

REED CITY COMMUNITY HIGH



ANNUAL REPORT 2009-2010

Principal ~ Tonya Harrison

Superintendent ~ Steven Westhoff

**REED CITY AREA PUBLIC SCHOOLS
BOARD OF EDUCATION AND STAFF**

Reed City Community High School
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School Colors: Red and Black
Athletic Conference: CSAA
Central States Activities Association
Nickname: Coyotes

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Reed City Community High School Staff

Tonya Harrison, Principal
Cathy Eichenberg, Secretary
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INTRODUCTION

This Annual Education Report is intended to meet one portion of the Public Act 25 requirements set forth by Michigan's State Board of Education in 1990. Included in this report is the status of the following areas:

1. School improvement plan status report;
2. Student achievement based on standardized tests;
3. Retention and dropout rate;
4. Specialized schools and placements processes;
5. Parent participating percentage in teacher conferences;
6. Accreditation status; and
7. Core curriculum and implementation plan.

MISSION STATEMENT

The mission of Reed City Community High is to provide a caring, enjoyable environment that will enrich and empower students to become lifelong, self-directed learners and positive contributors to society.

GOALS AND PHILOSOPHY

It is the task of Reed City Community High to provide a safe, caring environment for high school alternative and adult education students. This environment will:

- Provide a nurturing environment where students feel safe to explore their feelings and beliefs;
- Provide opportunities for the greatest possible growth academically, physically and socially;
- Allow students who have had previous difficulties in school to experience a new school environment;
- Provide each student with a solid academic background that will lead to success in future endeavors;
- Encourage students to discover and develop their own unique talents and gifts;
- Seek to develop a community of students, parents, teachers, staff and townspeople to enhance the education of all of us.

The staff at Reed City Community High expects students to achieve certain objectives in each of the following areas before graduation:

Learning Skills

1. Read with understanding and critical judgment.
2. Write clearly and effectively, and use writing as a way to learn.
3. Speak and listen well, especially in structured situations.
4. Use mathematical problem-solving processes.
5. Reason logically and think critically.
6. Study and learn effectively.
7. Use the computer to solve problems, compose and process information.

Basic Academic Subjects

Learn important concepts and the special skills of:

1. English language and literature
2. Mathematics
3. Science
4. Social studies
5. The arts

Health and Physical Education

1. Understand the nature and importance of physical and mental health.
2. Develop physical fitness and recreation skills.

Creative Thinking and Expression

1. Express ideas and images creatively in a variety of media.
2. Think creatively and solve problems creatively.

Personal Skills and Attitudes

1. Develop positive self-images.
2. Make sound moral decisions.
3. Develop special interests and leisure activities.
4. Cope with changes in family, community and society.
5. Make sound decisions about careers, finances, use of media and other important personal issues.
6. Develop desirable attitudes toward work and study.
7. Develop the motivation to learn.

Interpersonal Skills and Attitudes

1. Work cooperatively with others.
2. Value their own ethnic identities and respect that of others.
3. Treat others with respect, regardless of age, gender, class, ethnic origin.
4. Become a contributing member of the family.
5. Develop attitudes of responsible citizenship.
6. Develop an awareness of global interdependence.
7. Respect the property of others.

CURRICULUM

Reed City Community High's curriculum is tied to the districts K-12 curriculum process. In addition to the state approved Michigan Merit Curriculum offered at Community High, students may take electives at the high school for specific classes not offered in our building, with approval from both building administrators. Students receiving Special Education services have schedules that permit them to enroll at Community High, while fulfilling the requirements of their current IEP. Curriculum is evaluated in two categories: core curricular and non-core curricular. The procedural process followed by the District Curriculum Council is as follows:

TWO-AND-A-HALF YEAR CURRICULUM PROCEDURE

Four Core Areas

Procedure

1. High School Content Expectations (HSCEs) will be downloaded from the Michigan Department of Education web site.
2. The curriculum team will provide each teacher with a copy of the HSCEs for their grade level.
3. Curriculum team members will conduct grade level/department meetings to address the appropriateness of objectives and wording of objectives. A survey of staff involved in presenting existing curriculum will be made, and comments will be submitted to the curriculum team within ten days.
4. The curriculum team will incorporate teacher comments to the extent that the comments fit the HSCEs and the Grade Level Content Expectations (GLCEs) and fit a K-12 sequence.
5. Meetings will be held with entire curriculum team (K-3, 4-5, 6-8, 9-12) to: (a) review draft curriculum; (b) evaluate scope and sequence; and (c) provide further input.
6. The curriculum team will incorporate teacher comments to the extent that the comments fit the GLCEs and HSCEs and fit a K-12 sequence.
7. The complete K-12 curriculum will include a teacher-created sample assessment written for each grade level and/or class.
8. The curriculum team will solicit text and material suppliers to demonstrate how their offerings fit with the draft curriculum.
9. Building members of the curriculum team will share with and receive input from teachers. The curriculum team will choose the text and/or materials that are the best fit.
10. A detailed lesson plan following the first general objective for each grade level for the curriculum will be developed.
11. Text, materials and professional development activities will be selected, and a budget will be prepared in two parts: (a) necessities and (b) extras. A list of materials to support the curriculum will be shared with the library/media specialist at each level.
12. Presentation of the curriculum and budget will be made at the March Board of Education Curriculum Committee meeting. Curriculum and budget will be acted upon no later than the May Board of Education meeting.
13. Purchase of text, materials and professional development activities for use in the coming school year will occur in mid-May.
14. Curriculum revisions involving amendments and/or modifications to objectives must have building and Board of Education approval.
15. A staff survey evaluating the new curriculum will occur the second semester of implementation.

STAFF DEVELOPMENT

Each non-tenured teacher has a professional development plan. Tenured and non-tenured staff members are encouraged to seek out professional development opportunities are required to receive 32.5 hours of professional development per year by contract. Teachers are also required to have annual goals written, which are evaluated with an administrator at the beginning and the end of the school year. When curriculum areas are rewritten, training is provided when necessary. For the 2010-2011 school year, the state will be requiring five hours of online professional development.

BUILDING/DISTRICT LEVEL DECISION MAKING

Building staff meetings are held monthly, with input encouraged from everyone. Staff received a staff notebook with all procedures, time schedules/calendars, professional development logs, and lock down protocols. Representatives from Community High held seats on the Superintendent's Advisory Council, as well as the District Curriculum Council.

SCHOOL IMPROVEMENT PLAN

Currently Reed City Community High is not involved with North Central Accreditation as is the rest of the district's K-12 program. However, school improvement at Reed City Community High is a priority with several improvements being made during the 2007-2008 school year including revised discipline procedures, extensive student handbook additions, changes to the attendance policy, and curriculum updates.

1. Student Achievement Measurement

Reed City Community High students participate with the rest of the school district taking the MME/ACT tests. Two students took the MME/ACT in the fourth administration of the state testing in the spring of 2010. Results of district wide MME tests can be found in the districts Annual Report.

2. Retention and Dropout Rate

The retention and dropout rates are currently being analyzed by the state department of education. No final report has been given at this time.

3. Specialized Schools and Placement Process

Reed City Community High's Alternative Education is a specialized school. Students are referred to Community High through parents, building administrators, teachers, counselors, and outside agencies. The purpose of Community High Alternative Education is to provide an education for the student who doesn't fit the traditional high school setting because of attendance, behavior, etc. Reed City Community High School does not discriminate on the basis of race, color, sex, creed, physical disability, or ethnic origin in its educational or admission policies.

To enroll in school, students must have a parent or legal guardianship signature, be emancipated through the court system, or be at least eighteen years of age. Upon enrollment, a birth certificate and immunization record must be provided. Any

student suspended or expelled from any other school including Reed City High School is not eligible to enroll at Reed City Community High School until his/her penalty has been served. Students who are in attendance failure at Reed City High School can apply for admission at the beginning of the next semester following screening committee approval. Students at Reed City Community High fall into two categories: students who are under 20 years old are Alternative Education students and students who are 20 and over, as of September 1, are Adult Education students.

A screening committee consisting of the Community High principal and/or a Community High designee and two representatives of the Reed City High School staff, designated by the principal will meet to discuss the appropriate placement for students under 20, who are admitted from Reed City Areas Public Schools. Incoming freshmen (from RCMS) must attend the high school for a trial period of six weeks. Academics and behavior will be evaluated before being nominated to Community High by the screening committee. Students, who are twenty or over, will be referred to Michigan Works offices for services.

4. Parent Participation in Parent/Teacher Conferences

Reed City Community High staff held parent-teacher conferences in October and March. These conferences were held to give parents an opportunity to discuss their child's progress with their teachers. If parents were not able to make it to the school, phone conferences were held. The percent of parents that made contact with staff and had an opportunity to listen and share information at the fall conference was 35%. The spring conference had 30% attendance.

5. Michigan Merit Curriculum

All areas of the state's MMC are offered through Reed City Community High. A limitation on the number of staff plays a part in when certain classes can be offered.

6. Mecosta-Osceola Career Center

Students from Community High are encouraged to attend the Career Center. This vocational program serves students from the Reed City, Big Rapids, Evart, Chippewa Hills, and Morley-Stanwood school districts. The Career Center offers students vocational and technical career opportunities. Reed City Community High had three students attend the Career Center during the 2009-2010 school year.

REED CITY COMMUNITY HIGH SCHOOL PROFILE

Fall 2009 Count
Alternative Education: 22

Spring 2010 Count
Alternative Education: 24

Graduation '10
Alternative: 0

Graduation Requirements

English/Speech	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Health	0.5
Physical Education	0.5
Consumer Education.	5.0
Fine Arts	1.0
Electives	15.0
Total Possible	30.5
Required for Graduation	28.0

Reed City Community High Staff

Teachers	2
Secretaries	1/2
Administrators	1/2

Michigan Merit Curriculum: Graduation Requirements (beginning with the class of 2011)

English	4.0
Mathematics	4.0 (Algebra I, Geometry, Algebra 2, 1 additional credit must be taken in senior year)
Biological/Physical Sciences	3.0 (Biology, Chemistry, and/or Physics, 1 additional credit)
Social Studies	3.0 (U.S. History, World History, .5 Government, .5 Economics)
Health/Physical Ed.	1.0
Visual, Performing, Applied Arts	1.0
World Language	2.0 (required beginning with the class of 2016)
Online Learning Experience	

CONCLUSION

Reed City Community Education has been the home to several different programs including Adult Education, Alternative Education, GED Testing Program, Adult Enrichment, Youth Enrichment, and Community Recreation. The state budget crisis is bringing Reed City Community High School to a new direction for the 2010-2011 school year. Next year the program will be housed in the high school, as a school within a school. In addition, we will be reducing staff, with a reduction of one teacher and a secretary.

Reed City Community High School will be transferring back to the semester schedule. Reed City Community High continues to be represented on the curriculum committees. The curriculum is in line with the districts K-12 curriculum. Students can also choose to participate in Alternative Education athletics and compete against similar schools from the surrounding area, in addition to participation in Reed City High School's extra-curricular programs.

We will continue to work with the community of Reed City to develop relationships that will benefit our students. Our students will continue to have community service opportunities that will make them better citizens as well as providing the agencies/people we serve with assistance.

In closing, it has been a very successful year. We have made great strides in establishing a foundation for what we want to accomplish as a program in the future. Our staff is outstanding and works hard to provide the best possible educational experience for our students.