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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 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 <http://www.ccs.coloma.org/coljh/index.htm> , or you may review a copy in the main office at your child's school.

Teachers at each grade level are continuing their efforts to faithfully implement common assessments analyze achievement data and coordinate efforts with Title 1 staff to provide assistance for struggling students. 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 that set aside time for academic support or enrichment activities that are tailored to needs of each student and aligned to predetermined standards. Ideal scheduling options will 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.

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

Please follow this link: <https://goo.gl/301fOf#StudentAssessment> for more information regarding out state assessment data. Paper copies of this data can be found in the school's office.

NAEP Data:

Please follow this link: <https://goo.gl/301fOf#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%

Parental Involvement Policy

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the district. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: the development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

Title I Programs

The Coloma Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parent(s)/guardian(s) to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

Written Plans/Policies

The Coloma Community School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the district plan to meet the particular needs of their school, subject to review by the Superintendent. The Board directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the district plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and

participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Parent Involvement Plan for Coloma Junior High School

This initial plan will be published and distributed at the fall Open House in 2016. Subsequent plans will be revised, updated, and published each year in the student handbook. Parents will be informed of the plan and asked for input at the yearly meeting for the delivery of Coloma Junior High annual report and via a yearly parent report card survey.

Communication between home and school is regular, two-way and meaningful.

Coloma Junior High staff will:

1. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium (phone calls, e-mails, surveys, newspapers, voice mails, newsletters, home visits, face-to-face, notices, memos, web site, etc.)
2. Provide clear information regarding grade level expectations, district curriculum, school activities, student services and optional programs.
3. Send home report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
4. Conduct formal conferences with all parents at least once in the fall, with follow-up as needed in the spring. These should accommodate the varied schedules of parents and language barriers
5. Encourage immediate contact between parents and teachers when concerns arise.
6. Translate communications to assist non-English speaking parents as needed.
7. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
8. Provide opportunities for parents to communicate with principals and other administrative staff.
9. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.
10. Encourage parents to let staff know what is happening in the child's life that may affect school performance.

Parenting skills are promoted and supported.

Coloma Junior High staff will:

1. Communicate the importance of positive relationships between parents and their children.
2. Through the junior high counselor, link parents to programs and resources within the community that provide support services to families (counseling, health care needs, etc.)
3. Reach out to all families, not just those who attend parent meetings.
4. Demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

Student Learning

Parents play an integral role in assisting student learning.

Coloma Junior High staff will:

1. Seek and encourage parent participation in decision-making that affects students (via committee work, surveys, and informal conversations).
2. Inform parents of the expectations for students in each subject at each grade level.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
4. Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.
5. Provide test data and interpretation meeting to allow parents to ask questions.
6. Provide orientation for all building transitions.

Parents are welcome in the school, and their support and assistance are sought.

Coloma Junior High staff will:

1. Ensure that office staff greeting, signage near entrances and any other interaction with parents create a climate to which parents feel valued and welcome, but also promotes safety.
2. Survey parents regarding their interests, talent and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
3. Show appreciation for parents' participation

School Decision Making and Advocacy

Parents are full partners in the decisions that affect children and families.

Coloma Junior High staff will:

1. Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems to improve the school environment and student achievement.
2. Include parents on all district decision-making and advisory committees and ensure adequate training for such areas as policy, capital projects, technology, sex education, curriculum, budget, school reform initiatives, safety, and personnel.
3. Provide parents with current information regarding school policies, practices, and both student and school performance data.
4. Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.
5. Encourage and facilitate active parent participation in the decisions that affect students, such as student placement.
6. Treat parent concerns with respect and demonstrate genuine interest in developing solutions.

Collaborating with Community

Community resources are used to strengthen schools, families, and student learning.

Coloma Junior High will:

1. Provide information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community as needed.
2. Develop partnerships with local business and service groups to advance student learning and assist schools and families.
3. Foster student participation in community service.
4. Involve community members in school volunteer programs.

Title I Parent Compact
COLOMA JUNIOR HIGH SCHOOL
School/Parent Compact
(2014-2015 School Year)

High student performance is a shared responsibility between parents, school staff, and children. Working together, we can maximize every child's learning experience in Coloma Area Schools.

To achieve this goal, Coloma Area Schools agree to provide the following:

- ✓ Curriculum and instruction to provide maximum opportunity for students to meet the State of Michigan's content and performance standards.
- ✓ Regular and open communication regarding your child's progress
- ✓ Scheduled parent/teacher conferences

In turn, we ask parents to agree to be responsible for supporting their child's education by providing the following:

- ✓ Monitoring attendance
 - ✓ Monitoring homework completion
 - ✓ Making reading a family priority
 - ✓ Supporting appropriate school behavior and school policy
 - ✓ When possible volunteering to help in the classroom
-

Parent/Guardian Signature

Date

Student's name

Principal's Signature

Date

We are excited to look ahead as we complete the deployment of the most current educational technology in the Junior High. Beginning next year we will be 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,

A handwritten signature in blue ink, appearing to read "Peter Olsen". The signature is fluid and cursive, with the first name "Peter" and last name "Olsen" clearly distinguishable.

Peter Olsen
Principal
Coloma Jr. High