

PA 25 Report

South Lake High School

A Michigan Blue Ribbon School



**2010
Annual Report**

INTRODUCTION

In 1990, the Michigan Legislature passed Public Act #25. Public Act #25 is a comprehensive school improvement law dedicated to creating a framework for educational accountability for Michigan public schools. The law delineates a school improvement process, an accreditation process, a core curriculum, and the requirements for an annual educational report.

The requirements that each school must meet to satisfy the law are listed below.

- School Improvement Plan Status Report
- Report of Student Achievement Based on Local, State, and/or National Tests and Other Measures
- Specialized School and Placement Process
- Postsecondary Enrollment Options Act
- Parent Participation in Teacher Conferences
- Accreditation Status Report
- Core Curriculum and Implementation Plan

The faculty and staff of South Lake High School are very proud to present our Annual Educational Report to satisfy the requirements of Public Act #25. We welcome public scrutiny of our educational efforts and pledge to continue to search for ways to provide a quality educational experience for every student at South Lake High School.

South Lake High School Mission Statement

Together we will connect, inspire, and achieve.

Guiding Beliefs

- ❖ We believe all students can learn.
- ❖ We believe students, staff, and parents are all essential partners in the educational process.
- ❖ We believe business and community support is a necessary part of the educational process.

South Lake Schools Broad Student Outcomes

The goal of education is to develop competent, contributing members of a society. Therefore, South Lake Schools, in accordance with its Mission Statement, adopts the following broad educational outcomes in order to develop men and women who will:

- Pursue the goal of lifelong learning.
- Gather and use information.
- Make responsible decisions.
- Feel positive about themselves and others.
- Think clearly and communicate effectively.
- Adapt to the challenges of the future.
- Be creative and innovative persons.

GRADUATION REQUIREMENTS

All candidates for graduation must have earned the minimal of 22.5 credits and completed the required 20 hours of service learning hours.

Minimum requirements in the various subject areas are:

ENGLISH **4 credits**

An English course is required every year.

MATHEMATICS **4 credits**

Algebra 1 – 1 credit
Geometry – 1 credit
Algebra 2 – 1 credit
Mathematics Elective (or related course) – 1 credit

SCIENCE **3 credits**

Biology 1 & 2 – 1 credit (OR Accelerated Biology 1 & 2)
Chemistry or Physics – 1 credit
Science – additional 1 credit

SOCIAL STUDIES **3 credits**

US History & Geography – 1 credit
World History & Geography – 1 credit
Government – ½ credit
Economics - ½ credit

PHYSICAL EDUCATION **1 credit**

Physical Education – ½ credit
Health – ½ credit

PERFORMING, VISUAL, OR APPLIED ARTS **1 credit**

ELECTIVES

The remaining six and one-half (6-1/2) credits are composed of elective courses chosen by the student in collaboration with his/her counselor and parent/guardian.

POSTSECONDARY ENROLLMENT OPTIONS ACT

Effective April 1, 1996, Public Act 160 created the POSTSECONDARY Enrollment Options Act. The bill modified and expanded on provisions in Section 21b of the State School Aid Act providing for the participation of high school students in dual enrollment or POSTSECONDARY enrollment options. The bill was tie barred to Public Acts 159 and 161, effective July 1, 1996, which amended the School Code and the State Aid Act to require that the board of a school district or public school academy ensure that each student in the eighth grade or higher be given information about college level equivalent or Advanced Placement courses; and permit students in tenth grade to take the High School HSPT Tests to qualify to take POSTSECONDARY courses.

As part of the process established under these laws, high school buildings, local and intermediate school districts, and secondary-level academies are required to report to their communities and the Michigan Department of Education certain information as part of the Annual Education Report process.

1. Number of students enrolled in one or more POSTSECONDARY courses in the immediately preceding year: 8

2. Percentage of the total secondary student population enrolled in one or more POSTSECONDARY courses in the immediately preceding year:0.035%

3. Number of all types of AP/college level equivalent courses offered to students enrolled in:

The district	6
The high school(s)	6
Cooperative Programs.....	9

4. Number of students enrolled in at least one AP/college level equivalent course in the immediately preceding year, disaggregated by grade level:

Grade 9	0
Grade 10	0
Grade 11	52
Grade 12	106

5. Percentage of the total secondary student population enrolled in at least one AP/college level equivalent course in the immediately preceding year, disaggregated by grade level:

Grade 9	0%
Grade 10	0%
Grade 11	25%
Grade 12	47%

- 6. Number of students enrolled in at least one AP/college level equivalent course in the immediately preceding year who took a college level equivalent credit examination:.....74
- 7. Percentage of the total secondary student population enrolled in at least one AP/college level equivalent course in the immediately preceding year, who took a college level equivalent credit examination:..... 74%
- 8. Number of students who took an AP/college level equivalent credit examination and achieved a score that is at or above the level recommended by testing service for college credit:..... 41*
- 9. Percentage of the total secondary student population who took an AP/college level equivalent credit examination and achieved a score that is at or above the level recommended by the testing service for college credit:.....55%*

*Results from 2008-2009 school year.

(Test results for the 2009-2010 school year are not yet available.)

STUDENT ACHIEVEMENT RESULTS

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

Beginning with the 2005-2006 school year, all 9th grade students in the State of Michigan were required to take the MEAP High School Test in the area of Social Studies. This test is composed of multiple choice questions based on their previous knowledge and the application of previous knowledge in the areas of Civics, U.S. History, Geography, and Economics. There is also a persuasive writing piece. Michigan state legislature has mandated this testing in order to provide high school students with a visible way to demonstrate their academic proficiency.

The data below shows the percentage of students achieving Level 1 (exceeded Michigan standards), Level 2 (met Michigan standards), Level 3 (basic level), and Level 4 (apprentice level/not endorsed) proficiency for the Classes of 2011, 2012, and 2013.

Year	Total Number of Students	Level 4	Level 3	Level 2	Level 1	Met Levels 1 & 2
Fall 2007	204	7%	25%	42%	26%	68%
Fall 2008	153	3%	20%	48%	29%	77%
Fall 2009	175	12%	23%	47%	18%	71%

The Class of 2007 was the last class to take the MEAP High School Test (it was replaced with the Michigan Merit Exam - MME). All 11th grade students in the State of Michigan are required to take the MME High School Test which is composed of separate tests of Mathematics, English Language, Science, and Social Studies. Our state legislature mandated this test in order to provide high school students in Michigan with a visible way to demonstrate their academic proficiency.

Michigan Merit Exam (MME)

Spring 2007 was the first administration of the MME which replaced the MEAP Test for eleventh grade students. The MME consists of five separate tests, the ACT (with the writing component), the WorkKeys Assessment (math, reading, and locating information), and Michigan Math, Science, and Social Studies tests. Students are able to count their ACT score as an "official" score and are not assessed the normal fees associated with registering for the ACT.

(MME – Cont'd.)

The data below shows the number of students achieving Level 1 (exceeded Michigan standards) and Level 2 (met Michigan standards) proficiency for the Classes of 2009, 2010, and 2011.

MME Test	Mathematics	English Language		Science	Social Studies
		Reading	Writing		
Class of 2009	43%	58%	33%	53%	77%
Class of 2010	44%	53%	35%	45%	80%
Class of 2011	37%	54%	39%	43%	71%

American College Testing (ACT)

South Lake

	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2008	17.3	18.8	19.4	19.4	18.9
2009	17.2	18.9	18.9	19.7	18.8
2010	*	*	*	*	*

*Results not yet available from the State of Michigan

State

	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2008	18.7	19.5	19.8	19.9	19.6
2009	18.6	19.6	19.6	20.1	19.6
2010	*	*	*	*	*

*Results not yet available from the State of Michigan

National

	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2008	20.6	21.0	21.4	21.8	21.1
2009	20.6	21.0	21.4	20.9	21.1
2010	*	*	*	*	*

*Results not yet available from the State of Michigan

ACADEMIC ACHIEVEMENT AWARDS



- ◆ President's Award for Educational Excellence (39)
- ◆ Phi Beta Kappa Award (22)
- ◆ Michigan Competitive Award (40)
- ◆ College/University Scholarships Awarded (32)
- ◆ Brightest & Best (1)
- ◆ Detroit Free Press Summer Intern (1)
- ◆ Macomb County All Conference Academic Team (9)
- ◆ Macomb Daily Student of the Week (1)
- ◆ Columbia Press Association Award (1)
- ◆ Michigan Interscholastic Press Association – Sparty Award
- ◆ Michigan Interscholastic Press Association – All MIPA Staff (1)
- ◆ Michigan Interscholastic Press Association Individual Awards (38)
- ◆ Ohio Scholastic Media Association Award (39)
- ◆ Ball State University Individual Newspaper Awards (11)
- ◆ Quill & Scroll International Journalism Society Membership (13)
- ◆ Quill & Scroll Honor Cords Awarded to Graduating Seniors (10)
- ◆ Quill & Scroll Gold Key Award (2)
- ◆ MCBA Marching Competition – Best Performance
- ◆ MCBA Competition – First Place (2)
- ◆ Science Olympiad Medals (8)
- ◆ National Honor Society Membership (58)
- ◆ All "A" Students for Three Consecutive Quarters (21)
- ◆ Honor Roll Students for Three Consecutive Quarters (240)
- ◆ Detroit Free Press Scholar Athlete (1)
- ◆ MHSSA Scholar Athletes (7)
- ◆ MAC All-Academic/Athletic (Varsity Letter & Honor Roll) (206)
- ◆ 58% of Varsity Athletes obtained Honor Roll Status
- ◆ Honors Night Departmental Awards (842)

2010 Graduate Post Secondary Plans

SELECTION	NUMBER	PERCENTAGE
Four Year College	124	63.9%
Two Year College	55	28.4%
Work Force	7	3.6%
Armed Forces	5	2.6%
Vocational/Tech School	3	1.5%

Retention Rate Report

The retention rate means the percentage of ninth graders who graduate within four years. This rate is calculated by the State Department of Education using data supplied by each school district. The calculations account for students who move in and out of the district and to alternative programs.

♦	NATION	STATE	SOUTH LAKE 2006-07	SOUTH LAKE 2007-08	SOUTH LAKE 2008-09
Four Year Retention Rate	N/A	N/A	90.86%	88.11%	86.63%

High School Attendance Report

South Lake High School recognizes that regular attendance to school promotes academic success and is a precursor to success in the workplace. The staff and administration developed a policy that both holds the students accountable for absences and encourages consistent attendance. The following data is based on the total percentage of students present per day for the 2008-09 and 2009-10 school years.

School Year	Total Attendance Percentage
2008-2009	95.27%
2009-2010	93.76%

CAREER PREPARATION CONSUMER REPORT

South Lake Schools Career Technical Education Opportunities

CTE Consortium Scheduling is the result of the area schools' steadfast commitment to the education of all students. This method of cooperative scheduling gives students access to courses in six high schools. The result is that students can be grouped for courses that might otherwise be unavailable. During the 2009-2010 school year, South Lake High School students continued to take courses at other area high schools. Placement is made at student request during the regular course selection process. Placement is subject to available space and economic factors, which may impact one or all of the districts. For more information about Consortium Scheduling, call Mr. Louis Steigerwald, Principal, at 586/435-1400.

Career/Technical Education

South Lake Schools offers a comprehensive educational program to its students. At the secondary level, the majority of academic preparation is offered at South Lake High School. Some advanced courses are available through collaborative arrangements with Lake Shore and Lakeview Public Schools. In addition, a wide variety of Career Technical Education programming is available to students through a local consortium of districts to meet the specialized needs of vocational students. Auto mechanics, food service, cosmetology, digital photography, and medical careers are among the programs available to our students. Placement is made at student request during the regular course selection process.

Students have access to the following programs, in the district(s) noted.

Business:

Business Technology and Services	South Lake, Lake Shore
Marketing and Marketing Lab	South Lake
Distributive Education Externship	South Lake

Health and Human Services:

Child Care	Lakeview
Medical/Dental Careers	Lake Shore
Emergency Medical Services	Center Line
Law Enforcement	Center Line & East Detroit
Cosmetology	Warren Woods Tower
Hospitality and Culinary Arts	South Lake

Applied Technology:

Automotive Mechanics	South Lake
CTE Design Studio	Lake Shore
Electronics	Lakeview
Digital Photography	South Lake
TV/Radio Broadcasting	Lake Shore

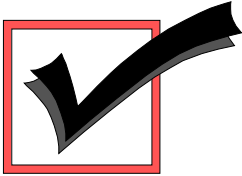
Many of these programs are coordinated with Macomb Community College programs, offering students the opportunity to get credit for their high school preparation. Students have access to apprenticeship programs through the consortium. Dual enrollment at Macomb Community College is also an option. The table on the next page shows 2009-2010 enrollment by course and career pathway.

South Lake High School

TECH PREP CLASSES – 2009/2010 - ENROLLMENT BY PATHWAY/COURSE

PATHWAY	COURSE	9th	10 th	11 th	12th	Total
Human Services	Culinary Arts			21	30	51
Human Services	Cosmetology			5	4	9
Human Services	Child Care			3	6	9
Human Services	Law Enforcement			1	3	4
Health Services	Dental Careers				1	1
Health Services	Medical Careers			3	6	9
Health Services	Emergency Medical Service				1	1
Business	Marketing				33	33
Business	Business Studies				4	4
Business	Externship				2	2
Engineering	CTE Design Studio			2	1	3
Engineering	Electronics					0
Engineering	Career Explorations	27	30	27	70	154
Engineering	Auto		6	18	31	55
Arts/Communications	Digital Photography	2	29	27	35	93
Arts/Communications	TV/Radio Broadcasting			4	2	6
Totals		29	65	111	229	434

PARENT PARTICIPATION



One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to discuss the student's progress on a regular basis.

To encourage and measure parental participation, records are maintained and reported on the number of students whose parents or guardians participate in conferences. Following is a summary of parent conferences, and number of students whose parents or guardians participated.

This year there were two series of Parent-Teacher conferences held at South Lake High School.


Fall conferences were scheduled after issuance of progress reports and were offered at convenient times to accommodate the parents' schedules.

Spring conferences were scheduled to reach parents of students who might already be at academic risk for the year.

Parent Participation in Teacher Conferences

	2007-2008		2008-2009		2009-2010	
	NUMBER OF STUDENTS REPRESENTED AT CONFERENCES		NUMBER OF STUDENTS REPRESENTED AT CONFERENCES		NUMBER OF STUDENTS REPRESENTED AT CONFERENCES	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Fall Conferences	198	247	159	160	177	170
Spring Conferences	140	187	124	133	131	152

PARENT INVOLVEMENT

- 
- Band Boosters
 - Volunteers for Science Olympiad
 - Dads and Moms Club
 - Chaperones for Field Trips
 - Athletic Event Volunteers
 - Effective Parenting Sessions
 - Athletic Study Committee
 - Athletic Steering Committee
 - Dance Chaperones
 - Homecoming Float Building Supervision
 - Guest Speakers
 - Government Exchange Day
 - Senior All-Night Party
 - Career Assemblies

SCHOOL IMPROVEMENT

Mission Statement

The 2009-2010 school year was our school's Quality Assurance Review from the North Central Association. Prior to and following our site visit, our High School Improvement Team (HSIT) approved and retained our school's mission statement – Connect, Inspire, Achieve. HSIT believes this statement is reflective of our belief in the importance of connecting with students, inspiring positive goal setting in them in academic and personal growth, and helping them to achieve their goals.

School Improvement

The state of Michigan has recently aligned the school improvement process. School improvement is now aligned with and reported on with our NCA Accreditation materials. Our school improvement goals are selected and approved through our High School Improvement Team. The HSIT is composed of staff members, parents, and students. All interested stakeholders in the school are invited and encouraged to participate in HSIT. Meetings are held on the fourth Tuesday of the month at 3:00 p.m. in our Media Center.

Reading Goal:

Our High School Improvement Team has selected reading improvement as one of our goals. Students will show improvement in reading as tested on standardized tests and in classroom assessments. Examples of standardized tests given at the high school include: Explore, PLAN, and ACT. Core content areas will develop semester beginning and ending reading assessments. The HSIT goal for improvement is 1% per year on standardized tests.

This goal was selected due to the gap in scores between various student populations at South Lake High School. We aim to help close this gap while raising the scores of all students.

Math Problem Solving:

Another goal selected by HSIT, based upon a review of our results on recent standardized tests, is problem solving. An analysis of our scores shows that students would benefit from improvement in this area. The HSIT goal for improvement in this area is 1% per year on standardized tests. To achieve this goal, all teachers will incorporate problem solving activities within their curriculum with emphasis on reading informational text. Teachers will present problems with a particular problem to solve, all thought processes explained in solving the problem, and then a particular conclusion or result drawn.

The achievement will be evaluated in the mathematical classrooms using pre and post assessments specifically created to identify growth in the problem solving areas.

This goal was selected due to the gap in scores between various student populations at South Lake High School. Our aim is to help close this gap while raising the scores of all students.

School Climate Goal

This year the High School Improvement Team feels it is important that we focus on school climate. In examining our behavior data from the assistant principal's office, as well as from our responsibility room, we see when students are sent from the classroom it is often for citizenship concerns. Our goal in this area is to reduce disciplinary incidents by 5% in the areas of profanity, disruptiveness, disrespect, and fighting. At the end of the 2009-2010 school year, our staff had professional development with Horacio Sanchez. It is the hope of HSIT that we are able to put in place school wide procedures and discussions with students about being successful in the school and workplace which will help students avoid missing valuable class time due to citizenship.

Freshmen Focus

South Lake High School continued to address freshmen success during the 2009-2010 school year. The addition of LINK Crew and departmental focus on establishing effective methods for implementing Michigan's new high school content expectations, have proved to be successful for freshmen.

Freshmen once again continued to show improved academic success each quarter this school year. The number of freshmen failing one or more classes during the first semester has significantly decreased. South Lake's first semester freshmen failure rate continues to be among the lowest in Macomb County and was the best in comparison to neighboring districts. The commitment made by South Lake staff to our freshmen students is paying off in student success.

Michigan's Merit Curriculum means a higher level of challenge for students and staff. To address freshmen student needs for direct and individual instruction, reading and math support courses were added. Student selection for these courses is based upon teacher recommendation and student performance on tests.

Cavalier Summer Enrichment Program

The high school implemented a freshmen summer enrichment program at the beginning of the 2007-2008 school year. This program was popular with students and helped them to successfully integrate themselves into the high school environment. Incoming students attended a school-before-school program led by teachers, the assistant principal, and freshmen dean of students. Students participated in academic and orientation activities. A similar camp is scheduled for the 2010-2011 school year. This year we are asking all of our incoming ninth graders to attend and have increased the number of staff members for the program.

The purpose of the Cavalier Summer Enrichment Program is to prepare incoming freshmen for their ninth grade core academic classes. The goal is to review the necessary basic skills needed in order to be successful in core classes – English, Mathematics, Science, and Social Studies. Students will also have a Character Education component. They will participate in activities to learn about and practice the Six (6) Pillars of Character – trustworthiness, respect, responsibility, fairness, caring, and citizenship. The students also learn communication skills in various scenarios and teamwork. The curriculum is determined by the teachers to address areas of concern in each subject area. It includes the necessary skills that incoming ninth grade students should have in order to be successful in classes; i.e., cooperative group activities, team-building activities, time management, note taking, and study and test-taking skills. This program helps students become familiar with the building and allows them the opportunity to meet the ninth grade teachers so they are comfortable discussing classes, schedules, and any apprehensions they might have. Hopefully, students will establish a relationship with at least one teacher prior to the beginning of the school year.

Credit Recovery

Last year, South Lake High School implemented its online credit recovery – e20/20. All offered courses are aligned with our curriculum. A great deal has been learned about e20/20 and we have put into place approaches which will help these classes become very effective for students.

Our district has seen the e20/20 classes grow into opportunities for more and more students to take on-line education courses. Ideas for this program include credit advancement and opportunities for home schooled students to take classes via e20/20.

International Studies Program

The high school offers the International Studies Program to students in the ninth grade. These students participate in our Mandarin language program and in advanced classes in English and Social Studies. Our ninth grade International Studies students take U.S. History and Global Relations for social studies and have the opportunity to take Mandarin 3, Accelerated English, and World History.

Responsibility Program and Student Behavior

The high school Responsibility Program is an adaptation of the choice theory model developed by Dr. William Glasser to address certain student behaviors. The Responsibility Program helps students accept responsibility for their actions and improve their behavior. The Responsibility Program is utilized by staff when students choose to act in ways that are disruptive to the educational process.

The premise of the Responsibility Program is that students are given the opportunity to acknowledge and correct their behaviors. Teachers address students regarding their behavior by asking them 1) What are you doing? 2) What should you be doing? 3) Are you able to do that? If behavior does not improve, the teacher requests that they complete a Responsibility Plan, where they answer the same questions in written form, and have a conversation with the teacher. If behavior needs to be addressed again, the student is sent to the Responsibility Room where they work with a paraprofessional to complete another plan and parent contact is made. If the same behavior continues, the student is sent to an administrator.

Most students respond positively to the interaction with teachers and correct their behaviors. Those students who are sent to the Responsibility Room usually correct their behavior and it is rarely necessary for them to be referred to an administrator.

There were also positive signs of improved student behavior over the course of the year. Discipline for major infractions was down and there was a significant reduction in the number behavior infractions. Overall, fewer students were assigned detentions or suspensions during this past year than from previous years.

ACCREDITATION STATUS REPORT

Accreditation is a process through which the staff, district personnel, and Board of Education commit to meet a set of preconditions or standards necessary for a quality education. Additionally, the process fosters school improvement through requirements for self-study, visitations by other educators, and evaluation of programs and services.

South Lake High School has been continuously accredited by the North Central Association of Colleges and Schools since 1947. South Lake High School is currently implementing the Outcome Accreditation Model.

Official Accreditation Status from the **North Central Association of Colleges and Schools** was again received in **March, 2010**. The high school has also met Adequate Yearly Progress (AYP) requirements for the 2009-10 school year from the State of Michigan. Staff and community members should be very proud of their efforts to improve the delivery of education to our students.

South Lake High School also received the distinction of being named a **Michigan Blue Ribbon Exemplary School** in March, 2002. Consistent academic success, up-to-date curriculum, technology, athletic programs, and a caring, supportive community are key factors which made South Lake High School deserving of this prestigious award. (These successes are explained further in other parts of this PA25 report.)

Specialized Schools & The Placement Process

Schools in Michigan, in addition to the regular K-12 program, provide certain specialized schools or programs for their students. These specialized schools offer educational alternatives and opportunities to meet the unique education needs of our students. Following is a brief description of the specialized schools or programs that serve the special education needs of high school students in our community.

Macomb Intermediate School District (M.I.S.D.)

- **Autistic Impaired Programs** are located in 15 sites throughout the county for students ages 3 to 26.
- **Bovenschen and Peters School** are special training facilities for developmentally disabled students.
- **Rockwell School** serves some of Macomb County's teenagers who are unable to succeed in their neighborhood schools because of severe emotional problems.
- **Lake Shore Public Schools** houses a special program for moderate cognitively impaired K-12 students in Macomb County.
- **Lakeview Public Schools and Roseville Schools** provide programs for the hearing impaired.
- **Lutz School for Work Experience** is a special training center for older, cognitively impaired students in Macomb County.
- **Neil Reid School** is a high school setting for students with severe emotional problems.
- **Warren Woods School District** houses a high school program that serves students who are physically impaired.

The Placement Process

Students placed in the above programs are assessed by our Special Education Department and/or the Special Education staff at the M.I.S.D. Placement is made with the consent and support of the parents. For more information about services for students with special needs, call Ms. Toni Kasander, Director of Special Services, at 586/435-1610.

St. Clair Shores Adult and Community Education

Lake Shore, Lakeview, and South Lake Schools operate this three-district consortium for adult and community education. An extensive array of academic and support services are provided for the educational needs of St. Clair Shores' adults and young people. Programs are specially designed to assist youths who do not attend their traditional high school. There are currently students from South Lake Schools in alternative programs.

- **North Lake High School** is an alternative program for out-of-school youths 16 to 20 years of age. The goal is high school completion for students who voluntarily or involuntarily left school. Call 586/285-8780 for details.
- The **Transitions Program** at North Lake provides alternative education services for pregnant girls and teen mothers. The program links students with community services and provides a high school education.

Students may self-refer or be referred to any of these programs by school personnel. Attendance is voluntary. The new Schools of Choice law allows students from any Macomb County school district to attend North Lake's outstanding alternative education program free of charge.

For more information about these programs or other adult and community education programs and services, call the St. Clair Shores Adult and Community Education Office at 586/285-8880.

CORE CURRICULUM

South Lake Schools' Core Curriculum is aligned to the Michigan Curriculum Framework, High School and Grade Level Content Expectations. It is based on the district's mission statement and Board adopted Educational Goals for Students.

The 2009-2010 status report on the development of core curriculum follows.

◆ Communication Arts

Monitoring Phase – Implementation of the curriculum is supervised. While being delivered in schools, the curriculum is examined and adjusted. Assistance and support are provided to teachers as needed.

◆ Mathematics

Research & Study Phase – Current scholarship is reviewed to update knowledge of the field including new understandings regarding teaching and learning. Local assessment data are analyzed to determine how well South Lake students are performing. National and Michigan GLCE's, HSCE's and the Michigan Merit Curriculum are studied to guide construction of the curriculum.

◆ Science

Implementation Phase – The curriculum is being analyzed and revised to align with new state content expectations.

◆ Social Studies

Implementation Phase – The curriculum is adopted and necessary modifications to align with the anticipated new Michigan Content Expectations are being made. Teachers are provided with resources and training necessary to put it into practice.

EDUCATIONAL GOALS FOR STUDENTS

A K-12 education in South Lake Schools will provide all students with opportunities to develop their potential in order to lead productive, satisfying lives and to prepare for their adult roles, which include becoming:

- A. literate individuals;
- B. healthy and fit people;
- C. responsible family members;
- D. productive workers;
- E. involved citizens;
- F. self-directed life-long learners.

To this end, the District adopts the following broad educational goals. Students will maximize their capacity to: pursue the goal of life-long learning; gather and use information; make responsible decisions; feel positive about themselves and others; think clearly and communicate effectively; adapt to the challenges of the future; manage change effectively; and be creative and innovative persons.

In addition, the district offers curriculum in the arts and health and physical education. Curriculum is supported by implementation of a comprehensive guidance and counseling program and developmentally appropriate instruction. The revised five-year *Technology Plan (2008-2013)* will go to the Board for formal adoption in July. For more information about the core curriculum and other curriculum areas, contact Pamela Balint, Superintendent/Curriculum Director, 586/435-1640.

Courses at the high school level are being analyzed to identify satisfaction of the future Visual Performing Applied Arts, VPAA Expectations.

We Believe All Can Achieve!



South Lake Schools Board Of Education

**Karla Anderson, President
Allan Innes, Vice President
Lois Cardenas, Secretary
Paula Mack-Crouchman, Treasurer
Vince Marino, Trustee
Ellen Dunn, Trustee
Christi Franklin, Trustee**

**Questions regarding this report may be directed to:
Mr. Louis Steigerwald, Principal
South Lake High School
21900 East Nine Mile Road
St. Clair Shores, Michigan 48080
586/435-1400**