - ★ Ann Arbor Open at Mack offers a unique, multi-grade learning experience honoring each student's interests and individuality. The high achieving K-8 school engages students and families as true members of this democratic school community.
  - ★ The International Baccalaureate (IB) Pre-K through 12<sup>th</sup> grade corridor at Mitchell Elementary School, Scarlett Middle School, and Huron High School reflects international standards of excellence taught from a global perspective and personalized through community service. Teaching and learning represents culturally responsive inquiry-based instruction that embraces the tenets of the IB Learner Profile and IB Programme Standards and Practices.
  - ★ Pathways to Success Academic Campus is an alternative high school for students who prefer a smaller learning environment. Pathways offers extended evening hours integrating online learning with face-to-face instruction. Community internships and dual enrollment at Washtenaw Community College offer accelerated career/college preparation.
4. Ann Arbor Public Schools offers a rich and expansive core curriculum reflecting the Michigan State Standards. The core curriculum is published and posted in the high school course selection guide and on the pre-K through 12<sup>th</sup> grade curriculum map available on our district web site.

5. State accountability and assessment data for Tappan Middle School can be found at <http://bit.ly/2u5e0hy>.
6. Ninety-three percent (93%) or 697 parents/guardians were represented during recent parent-teacher conferences.

The following are some of the key initiatives for Ann Arbor Public Schools:

- ★ Project Lead The Way (PLTW), a PK-12 science, technology, engineering, arts, and mathematics (STEAM) curriculum, is being utilized at all of our schools.
  - PLTW LAUNCH is at all of our elementary schools and has been met with great enthusiasm. The students and teachers enjoy the STEAM activities and project-based learning. Students PK-5 will experience two different two to three-week long modules at each grade level in their home classroom, co-taught by their classroom teacher and a PLTW lead teacher.
  - PLTW Gateway is at all of our middle schools and has successfully replaced Technology Education. The students and teachers enjoy the STEAM activities and project-based learning. All 6th Grade students experience Design and Modeling (DM) for one term. 7th. and 8th. grade students may choose from various elective courses which include: Computer Science for Innovators and Makers (CSIM), Automation and Robotics (AR), Medical Detectives (MD), and Energy and the Environment (EE).
  - PLTW Engineering is at all of our high schools, varying depending on the school community, and has had great success. These project-based learning courses include Engineering Design (ED), Principles of Engineering (POE), Computer Integrated Manufacturing (CIM), Aerospace Engineering (AE), and Engineering Design and Development (EDD).
- ★ Integrated global studies and expanded K-12 world language opportunities.
- ★ The full International Baccalaureate continuum of programming from Pre-K (ages 3 and 4) through 12<sup>th</sup> grade including all four IB programs – Primary Years Programme, Middle Years Programme, Diploma Programme, and the first Career-related Programme in Michigan.
- ★ Enhanced interventions to support accelerated learning in mathematics
- ★ Early childhood education includes opportunities to attend Young 5's kindergarten.
- ★ Expanded magnet and Career Technical Education (CTE) programs, K-12.
- ★ Personalized Learning Plans (PLP's) for every elementary student in every elementary school building.

The Annual Education Report provides an important snapshot of our academic progress and overall academic status at Tappan Middle School. We applaud the dedication and passion consistently demonstrated by our students, faculty, and staff. We pledge to continue to invest in curriculum enhancement, alignment to rigorous state standards, and to provide robust professional development on effective practices proven to eliminate achievement disparities and elevate school improvement.

In addition to being proud of our many accomplishments, Tappan Middle School will continue to monitor the progress of each student and the achievement gaps that continue to persist between groups of students. To accomplish this, staff at Tappan will continue to use interventions for students needing extra support; Developmental Design and Assessment Literacy training for all staff; Learning Targets posted daily and reviewed with students; Staff/Faculty Mentor Program for students; after-school homework club; PBIS weekly goals; Support classes; Bully-Prevention Club; Peer to Peer club; and Behavior Specialists. We continue to pay close attention to providing effective and differentiated support to students with disabilities, to students who primarily speak a language other than English, and to students who cope with the impact of poverty while developing academic proficiency.

We remain highly committed to increasing achievement for all students while addressing the achievement gaps that are evident for some groups. We will embrace effective teaching characterized by rigorous and personalized learning that nurtures the whole child. We do all this while ensuring that students have a sense of well-being in a safe environment that welcomes all families and celebrates the diversity evident in our community.

Sincerely,

*Roberta Heyward*

Roberta Heyward

Tappan Middle School