Chippewa Hills High School

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School Annual Education Report (AER) Cover Letter

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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 2015-16 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 web site www.mischooldata.org, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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. The bottom 30% is the most highlighted subgroup and our school proficiency percentages for that specific group are ELA (44%), Math (18.4%), Science (10.8%), and Social Studies (37.8%). These numbers demonstrate the most significant gap when compared to our proficiency percentages for all students: ELA (82.4%), Math (68%), Science (64.2%), and Social Studies (79.7%). 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 through 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.

The following goals were revised during the 2014-2015 school year and were implemented in 2015-2016.

Goal 1: All students will increase skills in the area of reading.
Objective: 70% of all students will demonstrate a proficiency in reading in ELA by 6/3/2016 as measured by an increase in the number of students' proficient on standardized assessments.

- *Strategies*: The high school staff will research, attend conferences and implement best practices around reading instruction. High school staff will use Marzano's nine instructional strategies to improve student performance in reading in all content areas. Staff will have access to technology that will be utilized to meet the varying needs of all students.
- *Activities*: High school staff will incorporate through best practices more informational reading in their courses. High school staff will be responsible for differentiating instruction to improve student reading achievement for different subgroups. Staff/Admin will monitor implementation of content specific and real world informational text in the classroom. High school staff will use cues, questions, and advanced organizers to improve student comprehension. High school staff will incorporate discipline specific vocabulary to improve student comprehension for independent reading. Staff/Admin will monitor implementation of content specific vocabulary in the classroom. Technology will be utilized for intervention to address gaps in student learning. Technology will be utilized to broaden instructional offerings to meet the needs of all students.

Goal 2: All students will increase skills in the area of writing.

Objective: 55% of all students will demonstrate a proficiency of writing skills in ELA by 6/03/2016 as measured by coursework and standardized assessments.

- *Strategies*: The HS staff will research, attend conferences, and implement best practices around writing instruction. Staff will have access to technology that will be utilized to meet the varying needs of all students.
- *Activities*: 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)

The HS staff will attend conferences to gain knowledge of best practices for writing instruction. Students will recognize and apply 6+1 traits in their writing across the curriculum. Technology will be utilized for intervention to address gaps in student learning. Technology will be utilized to broaden instructional offerings to meet the needs of all students.

<u>Goal 3: All students will improve their math skills.</u>
Objective: A 10% increase of all students will demonstrate a proficiency of skills in Mathematics by 6/03/2016 as measured by standardized assessments.

- *Strategies*: High school staff will research, attend conferences, and implement best practices around math instruction. High school staff will provide support focused on math instruction. The math department will align the curriculum to standards.
- *Activities*: Students will have the opportunity to interpret and analyze data, graphs and tables across the curriculum. Teachers will attend conferences to gain knowledge of best practices for math instruction. High school math teachers will provide professional development for entire staff on the teaching and use of charts and graphs in the classroom for support of the math goal. Students will be provided three trimester math courses for remediation of skills. Students will have access to tutors (push in/pull out) for support in mathematics. Technology will be utilized for intervention to address gaps in student learning. Technology will be utilized to broaden instructional offerings to meet the needs of all students.

<u>Goal 4: All students will improve their performance in Science.</u>
Objective: A 10% increase of all students will demonstrate a proficiency of scientific principles in Science by 6/03/2016 as measured by standardized assessments.

- *Strategies:* The Science teaching staff will align the curriculum to standards. Staff will have access to technology that will be utilized to meet the varying needs of all students.
- *Activities:* The Science instructional staff will research, attend conferences, and implement best practices around science instruction. Technology will be utilized for intervention to address gaps in student learning. Technology will be utilized to broaden instructional offerings to meet the needs of all students.

<u>Goal 5: All students will improve their performance in Social Studies.</u>
Objective: A 10% increase of all students will demonstrate a proficiency analyzing, interpreting, synthesizing, and evaluating in Social Studies by 6/03/2016 as measured by coursework and standardized assessments.

- *Strategies:* High school Social Studies staff will research, attend conferences, and implement best practices around social studies instruction. Staff will have access to technology that will be utilized to meet the varying needs of all students.

- *Activities*: Staff will incorporate real world news and events in course content. Students will apply real world, current events to historical events. Technology will be utilized for intervention to address gaps in student learning. Technology will be utilized to broaden instructional offerings to meet the needs of all students.

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 skills related to career 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 2014-2015, October's conferences saw an attendance rate of 33%, January's conferences 22%, and March 19% of our parents attended. In 2015-2016, October's conference participation was 38%, January's 25%, and March's declined again to 22%.

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 2014-15 and 2015-2016 the following were mailed to parents: trimester report cards, M-Step testing results, NWEA testing results, college night 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, project graduation, 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 2015-2016 school year Chippewa Hills offered AP Literature and AP Biology. All other AP courses were independent studies or taken online.

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.

Advanced Placement	**14-15**	**14-15**	**15-16**	**15-16**	**15-16**
	Lang	Others	Lit	Bio	Others
11th	19	10	23	6	0
12th	31	7	16	5	1
Total taking AP exam	98%	58%	98%	24%	100%
Dual Enrollment	**14-15**		**15-16**		
Total Tuition by CHSD	$65,433.70		$53,516.20		
# of courses paid for	133		80		
# of college credits earned	133		236		
# of HS credits earned	127		58.5		
# of withdrawn courses	6		1		

Total # of 9th graders	167	143
Total # of 10th graders	143	157
Total # of 11th graders	137	131
Total # of 12th graders	131	126
# of 9th graders eligible for DE	All	20
# of 10th graders eligible for DE	All	157
# of 11th graders eligible for DE	All	131
# of 12th graders eligible for DE	All	126
Eligible 9th graders participating	1	1
Percent participating	0	1.00%
Eligible 10th graders participating	12	4
Percent participating	8.90%	2.50%
Eligible 11th graders participating	19	9
Percent participating	14%	7%
Eligible 12th graders participating	31	29
Percent participating	23.60%	23.00%

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