



# GOODRICH AREA SCHOOLS

## HOME OF THE MARTIANS

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February 14, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Goodrich 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 principal, Katrina Mitchell, for assistance.

The AER is available for you to review electronically by visiting the following website [www.goodrichschools.org](http://www.goodrichschools.org) or clicking [here](#). You may also review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-2023. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-2023. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-2023. Some schools are not identified with any of these labels. In these cases, no label is given. Goodrich Middle School has not been identified with any of these labels.

Goodrich Middle School utilizes a multitude of data sources to inform our decisions. Some data sources include student achievement on norm-referenced assessments including PSAT, M-STEP, and STAR data. Local assessment data such as classroom assessments, student demographic information, discipline, tardy, truancy, and attendance rates, parent surveys, informal staff surveys, and teacher quality information are also utilized.

### **Board of Education**

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To aid in improving our overall scores and closing achievement gaps across our curriculum, we are in the process of writing a guaranteed and viable curriculum in all content areas and creating common assessment. The goal of this process is to make sure we have a unified approach across each content area and that in each class students are being taught the same standards and held to the same standards. This is a process we began two years ago and are continuing to work on this year. In addition we are creating common assessments so that students are assessed on the same standards for each content area. The work will continue on in future years and we hope to soon see data that this approach is working as intended. We also employ programs like advanced classes, academic seminars, study skills, a peer-to-peer program, and intervention courses in Math. These programs allow us to serve the needs of different types of learners throughout our building.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. Goodrich Area Schools is a free, public school and adheres to all requirements outlined by federal and state laws regarding enrollments.
- b. Goodrich Area Schools does not discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a person with handicaps, religion, creed, race, sex, color, or national origin.
- c. Goodrich Middle School services all students in grades six through eight that live in the Goodrich School District. The school also accepts school of choice students from other districts to the extent that enrollment capacity allows.

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

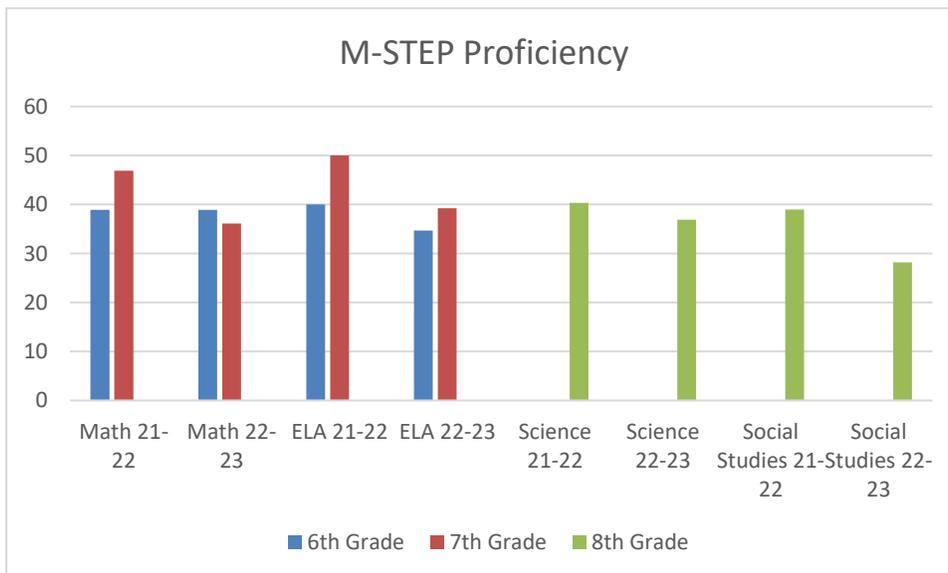
- a. We are focused on implementing the Continuous Improvement Plan by monitoring, revising, and updating it based on the needs of our students.
- b. The decision-making process at Goodrich Middle School involves the continuous improvement team, staff, and the Board of Education. Day-to-day decisions are placed with the faculty, who are empowered to make prudent choices to solve the challenges and problems of students. In each building, the continuous improvement team works with vested parties to facilitate effective and ongoing growth and progress, and make decisions relative to short and long-term goal planning.

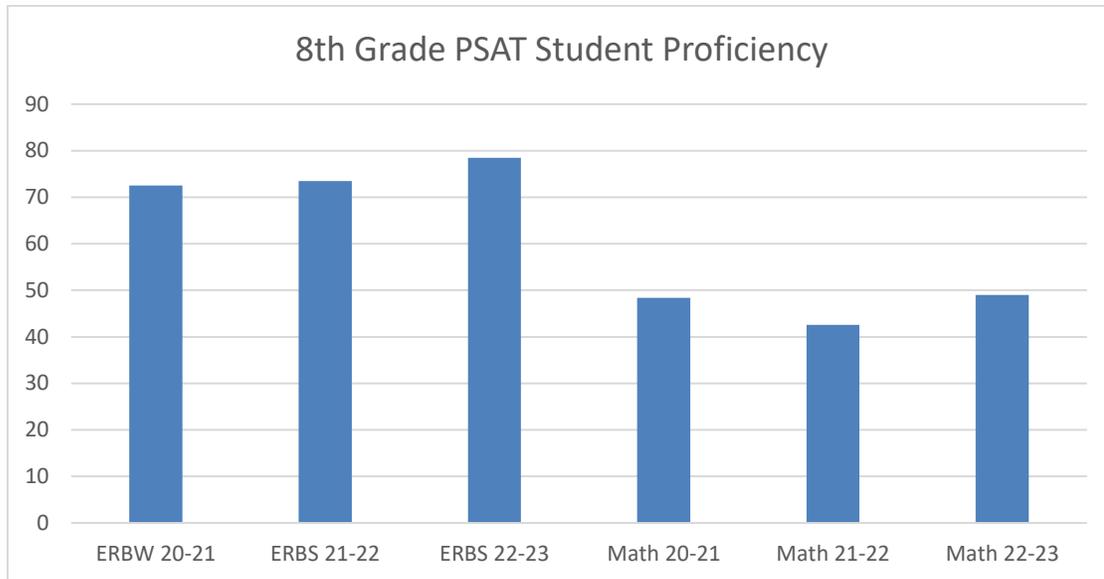
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. Goodrich Middle School does not have a specialized school. Students needing special education services are evaluated and serviced in the

general education classroom with support and/or in special education classrooms.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
  - a. The core curriculum of Goodrich Middle School does not differ from the State's model. The Common Core State Standards are the basis for the math and English language arts curriculum used by the staff to teach all of our students in grades six-eight. State standards are utilized in social studies and science, areas not fully included in the common core. However, it is the expectation that all teachers include literacy components of the common core.
  
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
  - a. During the 2019-2020 school year, there were no required state or nationally normed assessments due to the abrupt closure of schools as a result of the coronavirus outbreak. These tests returned in the 2020-2021 school year, however many students were exempt from these tests due to the ongoing pandemic. We are still working to gather trend data and hope to have a clearer picture of where our students stand as we are able to gather this data annually and from the vast majority of our students. As it is, here are the achievement results of GMS students on nationally normed achievement tests:





**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

- a. Parents once again were strong contributors to the athletic programs, class functions, music boosters, and a great variety of other parent participation programs.
- b. We are also very fortunate to have such a strong Parent-Teacher Organization (PTO) that sponsors a multitude of events to support our students, staff, and school.
- c. Due to the increase in ongoing communication between teachers and parents through phone calls, emails, and the use of the ParentVue application (as well as the coronavirus pandemic), we have seen attendance rates at parent-teacher conferences drop slightly over the past few years.

I would like to congratulate our students and the families of Goodrich Middle School on a successful school year. I would also like to single out our staff. They have worked and continue to work extremely hard to provide so much to the students here at GMS. Their work is often tireless and thankless, despite the strong support we feel from our community. It has been a tough couple years on everybody, and teachers have certainly not been exempt from that. I have been continually amazed at how hard the staff here works and how much they care for the kids in our community. I would invite you to join me in thanking our teachers, paraprofessionals, secretaries, custodians, bus drivers, kitchen staff and countless others for a job well done. We are fortunate to have great students walk in our doors every day and we look forward to the continued partnership with our community to help each child reach their full potential.

Once again, if you like to view the federally required combined report in its entirety, please visit the school's website or click on the following link: [GMS COMBINED REPORT](#)

Sincerely,

Katrina Mitchell  
Goodrich Middle School Principal  
Goodrich Middle School

