

*South Lake
Middle School*

ANNUAL REPORT
TO THE COMMUNITY
2001/2002

SOUTH LAKE SCHOOLS
"BETTER SCHOOLS MAKE BETTER CITIZENS"

South Lake Middle School
2001/2002 Annual Educational Report
In Compliance with Michigan Public Act 25

The purpose of the school improvement plan of the Annual Educational Report is to share with the community the school's ongoing planning process. This process is aimed at improving outcomes (academic, social, physical and emotional) for all students in the middle school.

The six parts of the school improvement plan to be shared include: the mission statement of the school, its goals based on student outcomes, curriculum based on the goals, how the plan will be evaluated, staff development and training programs, and how the school has insured school-based decision making.

I. SCHOOL IMPROVEMENT PLAN

South Lake Middle School has developed the following components of its School Improvement Plan.

A. Vision / Mission Statement

Our vision is to provide an acceptable and safe environment where students grow academically, physically, emotionally, socially and ethically. Our purpose is to guide that growth in every child.

II. SCHOOL-WIDE GOALS FOR SCHOOL IMPROVEMENT AND NCA

GOALS

- *All students will be proficient writers in all areas of the curriculum.**
- *All students will be proficient readers of informational text.**
- *All students will be proficient users of mathematics.**
- *All students will be proficient with scientific concepts and applications.**
- *All students will demonstrate knowledge, skills, and understanding of concepts in social studies.**

- 1. All students will be proficient writers in all area of the curriculum.** Specific areas of continued refinement centered on the review of writing strategies and skills. Materials were coordinated in order to pre and post-test students in Language Arts. Continued emphasis was placed on webbing and outlining. In addition, students were involved in the developing of the rubrics used to assess their writing. Self and peer evaluation was introduced to the students in order to develop critical thinking skills.
- 2. All students will be proficient readers of informational text.** The continued efforts on this goal centered on development of appropriate reading material and study skills. Students continued to utilize note taking and reaffirming the answer as a means to check for understanding and assessment. In addition, students were given a variety of strategies used to access and interpret information. Students were encouraged to re-read and search for context clues.
- 3. All students will be proficient users of mathematics.** The staff took part in a review of the curriculum that resulted in the restructuring of the class offerings and curriculum. Continued emphasis was placed on the use of graphing calculators and the use of constructed response questions as a means of assessment. Critical thinking strategies were shared and utilized as a part of class.

II. SCHOOL-WIDE GOALS (continued)

4. **All students will be proficient with scientific concepts and applications.** The staff reviewed the curriculum with the purpose of aligning the objectives. Constructed response questions and the scientific method of investigation were emphasized to assist students in the learning process. Students were introduced to webbing as a means to outline their information. Special emphasis was placed on charts and graphs.
5. **All students will demonstrate knowledge and understanding of concepts of social studies.** The staff continued to emphasize the Core Demographic Values as well as the Five Themes of Geography in order to assist in the development of the student's skills in History and Social Studies. Constructed and extended response questions continued to be utilized as assessment pieces. Special emphasis was placed on the economic perspective of core values.

III. 2001/2002 STUDENT ACHIEVEMENT RESULTS

During the 2001/2002 school year 7th and 8th grade students participated in the Michigan Educational Assessment Program. These achievement tests measure students in the areas of Reading and Writing at the 7th grade level and Science, Math and Social Studies at the 8th grade. At the time of printing the MEAP Summary Report and scores were incomplete. An addendum to this report will be forthcoming.

IV. RETENTION REPORT AND DROPOUT REPORT

Not applicable.

V. ACCREDITATION STATUS REPORT

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

South Lake Schools has adopted the North Central Association Outcomes Accreditation Model, K-12. South Lake Middle School began the process in September, 1992. During the 1999-2000 school year a student profile was developed that included demographics, test results, student achievement, parent/student/staff surveys and other school related information pertinent to our students (i.e. discipline and attendance records). This profile was reviewed during the 2000-2001 school year. The data was disaggregated and reviewed by all staff members. The information was used to determine new goals, which were submitted to the NCA in November 2000. The goals are:

1. All students will improve their Language Arts skills across the curriculum.
2. All students will demonstrate their ability to apply knowledge, skills and strategies to solve problems across the curriculum.
3. All students will improve decision making and organization skills for use in everyday life.

During the 2001-2002-school year the staff planned strategies for reaching NCA goals. In December, 2002 NCA sent a team to review our strategies and plans. The outcome of the visit was positive, In Language Arts, four of five

strategies we accepted. Some recommendations were given. The third goal was not documented properly, we already did things that would meet the goal, we needed to document them. The changes necessary, need to be made by the second visit, during the 2002-2003 school year

We are waiting for MEAP results to determine if NCA strategies need to be modified to meet the needs of students.

VI. PARENT INVOLVEMENT

South Lake Middle School holds formal parent conferences in December and March. Conferences are held during the day and in the evenings, on a first come, first serve basis.

<u>Parent Teacher Conferences</u>			
<u>Fall 2001</u>			
	Total Students	# of parents attending	% attending
Boys	163	136	85.2
Girls	177	108	61
Totals	340	244	71.7

<u>Parent Teacher Conferences</u>			
<u>Spring 2002</u>			
	Total Students	# of parents attending	% attending
Boys	168	84	50
Girls	177	136	76.8
Totals	345	220	63.7

VII. PROGRESS REPORT ON NATIONAL GOALS

The staff reviews the national goals for education and uses the school improvement process to address them.

VIII. CORE CURRICULUM & IMPLEMENTATION STATUS REPORT

South Lake Schools' Core Curriculum is aligned to the State of Michigan Curriculum Framework Content Standards. It is based on the district's mission statement and Board adopted Educational Goals for Students.

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; be creative and innovative persons.

Language Arts

The revised K-6 Language Arts curriculum was implemented in the 2001/2002 school year. Mandated assessments for grades 1-5 were identified and administered in May 2002. Assessments for Kindergarten and 6th grade were also administered.

Mathematics

The K-12 curriculum was implemented. Mandatory assessments for grades 1-5 were developed and administered in May 2002. An assessment for 6th grade was also administered. Plans for revising the 6th grade curriculum were completed this year.

Science

The revised K-8 core curriculum was implemented in the 2001/2002 school year.

Social Studies

The revised K-12 curriculum was fully implemented.

In addition, the district offers curriculum in the arts, health and physical education, and foreign languages. Curriculum is supported by implementation of a comprehensive guidance and counseling program; and developmentally appropriate instruction. A completely revised 5-year *Technology Plan*, adopted by the Board in June 2001, was implemented in the 2001/2002 school year. For more information about the core curriculum and other curriculum areas, contact the Curriculum Director, 586/445-4390.

IX. 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 special education needs of our students. Following is a brief description of the specialized schools or programs that serve the special education needs of students in our community.

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

- **Bovenschen School** in Warren is a special training facility for developmentally disabled students.
- **Bozymowski and Rockwell Junior High Schools** serve some of Macomb County's teenagers who are unable to succeed in their neighborhood schools because of severe emotional problems. Bozymowski also houses a middle school autistic program.
- **East Detroit** houses an elementary visually impaired program.
- **Fraser** serves the elementary levels for severely language impaired.
- **Lake Shore Public Schools** houses a special program for trainable mentally unpaired K-12 students in Macomb County. Lake Shore also houses the M.I.S.D. program for upper elementary autistically impaired students.
- **Lakeview Public Schools** houses an oral communication program for the hearing impaired.
- **Lutz School for Work Experience** is a special training center for older, trainable, mentally impaired students in Macomb County. Lutz also houses a high school autistic program.
- **Maple Lane Elementary School** serves young students with severe emotional behavior problems.
- **Neil Reid School** is an alternative high school setting for students with severe emotional problems.
- **Selfridge Air Base** usually serves a high school autistic program, but was temporarily moved to Bozymowski since September 11, 2001.
- **Warren Consolidated Schools** houses a total communication program for hearing impaired, and an elementary autistic program.
- **Warren Woods Tower High School** houses a program that serves students who are physically or otherwise health impaired. There is a severely language impaired program at the elementary level.

The Placement Process

Students placed in programs for the severely handicapped are assessed by our Special Education Department and 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 Education, at 586-445-4325.

South Lake Schools Project Promise is a magnet program for academically talented students in grades three through six. The program is housed at Elmwood School. Forty-four students from our elementary schools were placed in Project Promise in 2000/2001. Students are assessed and placed by South Lake staff with the consent and support of the parents. For more information about Project Promise, call Mr. John Sprys, Principal, at 586- 445-4330.

Koepsell Education Center offers a multi-age program based on Dr. William Glasser's "Quality Schools" philosophy. This program is open to all K-6 students who live in South Lake Schools as a choice option, on a space available basis. For more information about Koepsell Education Center, contact Mrs. Pamela Balint, Principal, at 445-4315.

Tri-District Scheduling is the result of South Lake, Lake Shore, and Lakeview High Schools' steadfast commitment to the education of all students. This method of cooperative scheduling gives students access to courses in three high schools. The result is that students can be grouped for courses that might otherwise be

unavailable. In 2001/2002, South Lake high School students continued to take courses at other St. Clair Shores 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 Tri-District Scheduling, call Mr. Brian Campbell, Principal, 586-435-1400.

Latch Key and KinderDay

Before and/or after school child care needs are addressed by the Latch Key program in each elementary school. The program runs from 7 a.m. to the start of the school day, and from the end of the school day to 6 p.m. For more information about the Latch Key Program, call Avalon School, 445-4350, Elmwood School, 445-4330, Koepsell Education Center, 445-4315, or Pare School, 445-4370.

St. Clair Shores Adult and Community Education operates a KinderDay Program for Kindergarten students. For more information, call 810-296-8880 or 810-445-4336.

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 youth who do not attend their traditional high school. There are currently 22 high school students and 0 middle school student from South Lake Schools in alternative programs.

- ❑ **North Lake High School** is an alternative program for out-of-school youth 16 to 20 years of age. The goal is high school completion for students who voluntarily or involuntarily left school. Call 810-285-8780 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.
- ❑ **Teen Education and Motivation (TEAM)** is intended to help students, aged 14-16, acquire the skills needed to achieve success in high school.

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 810-285-8880.

Career / Technical Education

East Detroit, Harper Woods, Lake Shore, Lakeview, Roseville, and South Lake Schools formed this consortium to meet the specialized needs of vocational/career technical education students. Drafting, auto mechanics, business, graphic arts, food service, electronics, building trades, cosmetology, dental assistance, health occupations, and child care are among the programs available to our students. South Lake High School students participate in one or more of the consortium program.

Placement is made at student request during the regular course selection process. For more information about the Vocational Consortium, call a South Lake High School Counselor at 586-435-1410.

X. Career Preparation Consumer Report

South Lake Schools Career Technical Education Opportunities

Information regarding the Career Technical Education Opportunities may be viewed in both the South Lake High School and South Lake Schools Annual Reports.

XI. Report on 2001/2002 Drug Free Schools Goals

The Safe and Drug Free Schools Act requires each district which receives funding to report on its goals. Funding for 2001/2002 was just under \$6000, and was shared with St. Joan of Arc School in accordance with federal guidelines. In addition, the district participated in a consortium of districts in Macomb County, also funded under the Act. Funding is used to support DARE at the elementary and middle schools, and to support the implementation of conflict resolution programs K-12.

This report, to be shared at the public Board of Education meeting during the Annual Report meeting in September, 2002, is documentation of compliance with the requirement.

Progress Report on National Goals

Goals 2000

- ❑ All children in America can be ready to learn.
The high school graduation rate will increase to at least 90 percent. (South Lake = 98.66%)
- ❑ American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, including English, math, science, arts, foreign languages, history and geography, civics and government, and economics. (See MEAP data page 3.)
- ❑ The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- ❑ U.S. students will be first in the world in math and science achievement.
- ❑ Every American will be literate and will possess the knowledge and skills necessary to compete in a global economy.
- ❑ Every school in America will be free of drugs, alcohol, and violence and will offer a disciplined environment conducive to learning. (See report on Drug Free Schools, page 11.)
- ❑ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

South Lake Schools addresses these goals through the school improvement process. The Annual Report documents our efforts for 2000/2001. For further information, contact Mrs. Irene Speir, Curriculum Director, 586-/445-4390.

**South Lake Middle School's
Annual Educational Report Has
Been Compiled By The Middle School's
School Improvement Committee**

Joe Pius, Principal
George Duffield, Teacher
Nikki Brown, Teacher
Renee Janka, Teacher
Louise Kowalski, Teacher
Alice Phelps, Teacher
Heather Brodi, Teacher
Maryann Filipowicz, Teacher
Susan Thompson, Title I Coordinator/Parent
Christine McIntosh, Parent

Questions about this report can be directed to:

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586-445 4340**

**South Lake Schools Board of Education
Statement of Assurance of
Compliance with Federal Law**

The South Lake Schools Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the South Lake Schools Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible for or which it received financial assistance from the U.S. Department of Education.

**Section 504 Coordinators: Ms. Toni Kasander, Director of Special Services (students)
Mr. William C. Putney, Personnel Director (employees)**