



**CHIPPEWA HILLS HIGH SCHOOL**  
**Annual Education Report (AER) Cover Letter**

December 14, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 Michelle Newman, high school principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [MI School Data](#), or you may review a copy in the main office at the high school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools 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 one of these labels.

While in the current pandemic, there is an absence of assessment data in the combined report and therefore achievement data of our current membership is not available. Nonetheless, initiatives that Chippewa Hills High School has undertaken to accelerate student achievement and close learning 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 9<sup>th</sup> through 12<sup>th</sup> grade students within the Chippewa Hills School District attend the High School. Students, through schools of choice, 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 2018-2019 school year and were implemented in 2019-2020.

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 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 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. A complete copy of the school improvement plan can be requested in the principal's office.

### **School Improvement Plan: The following goals and strategies are in place to improve student achievement in content areas and improve behavior.**

#### **Goal 1: All staff and students will demonstrate safe, respectful and responsible behavior.**

**\*Strategy 1:** MTSS - Respectful schools are, by definition, democratically informed learning environments where people feel safe, supported, engaged, and helpfully challenged. A sustainable, positive school climate fosters student development and the learning necessary for a productive and satisfying life in a democratic society. Staff and students will create a supportive environment throughout the school by engaging in activities that will create a positive environment.

**\*Strategy 2:** PBIS - Staff will focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors. The team will then create a matrix of what the behavioral expectations look like, sound like, and feel like in all the non-classroom areas. This matrix will have approximately three positively stated examples for each area.

**\*Strategy 3:** Career Development - Career development opportunities will be embedded for all students 9th- 12th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest.

## **Goal 2: All students will be proficient in Reading.**

**\*Strategy 1:** Analysis of Assessment - Teachers will meet in PLC's to review NWEA, state, and local assessment results to help guide their instruction and determine appropriate interventions, supports or groupings. Students and teachers will set goals related to reading skills and evaluate their progress using noted assessments.

**\*Strategy 2:** MTSS - Data days will be used to analyze data. Those students who are identified as struggling students will need tier 2 or 3 interventions depending on their individual needs. Specific interventions will be utilized to address these needs. (As required in RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, as well as identify students with learning or other disabilities.)

**\*Strategy 3:** Career Development - Career development opportunities will be embedded for all students 9th- 12th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest.

## **Goal 3: All students will be proficient in Writing.**

**\*Strategy 1:** Analysis of Assessment - Teachers will utilize state, local, NWEA during data days to analyze assessment data that will help develop instruction to fit varying learner needs. Students and teachers will set goals related to writing skills and evaluate progress on those goals using assessment data.

**\*Strategy 2:** MTSS - Data will be used to identify tier 2 and tier 3 students. Interventions, materials, and additional resources will be created to support these groups of students academically.

**\*Strategy 3:** Career Development - Career development opportunities will be embedded for all students 9th- 12th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest.

#### **Goal 4: All students will be proficient in Math.**

**\*Strategy 1:** Analysis of Assessment - Teachers will meet in PLC's to review NWEA, state, and local assessment results to help guide their instruction and determine appropriate interventions, supports or groupings. Students and teachers will set goals related to math skills and evaluate progress.

**\*Strategy 2:** MTSS - Data days will be used to analyze data. Those students who are identified as struggling students will need tier 2 or 3 interventions depending on their individual needs. Specific interventions will be utilized to address these needs. Staff will attend conferences and workshops relating to MTSS and behavioral/academic support initiatives.

**\*Strategy 3:** Career Development - Career development opportunities will be embedded for all students 9th- 12th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest.

#### **Goal 5: All students will be proficient in Science.**

**\*Strategy 1:** Analysis of Assessment - Students and teachers will set goals related to Science standards and evaluate progress on those goals using formative and summative assessments as available.

**\*Strategy 2:** MTSS - Data days will be used to analyze data. Those students who are identified as struggling students will need tier 2 or 3 intervention depending on their needs. Specific interventions will be utilized to address student needs.

**\*Strategy 3:** Career Development - Career development opportunities will be embedded for all students 9th- 12th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest.

#### **Goal 6: All students will be proficient in Social Studies.**

**\*Strategy 1:** Analysis of Assessment - Students and teachers will set goals relating to the content and evaluate progress on those goals using formative and summative assessments as available.

**\*Strategy 2:** MTSS - Data will be used to identify tier 2 and tier 3 students. Interventions, materials, and additional resources (tutors) will be used/created to support these groups of students academically.

**\*Strategy 3:** Career Development - Career development opportunities will be embedded for all students 9th- 12th grade. Age appropriate career information resources will be on hand and a part of our continued school improvement. Students will have access to working volunteers who will mentor and share on-the-job experiences to build interest.

#### **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 Christy Miller, 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 2018-2019, October's conference participation was 23.3%, January's 16.5%, and March's declined again to 13%. In 2019-2020, October's conference participation was 24.8%, January's 23.5%, and March's session were closed due to COVID.

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 2018-2019 and 2019-2020, 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.

**Graduation Rate:**

Graduation rate data is composed of 4, 5, and 6 year cohorts. The graduation rate data, calculated by the state, can be found at: <https://bit.ly/3gwbbxp>. For all cohorts, our graduation rate has consistently remained above 90%. This is something we can be proud of as a community!

**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 2019-2020 school year Chippewa Hills offered AP Language 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.

<b><u>Advanced Placement</u></b>										
		<b><u>18-19</u></b>	<b><u>18-19</u></b>		<b><u>19-20</u></b>	<b><u>19-20</u></b>				
		Lang	Comp Sci		Lit	Bio				
9th			1							
10th			3			1				
11th	20		3		7	1				
12th	4		4		11	4				
<b>Total taking AP exam</b>						100%	100%		95%	60%

**Dual Enrollment**

Total Tuition by CHSD	\$58,672.29		\$49,776.45	
# of courses paid for	68		80	
# of college credits earned	203		229	
# of HS credits earned	48		57	
# of withdrawn courses	0		0	
Total # of 9th graders	143		136	
Total # of 10th graders	140		133	
Total # of 11th graders	138		120	
Total # of 12th graders	104		120	
# of 9th graders eligible for DE	54		35	
# of 10th graders eligible for DE	48		54	
# of 11th graders eligible for DE	74		48	
# of 12th graders eligible for DE	62		76	
Eligible 9th graders participating	0		1	
Percent participating	0		<1	
Eligible 10th graders participating	6		9	
Percent participating	12.50%		6.80%	
Eligible 11th graders participating	15		7	
Percent participating	20%		5.80%	
Eligible 12th graders participating	15		21	
Percent participating	24%		17.50%	

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 and vision is for all staff and students to be W.A.R.R.I.O.R.S! The acronym stands for: We are ready to be Respectful, Interdependent, Organized, and Responsible Students and Staff. We hope to inspire each student to do great things and utilize their fullest potential.

Sincerely,

Michelle M. Newman, Principal  
Chippewa Hills High School