COMET PRIDE

COLOMA JUNIOR HIGH SCHOOL
INSPIRE TO ACHIEVE - EMPOWER FOR SUCCESS

302 W. St. Joseph Street
Coloma, Michigan 49038
cjh.coloma.org

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Coloma Junior High School
Annual Education Report (AER)

April 7, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Coloma Junior 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 Wendy Tremblay, Principal of Coloma Junior High for assistance.

The AER is available for you to review electronically by visiting the following web site **Coloma Junior High Combined Report**, or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

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TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been identified for school support and improvement needs. However, we continue to work diligently through our Professional Learning Community (PLC) process to identify individual strengths and weaknesses that can be addressed by our instructional teams. This focus will increase proficiency for all students on state assessments. Teachers work collaboratively to coordinate assistance and extension for students through our Response to Intervention program that consists of small group and individual instruction based upon identified needs through formative assessments. In addition, after school study hall is provided for additional time and support for students.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Pre-kindergarten through 3rd grade students attend Coloma Elementary School. Students in Grades 4 and 5 are assigned to Coloma Intermediate School and Coloma Junior High services 6th - 8th grade students. Coloma High School is comprised of 9th - 12th grades. Secondary students have choices based on electives within the core curriculum provided. Career related classes have been developed for 9th through 12th grade based on each students educational development plan that is completed before the end of 8th grade.

Eligible secondary students may select career related courses sponsored by various schools in the county through a countywide “shared time” arrangement. Special education students are provided assistance within their age appropriate grade level

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unless the Individual Educational Placement Committee (IEPC) determines the students would be best served in an alternate location. The parent is involved in the decision. Alternative schools include the following specialized schools that are listed in a section below.

Specialized Schools

Specialized schools provide educational alternatives and opportunities for handicapped students as well as meeting their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. Following is a brief description of the specialized schools that serve Coloma Public School District students.

Blossomland Learning Center
Berrien Regional Education Service Agency
Berrien Springs, Michigan

The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderate to severe cognitive impairment up to age 26 who reside within the Berrien Regional Education Service Agency. The school assists students in preparing for entry into their respective communities. Students are placed in the program through an Individual Educational Planning Committee composed of local district and Berrien RESA diagnostic and educational staff.

Lighthouse Education Center
Berrien Regional Education Service Agency
St. Joseph, Michigan

The Lighthouse Education Center program is operated as a therapeutic and educational program for students diagnosed as severe emotional impairment up to age 26 who reside in the Berrien Regional Education Service Agency. These

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students exhibit a severity of emotional difficulties which prohibits them from regular attendance within the resident district.

Hearing Impaired Program
Berrien Springs Public Schools
Berrien Spring, Michigan

The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass and Van Buren counties. This program is operated by the Berrien Springs Public Schools and is funded by the Berrien Regional Education Service Agency. In addition to classroom and teacher consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educational appropriate by an Individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.

Southside Program
Niles Community Schools
Niles, MI

Niles operates center based program for low incidence special education students needing a full time placement.

The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict, highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal of successful readmission to their former school. Classroom programs serve students ages 10 through 25.

Students in the Pre-Vocational program have below average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self-concept and inadequate social skills. Once at southside

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a few may pursue a Certificate of Completion, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25.

School Improvement Plan

A committee of teachers and administrators involved in the school improvement process meet on a regular basis to improve curriculum and instruction. The committee:

- Analyzes data to identify means to improve instruction
- Identifies student needs not being addressed
- Seeks input from all teachers
- Makes recommendations to the administration regarding curricular changes

Through the PLC process, Coloma Community Schools is establishing assessments designed to measure student achievement in each content standard at all grade levels. These assessments are linked to the skills necessary for success beyond school. Students demonstrate mastery through educational technology, paper/pencil, projects, and teacher observations. The assessments will be continually reviewed as part of the PLC process.

A complete copy of the 3-5 year School Improvement plan is located on the Junior High School website at **Coloma Junior High School Improvement Plan** .

Core Curriculum

Coloma Community Schools follows a local core curriculum that defines educational outcomes to be achieved by all students and is based on the district's educational mission and locally developed K-12 curriculum, it has also been aligned with the state recommended Frameworks Curriculum. Federal mandates (ESSA) now require that language arts and math assessments be completed at each grade level, 3rd through 8th grades. To accomplish this, the Michigan Department of Education has assigned Grade Level Content Expectations from their Frameworks Curriculum

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to specific grade levels. This required Coloma to review their alignment to assure that the educational benchmarks are being taught at the required level, resulting in quality performance on the M-STEP tests. A copy of the board-approved curriculum for all content areas is available for review at the Administration Office, Coloma Jr. High Office, and at the website, www.ccs.coloma.org .

NAEP Data:

Please follow this link: https://goo.gl/7KnJ8S#NAEP for more information regarding our state assessment data. Paper copies of this data can be found in the school's office.

Parent Teacher Conferences

Spring Conferences are by invitation based on student needs or by parent request.

Year	# Attending	% Attending
	Fall	Fall
2015-16	168	51%
2016-17	190	56%
2017-18	177	53%
2018 - 19	140	48%

Coloma Junior High continues to provide the most up to date educational technology that is integrated across all classes and grade levels. Students will be exposed to a variety of 21st century skills that include coding, research, inquiry and cooperative learning. This is accomplished through several modalities including 1:1

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Chromebooks for all students in Grades 6-8 at Coloma Junior High. Our mission at Coloma Junior High is to Inspire to Achieve and Empower for Success.

Sincerely,

Wendy Tremblay
Principal