

Chippewa Hills

3226 Arthur Rd.

Remus, Michigan 49340-9542

Phone: (989) 967-2100

FAX: (989) 967-2109



High School

Michelle M. Newman, Principal

Dawn M. Hawley, Asst. Principal

Chi Ethridge, Athletic Director

www.chsd.us

School Annual Education Report (AER) Cover Letter

April 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Chippewa Hills 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 principal, Michelle Newman for assistance.

The AER is available for you to review electronically by visiting the following, [MI SCHOOL DATA](#), or you may review a copy in the main office at our school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Based on the data presented in the combined report, we have achievement gaps in all content areas, that need to decrease between identified subgroups. Our economically disadvantaged population is the most highlighted subgroup and our school proficiency percentages for that specific group are ELA (50%), Math (21.7%), Science (20%), and Social Studies (21.7%). These numbers demonstrate the most significant gap when compared to our proficiency percentages for all students: ELA (63.2%), Math (36.8%), Science (27.9%), and Social Studies (32.4%). The initiatives that Chippewa Hills High School has undertaken to accelerate student achievement and close gaps are noted below in the School Improvement section.

State law requires that we also report additional information.

Process for assigning students to the school:

All 9th and 12th grade students within the Chippewa Hills School District attend the High School. Schools of choice students are also welcomed into the district based upon compliance with board of education policy 5112.5 and/or enrollment agreements with neighboring districts.

School Improvement:

To accomplish our mission and close achievement gaps, the school must systematically work to improve. The School Improvement Plan is a process used to reach goal areas that the staff and assessment data identifies as needs. We utilize the Michigan School Frameworks to improve our school; a process which is ongoing. Faculty members spend many hours each year collaborating on methods for attaining our goals of better preparing our students for the future.

The staff is working toward Performance Accreditation. The data-driven process requires the collection, analysis, and evaluation of information to ensure the process is successful. A summary of the high school's prior goals and strategies is outlined below. In the 16-17 reporting term, Chippewa Hills High School received an Overall Index Value of 82.64.

The following goals were revised during the 2015-2016 school year through a District approach and were implemented in 2016-2017.

Goal 1: All students will be proficient in reading.

Objective: 85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading in English Language Arts by 06/10/2022 as measured by the number of students proficient on standardized assessments.

- *Strategy 1:* Best practice: The HS staff will implement best practices around reading instruction.
- *Activity:* Informational Reading: The HS staff will incorporate real world informational text in the classroom.
- *Activity:* Conferences: HS staff will attend conferences, workshops, and participate in PLC's to gain knowledge of best practices in reading instruction.
- *Activity:* Close-reading: HS staff will be trained in close-reading strategies to incorporate real-world informational text into their lessons.
- *Activity:* Differentiated instruction: HS staff will implement DI for students identified with skill deficits according to formative, summative, or state assessments.

- *Strategy 2: Specific vocabulary:* ELA staff will incorporate academic and content specific vocabulary to improve comprehension and fluency of reading.
- *Activity: Marzano's Instructional Strategies:* HS staff will use cues, questions, and advanced organizers to improve student comprehension.
- *Activity: Vocabulary:* Monitor use of discipline specific vocabulary in the classroom.
- *Activity: Conferences:* HS staff will attend conferences/workshops to gain knowledge of incorporating academic vocabulary.
- *Activity: Differentiated instruction:* HS staff will implement DI for students identified with skill deficits according to formative, summative, or state assessments.

Goal 2: All students will be proficient in writing.

Objective: 85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of writing skills in English Language Arts by 06/10/2022 as measured by standardized assessments.

- *Strategy: Best practice:* HS staff will implement best practices around writing instruction.
- *Activity: High school staff will be responsible for implementing 6 + 1 writing strategies within their classrooms to improve student writing in all content areas.*
 - Timed writing (fluency)
 - Journaling/Reflection (fluency/grammar)
 - Audience/Role (give students a specific audience)
- *Activity: Professional Learning:* HS staff will attend conferences, workshops, and participate in PLC's to gain knowledge of best practice for writing instruction.
- *Activity: Student 6 + 1 Writing:* Students will recognize and apply 6 + 1 traits in their writing across the curriculum.

Goal 3: All students will be proficient in math.

Objective: 85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of skills in Mathematics by 06/10/2022 as measured by standardized assessments.

- *Strategy: Focused instruction:* HS math department will provide support focused on math instruction to close achievement gaps.
- *Activity: Intervention class:* Students will be provided three trimester math courses for remediation of skills.
- *Activity: Tutor services:* Students will have access to tutors (push in/pull out) for support in mathematics.

- *Activity:* Instructional Technology: Math department will utilize technology to provide support, differentiated instruction, or best practice for students.
- *Strategy:* Best practice: Math department will incorporate best practices to accelerate academic achievement.
- *Activity:* Common Vernacular: Math department will meet to determine common vernacular to ensure use of common vocabulary to teach math standards for greater depth of knowledge by students.
- *Activity:* Professional Learning: Math department will attend conferences, workshops, and participate in PLC's to improve math instruction.
- *Activity:* Technology conference: Math department will attend conferences to advance technology integration into the math classroom.

Goal 4: All students will be proficient in Science.

Objective: 85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency scientific principles in Science by 06/10/2022 as measured by standardized tests.

- *Strategy:* Best practice: The Science department will incorporate best practices to accelerate academic achievement.
- *Activity:* Informational text: HS Science teachers will incorporate real world informational text in the classroom.
- *Activity:* Academic vocabulary: HS Science teachers will incorporate academic and content specific vocabulary to increase comprehension and understanding.
- *Strategy:* Professional Learning: HS Science teachers will attend conferences, workshops, and participate in PLC's to improve Science instruction.
- *Activity:* Technology: HS Science teachers will utilize technology in the classroom to improve student academic achievement and understanding.
- *Activity:* Conferences: HS Science teachers will attend workshops, conferences, or participate in PLC's involving technology and/or best practices for Science instruction.

Goal 5: All students will be proficient in Social Studies.

Objective: 85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency analyzing, interpreting, synthesizing, & evaluating in Social Studies by 06/10/2022 as measured by standardized testing.

- *Strategy:* Best practice: HS Social Studies teacher will implement best practices around social studies instruction.

- *Activity:* Informational text: HS Social Studies teachers will incorporate real world news and events to relate to prior historical events.
- *Activity:* Academic vocabulary: HS Social Studies teachers will incorporate academic and content specific vocabulary to increase comprehension and understanding.
- *Activity:* Professional Learning: HS Social Studies teachers will attend conferences, workshops, and participate in PLC's involving technology and/or best practices for Social Studies instruction.

Goal 6: All staff and students will demonstrate safe, respectful and responsible behavior.

Objective: Demonstrate a behavior that facilitates a positive climate and attitude toward school by 06/09/2016 as measured by an increase in attendance and participation in Chippewa Hills events and decrease in discipline referrals and student absences.

- *Strategy:* Mentoring sessions: Peer-teacher mentoring sessions will consist of diverse members of the student body and a mentoring teacher to address school and community spirit, academics, and community service..
- *Activity:* Academic review: HS staff and students will review student academic progress and seek additional support when necessary.
- *Activity:* Attendance review: HS staff and students will complete attendance reviews to address establish thresholds.
- *Activity:* Discipline review: HS staff and students will meet when appropriate to review behavior/discipline referrals.
- *Strategy:* Climate Improvement: Staff and students will create a supportive environment throughout the school by engaging in activities that will create a positive environment.
- *Activity:* Staff Support: Staff will provide guidance, time, and support during mentoring sessions to help students develop school pride, spirit and support for students involved in groups representing our district.
- *Activity:* Student Support: Students will participate in creating memes, images, posters, etc. to support others within the school.
- *Activity:* Professional learning: HS staff will attend conferences, workshops and participate in PLC's that directly correlate to understanding student subgroups and/or improving school climate and culture.

Every school year the high school staff reviews and analyzes data to determine the current strengths and weaknesses of our students. Our goal is always to improve in academic, emotional or behavioral areas. The goals that are included in this report addressed the needs of our students at the time and are reviewed and modified at the end of each school year for implementation the following year. The School Improvement Plan will be available in the Principal's Office upon request. We stand committed to our mission statement, C.H.A.R.G.E: Chippewa Hills Achieving through Respect, Growth and Effort.

The Chippewa Hills School District began its school improvement process during the 1990-1991 school year. The high school improvement team includes administrative staff and teachers. Additional members of the team have included support staff personnel, parents, students and community members-at-large. School improvement teams from individual buildings will continue

to work closely with the district improvement team to coordinate activities and focus more clearly on common goals, beliefs, and objectives for the students in the district.

The State of Michigan, former NCLB laws, and now ESSA mandates the staff at Chippewa Hills High School to meet all the requirements of student achievement as outlined. Since most of these requirements are tied to standardized test scores, school improvement efforts will focus on improving student performance at all levels. Again, the complete school improvement plan is on file in the principal's office.

Specialized Schools:

The Mecosta-Osceola Intermediate School District provides special assistance with an emotional impaired consultant, psychologist, social worker, speech therapist, physical therapist, and occupational therapist. The MOISD also works as a consulting agency regarding special education issues.

The High School runs a resource program as well as a self-contained program to service our special needs students. Classes were offered in the areas of language arts and transitions with multiple levels being utilized. Inclusion services were provided in math, science and social studies. There were approximately 70 special education students receiving services as determined by the IEPT process. Student success was measured on an individual basis as established by the goals and objectives developed at each IEP meeting.

Students' educational needs that cannot be met in the building receive services through MOISD center-based programs. The handicapped students who attended the Mecosta-Osceola Educational Center were placed in this setting through the IEPT process. Additional student needs were met by intervention or collaboration with outside agencies.

The Mecosta Osceola Education Center/Satellite Classrooms, under the direction of Ms. Kim Tufnell, provide special education classroom and ancillary services to handicapped students up to age 26 who reside in the Mecosta Osceola Intermediate School District. The center assists students in development of cognitive, affective, and psychomotor development. Specifically, classroom programs are offered in the categories of pre-primary impaired, moderate cognitive impaired, severely cognitive impaired, severely multiply impaired, emotionally impaired, hearing impaired, and physically or otherwise health impaired.

Additionally, all high school students have the opportunity to participate in academic programs within and outside the high school building. Students can attend the Mecosta-Osceola Career Center, which offers vocational and technical training programs, giving students a head start on career related skills and goals. Students are also able to access Michigan Virtual High School or APEX. These courses are online and offer subjects not available in the local curriculum. Students sign up for virtual classes using the Independent Study process and have an on-site mentor teacher.

Core Curriculum:

The State Board of Education introduced new requirements in December of 2005 and enacted them as law in March of 2006. The requirements are called the Michigan Merit Curriculum (MMC). These requirements are the driving force behind school reform in Michigan. The Chippewa Hills High School staff has worked diligently on developing and updating curricular maps to reflect the changes that the MMC requires. Numerous elective classes are also offered that enhance and reinforce the core curriculum. The Chippewa Hills High School staff provides a planned, articulated program designed to give ninth-twelfth grade students the skills to succeed in employment, higher education, and responsible adult living.

During the 2010-2011 school year, the State Board of Education adopted the Career and College Ready Common Core State Standards (CCR-CCSS) as the new standards for K-12 Mathematics and English Language Arts. Chippewa Hills High School has worked diligently to align courses with the CCR-CCSS to educate its students.

Our district's teachers are an integral component of curricular delivery and development. Teachers are involved in a continuing process to review, revise, and adopt new curriculum materials at the district level. District wide curriculum and grade level meetings are held two times a year with school dismissed for teachers to attend these meetings. Professional Development days are also provided for the staff. A copy of these materials may be accessed in the principal's office.

Parent-Teacher Conferences:

During the school year three parent-teacher conferences are held. Conferences occurred in conjunction with progress report distribution. The addition of a family access website a few years back, where parents can monitor student progress, has led to a decline in the number of parents attending conferences. In 2015-2016, October's conference participation was 38%, January's 25%, and March's declined to 22%. In 2016-2017, October's conferences saw an attendance rate of 29%, January conference attendance was 21%, and March declined significantly again with only 16% of our parents attending.

In addition to Parent/Teacher Conferences, parents are involved by volunteering for various advisory groups: serving in the sports and band booster organizations; chaperoning student events; volunteering to supervise students during testing and at sporting events; and by working in and around the school library and office.

In 2015-16 and 2016-2017 the following were mailed to parents: trimester report cards, M-Step testing results, PSAT testing results, NWEA testing results, college and career event invitations, attendance letters, course failure notifications, and registration packets. In addition, the computer student database system notified homes of their student's absences, grades and also gave reminders for events. Parents were also invited to attend "parent group" meetings, in addition to academic and sport recognition banquets, PRIDE events, and our annual freshmen orientation. We also communicate via social media apps like Facebook, Twitter and Remind.

Post-Secondary Enrollment:

Advanced Placement (AP) classes are challenging courses based on a national curriculum that are most often taken by students successful in honors classes. In May, students take the AP exam. If the student earns a passing score, then college credit may be awarded. For the 2016-2017 school year Chippewa Hills offered AP Language and AP Biology. All other AP courses were taken online or through independent study.

In order to “dual enroll”, students must meet one of the following conditions: 1) Achieved a qualifying score on the M-Step 2) Achieved a qualifying score on the ACT/ACT Plan or PSAT. Courses are available through many community colleges and universities; however, most of our students dual through Central Michigan University, Ferris State University, Mid-Michigan Community College, or online through Baker College. Students are given release time from the normal school day to attend college classes. The district pays most or all of the tuition. Students that accomplish passing grades can earn both high school and college credit.

<u>Advanced Placement</u>			15-16	15-16	15-16	16-17	16-17
			Lit	Bio	Others	Lan	Others
9th							
10th							
11th			23	6	0	24	1
12th			16	5	1	21	3
Total taking AP exam						45	4
<u>Dual Enrollment</u>			15-16			16-17	
Total Tuition by CHSD			\$53,516.20			\$64,830.89	
# of courses paid for			80			102	
# of college credits earned			236			282	
# of HS credits earned			58.5			67.5	
# of withdrawn courses			1			2	
Total # of 9th graders			143			149	
Total # of 10th graders			157			142	
Total # of 11th graders			131			138	
Total # of 12th graders			126			122	
# of 9th graders eligible for DE			20			14	
# of 10th graders eligible for DE			157			6	
# of 11th graders eligible for DE			131			31	
# of 12th graders eligible for DE			126			45	

Eligible 9th graders participating	1			0	
Percent participating	1.00%			0	
Eligible 10th graders participating	4			8	
Percent participating	2.50%			5.40%	
Eligible 11th graders participating	9			23	
Percent participating	7%			16.70%	
Eligible 12th graders participating	29			23	
Percent participating	23.00%			18.90%	

The Chippewa Hills High School staff is proud of what our students, parents, staff and community have done and continue to do for our students and for our district as a whole. Our mission, C.H.A.R.G.E – Chippewa Hills, Achieving through Respect, Growth and Effort is our focus as we strive to improve our school. We hope to inspire each student to do great things and utilize their fullest potential.

Sincerely,

Michelle M. Newman, Principal
Chippewa Hills High School