



Eppler Junior High School

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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 2019-2020 education progress for Eppler 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 building principal for assistance.

The AER is available for you to review electronically by visiting the following web site:
<https://bit.ly/3pEbVnz> or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2019-2020 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 was not identified with any of the labels listed above.

School Improvement Plan

Eppler Junior High School Objectives:

All students will meet or exceed proficiency standards in Reading and in Writing.

- 60% of all students will demonstrate proficiency across all claims in Reading and in Writing by 06/14/2020 as measured by the spring state assessment.

All students will meet or exceed proficiency standards in Mathematics.

- 48% of all students will demonstrate proficiency in performance expectations and practices across all claims in Mathematics by 06/14/2020 as measured by the spring state assessment.

All students will meet or exceed proficiency standards in Science.

- 85% of all students will demonstrate proficiency in performance expectations and practices in all domains of Science by 06/14/2020 as measured by the spring state assessment.

All students will meet or exceed proficiency standards in Social Studies.

- 85% of all students will demonstrate proficiency in all domains of Social Studies by 06/14/2020 as measured by the spring state assessment.

Eppler Junior High School Tier I Objective Strategies:

English Language Arts – Reading and Writing

- Close and Critical Reading
- AVID – WICOR Instructional Practices
- Non-Linguistic Representation Instruction

Mathematics

- Close and Critical Reading
- AVID – WICOR Instructional Practices
- Use of Common Assessments and Data Analysis
- Error Analysis

Science

- Close and Critical Reading
- AVID – WICOR Instructional Practices
- Academic Vocabulary Instruction
- Inquiry Based Learning
- Graphs and Data

Social Studies

- Close and Critical Reading
- AVID – WICOR Instructional Practices
- Academic Vocabulary Instruction
- Data Based Questioning
- AP Alignment

Eppler Junior High School had a successful 2019-2020 school year. Due to the pandemic, limited data was able to be collected the first semester, however, students showed modest growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.

Eppler Junior High School data teams utilized a variety of assessments to analyze data, including classroom assessments and fall standardized testing. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies.

Key Challenges

The staff at Eppler junior High School continues to work on raising student achievement on all district, state, and national assessments. Due to the COVID-19 pandemic facing us all, state assessments traditionally administered in the spring, were not able to be executed during the 2019-2020 school year, limiting the data needed to accurately assess student proficiency and growth. However, the Eppler staff continues to focus on our Economically Disadvantaged, English Learners, and Students with Disabilities subgroups. The staff is engaged in progress monitoring of all students through the use of shared common assessments in the areas of English, Mathematics, Science, and Social Studies. Administrators and teachers are offering after school Homework Club opportunities, as well as an at-risk lunchtime Zeroes Aren't Permitted (ZAP) program. Other key strategies implemented include one-to-one tutoring, and the incorporation of AVID Writing-Inquiry-Collaboration-Organization-Reading (WICOR) strategies as part of daily instructional practice. Key activities highlighted in our School Improvement Plan include Practice Turns and Feedback, and Academic and Content Vocabulary in all core subject areas. At-Risk students have been identified across the population of the student body, and staff members have engaged with each

identified student through the year in a Silent Mentoring program. These practices will continue throughout the year and will be adjusted as needed based on assessment data. In addition, the Bottom 30% in each tested subject area have been identified. Administrators, counselors and teachers are meeting with each identified individual student, and having personal conversations to discuss the importance of the state assessments, working with each student to determine areas of weakness in test-taking skills, and formulating a plan for each student. Teachers are also working with each identified student to more quickly identify areas of concern within the content to determine how each student may best meet the content standards.

Student Enrollment

Students attend Eppler 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.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Polity 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Gene L. Klida Utica Academy for International Studies

Gene L. Klida Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate and lifelong learners who value intercultural understanding and respect for others.

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.

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.

Stevenson Manufacturing, Automation, and Design Engineering Academy

The Stevenson Manufacturing, Automation, and Design Engineering (MADE) Academy blends rigorous academic content with relevant, real world applications by making use of strong business relationships and post-secondary partners in the field of Advanced Manufacturing. All course work has project-based learning with design thinking and problem solving at the core. This four-year program is open to Davis, Heritage, and Jeannette junior high school students scheduled to attend Stevenson High School.

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 follow the Michigan Academic Standards in English Language Arts, Mathematics, Science and Social Studies. These standards can be accessed at www.michigan.gov/mde under the Career and College Ready tab – Graduation Requirements and Standards – Standards. The district's vision and mission statements can be accessed at www.uticak12.org.

Parent/Teacher Conference Attendance 2018-2019

Number: 2551 (Fall – 1670, Spring – 881)

Percentage: 61%

Parent/Teacher Conference Attendance 2019-2020

Number: 2384 (Fall – 1725, Spring – 659)

Percentage: 59%

Points of Pride

Our school continues to celebrate success in a number of key ways. Below are some of our Points of Pride:

- Eppler Junior High offers math support classes for all grade levels.
- Eppler continues to offer honors and accelerated programming in all grades, including Advanced Placement courses for 8th and 9th grade students.
- Eppler Junior High's AVID elective classes are offered at all grade levels, and have expanded to two classes for the past two years of incoming 7th grade students.
- The LCCE students at Eppler continue to integrate into the community's businesses through their Community Based Instruction (CBI).
- Eppler Junior High School offers a wide array of clubs, organizations, and after school activities for its students. Students can join and participate in athletics, The FIRST Robotics Club, The Eppler Elephants Chess Club, The Cultural Diversity Club, Homework Club, The Eppler Echo Newspaper Club, Project Unify, Math Olympiad, Science Olympiad, Social Studies Olympiad, Student Council, and the Eppler Student Advisory Board (ESAB). Eppler students may also be selected to be members of the National Junior Honor Society (NJHS).
- Eppler Junior High students and staff participated in charitable giving to support Bright Side Dental Candy for Soldiers, U.S. Marine Corps Toys for Tots, and the Shelby Township Lions Club Food Basket Program.

We are pleased to provide this annual education report to our school community. The information that is 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.

Eppler Junior High School 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,

Jerry Pantano
Principal