

COLOMA COMMUNITY SCHOOLS

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February 27, 2017

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 the 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 Peter Olsen, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Q3r6zd> 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 in Michigan. Some Priority or Focus schools did exit their status because they met the exit criteria. 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. New Reward schools were identified using school rankings and Beating the Odds information. 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, 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.

Teachers at each grade level are continuing their efforts to faithfully implement common assessments, analyze achievement data and coordinate assistance for struggling students throughout Response to Intervention program known at the Junior High as Intervention, Collaboration and Enrichment time (ICE). Our efforts to close achievement gaps primarily include small group and individual instruction for struggling students based on formative in class assessments. Students are also encouraged to attend our after school study hall as needed.

This year the most significant initiative to address our achievement gaps is the implementation of Professional Learning Communities (PLC's). Initially PLC's will help us to develop a framework for curriculum mapping, prioritizing of state standards and consistent implementation of common assessments. With PLC's fully implemented we will have an established process for analysis of student achievement data and targeted academic interventions and enrichment opportunities. As we progress through the PLC implementation process we will also examine options to develop adjusted schedules (such as ICE) that set aside time for academic support or enrichment activities that are

tailored to needs of each student and aligned to predetermined standards. Improved scheduling options also set aside time for teachers to collaboratively plan lessons, analyze student achievement data and make any necessary changes to instruction.

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 grades. Coloma High School is comprised of 9th through 12th grades. Secondary students have choices based on electives within the core curriculum provided. Career related classes have been developed for 9th through 12th grades 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 unless the Individual Educational Placement Committee (IEPC) determines the students would be best served in an alternate location. The parent is involved in this decision. Alternative schools include the following specialized schools.

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 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 <https://goo.gl/Q3r6zd> .

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 within the Berrien Regional Education Service Agency. These 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 SPRINGS, 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 educationally 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 programs 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 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.

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 (from which the MEAP test is written). Federal mandates (No Child Left Behind) 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 to specific grades 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 MEAP 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, <http://www.ccs.coloma.org>.

School-Level Student Assessment Data- State Generated through mischooldata.org

Student Assessment Data –Junior High School assessment results on the M-STEP including results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access).

- Presents achievement data for all four tested subjects (English language arts, mathematics, science, and social studies) compared to targets for all students as well as subgroups of students
- Helps parents understand achievement progress within schools and compare these to district and state achievement

Please follow this link: <https://goo.gl/CuhcM0> for more information regarding out state assessment data. Paper copies of this data can be found in the school's office.

Accountability Scorecard – Detail Data and Status

For more information regarding our scores, please use this link:

<https://goo.gl/CuhcM0#Accountability>

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

For more information regarding our teacher quality data, please use this link:

<https://goo.gl/CuhcM0#TeacherQuality>

NAEP Data:

Please follow this link: <https://goo.gl/CuhcM0#NAEP> for more information regarding out state assessment data. Paper copies of this data can be found in the school's office.

Parent Teacher Conference

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

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2013-14	38	12	38.4 %	5%
2014-15	200	28	52.2 %	7.5%
2015-16	168	41	51%	12%

We are excited to look ahead as we complete the deployment of the most current educational technology in the Junior High. Beginning this year we are able to provide a 1:1 student to computer ratio so that all of our students are able to take full advantage of the latest educational technology and internet resources to enhance learning and prepare them for success in the 21st century.

Sincerely,



Peter Olsen
Principal
Coloma Jr. High