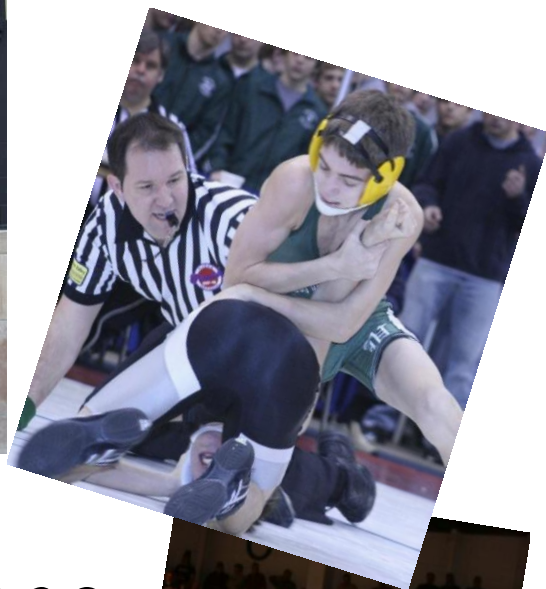
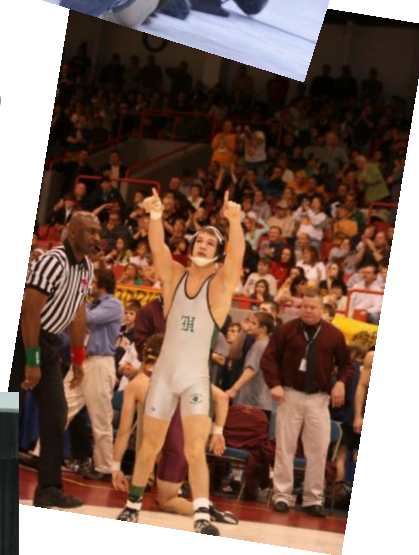


HESPERIA COMMUNITY SCHOOLS ANNUAL REPORT



2008 – 2009



Superintendent's Message

This annual report provides a summary of events and activities of interest that have taken place in the school district during the past year. In addition, it also provides an opportunity for school personnel to summarize and highlight activities, specialty information and dates pertinent to their respective buildings or programs.

Although schools in the State of Michigan continue to struggle due to the budget uncertainties surrounding education Hesperia has been able to balance our budget through reductions that have not affected educational opportunities for our students. In fact, I am pleased to report that the district was able to employ a third building principal by reallocating existing resources; this move allows each building to have an administrator dedicated to the respective grade levels it serves. Mrs. Nancy Cairnduff was hired to assume the middle school responsibilities. In addition to Mrs. Cairnduff, Ms. Jennifer Roth was also hired to replace Mr. Bukala who retired at the conclusion of the 2007-2008 school year. Mr. Dennis Peacock continues in his role as high school principal.

Unfortunately, funding remains a major stumbling block for schools throughout the state. Until our legislators develop a comprehensive school funding plan that addresses the major issues of skyrocketing health care and retirement costs and provides an equitable means of funding all public schools in Michigan we will continue to struggle financially. On a brighter note the tough decisions the district has made to reduce expenditures paid off and we ended the 2008-2009 fiscal year in the black. This doesn't mean we are out of the woods financially; we still need to be thrifty and make every effort to operate in an efficient manner. Personally, I appreciate the support the community continues to provide. The passage of the bond issue put before the voters in September clearly illustrates the community's commitment to our educational programs. The upgrades the bond dollars provide will assist us greatly as we continue to look for ways to save energy and operate more efficiently. The upgrades will also help reduce the need for any major general fund expenditures for maintenance needs in the foreseeable future.

In spite of the difficult economic times we are facing in Michigan the teaching, support and administrative staff at Hesperia Community Schools continues to be committed to providing students with a quality educational experience. We take pride in the fact that our K-12 teaching staff continues to work diligently to improve the educational opportunities for our students. In addition to our traditional K-12 programs the district is also continuing to see great results from our kindergarten plus program and the Response to Intervention process that has been implemented at the elementary level. Both of these programs are designed to provide students with a positive support base to help ensure academic success. Students in grades K-8 are also able to participate in Project Focus, a federally funded after school program, that provides academic as well as enrichment support for students after school each day. A third after school program P.A.C.E. was also initiated this year. This is also a grant funded program sponsored through NCCS and is designed specifically for high school age students.

I urge you to take time to visit your schools and witness the pride our staff takes in having the privilege to educate the community's children, your children. As the parents, family members and caregivers of these children you have built the foundation for their success in school. Our staff's goal is to work with you to build on that foundation to ensure the success of our students.

We will strive to make Hesperia Community Schools the best school it can be, and I am confident that with your continued cooperation our efforts will succeed. Congratulations to our recent graduating class, the staff, and the many students who have successfully represented our school academically as well as athletically.

Dean J Havelka, Superintendent

2008 -2009 Financial Data

Description	2005-06	2006-07	2007-08	2008-09
Enrollment (K-12) (Blend)	1100.91	1105.66	1142.77	1143.73
Enrollment Special Ed FTE included in K-12 Blend	67.59	64	50.22	35.58
Enrollment (Adult Ed) (Funded Blend)	58.15	59.52	52.81	67.33
Certified Personnel	60	60	61	61
Non-certified Personnel	73	77	74	69
Administration	4	4	4	4
Homestead Tax Value	\$ 71,708,295	\$ 75,897,201	\$ 81,277,850	n/a
Non-Homestead Tax Value	\$ 38,372,045	\$ 41,312,809	\$ 43,497,948	\$ 44,169,877
Total Taxable Value	\$ 110,080,340	\$ 117,210,010	\$125,049,037	\$ 129,824,391
Operational Millage				
Homestead Millage (State)	6.00	6.00	6.00	6.00
Non-Homestead (Local)	18.00	18.00	18.00	18.00
Debt Retirement Millage	7.00	7.00	7.00	7.00
Gross Foundation Allowance	\$ 6,875.00	\$ 7,085.00	\$ 7,204.00	\$ 7,316.00
State Share Foundation Allowance	\$ 3,954.70	\$ 3,909.52	\$ 3,896.95	\$ 3,882.26
Fiscal Year Budget				
Previous Year Fund Balance (Total)	\$ 344,780	\$ 238,324	\$ 291,328	\$ 648,757
Revenue	\$ 9,472,678	\$ 9,328,703	\$ 9,944,210	\$ 10,004,460
Expenditures	\$ 9,579,134	\$ 9,275,699	\$ 9,586,781	\$ 9,829,673
Change to Fund Balance	\$ (106,456)	\$ 53,004	\$ 357,429	\$ 174,787
Adjustment for Deferred Revenue				
(Accounting Change 04/05)				
End of Year Fund Balance (6/30)	\$ 238,324	\$ 291,328	\$ 648,757	\$ 823,544
Fund Balance Breakdown:	*Audited	*Audited	*Audited	*Audited
Reserve of Fund Balance K-12	\$ 85,216	\$ 87,811	\$ 97,137	\$ 63,881
Unreserved K-12	\$ 153,108	\$ 203,517	\$ 551,620	\$ 759,663
Reserved for Adult Ed	\$ -			
Total Fund Balance	\$ 238,324	\$ 291,328	\$ 648,757	\$ 823,544
Fund Balance Percentage of Expenditures:	2.49%	3.14%	6.77%	8.38%
HESPA Contract Expires:		June 30, 2008		June 30, 2010
HEA Contract Expires:		August 31, 2008		August 31 2010
General Fund Transfer to Athletics	\$ 206,902	\$ 208,725	\$ 201,275	\$ 221,598
Information Sources: State Aid Status Reports, Audit Reports, L4029 reports, and information available after audit field work was completed.				

HESPERIA HIGH SCHOOL

Principal's Message

Dear Students and Parents:

During the 2008-09 school year, we continued the planning and implementation of programs geared to foster the success of our students. Our goals for student success, along with the strategies by which we hope to attain those goals, are built around the ideas of improved academic achievement and increased student involvement in school sponsored activities. It is our intent that we carry out these goals in a safe and orderly environment. To guide us in providing for student academic success, it is necessary that we employ a quality curriculum along with assessment tools to measure student achievement. To ensure that this is accomplished in a safe and orderly manner, we employ established rules and regulations that are applied equally to all students.

There will continually be areas for us to work on toward improvement as the needs of our students change. The 2008-09 school year was one with many challenges that stretched our staff to ensure that student success was attained. Upon these successes, we will continue with positive growth.

The information contained in this report provides you with documentation of areas of strength along with those areas that require additional improvement. However, the general direction of student successes continues to be in a growth mode. We are committed to see that progress continues in this direction.

High School Staff

Dennis Peacock, Principal
Gail Conkle, Guidance & Attendance Secretary
Michael Blue, Guidance Counselor
Barb Thome, High School/Special Services Secretary
Mary Sturtevant, Career Technician & Student Activities Coordinator
Cathy Herin, Athletic Coordinator

Mark Balcom, Music
Tena Twork, Industrial Arts
Greg Chye, Math
Kristina Waalkens, Special Education
James Cherry, Math
Jennifer Sherburn, Science
Barbara Maynard, Science
Annlyn McKenzie, English
Vince Grodus, English
Christina Parks, Science

Joy Jenerou, Special Education
Katina Prado, English
Kendra Prudhomme, Spanish
Fred Kamrowski, Social Studies
Kimberly Smith, Computer & Business
Kirk Rider, Health
Doug Baird, Physical Education
Jim VanHall, Special Education
Deb Craner, Special Education Aide
Steve Hussey, Social Studies

Mission Statement

To assist in the accomplishment of our district's mission and beliefs, Hesperia High School will provide an environment that enables all students to reach their highest level of academic performance, promotes the development of their physical well being, and assist in the practice of responsible social behavior.

Curriculum

In 2008-09, Hesperia High School moved from a trimester schedule of classes to a traditional six-period day with an additional 36 minute seminar. The impetus behind the move was the opportunity to use staff more efficiently and to provide more instructional time in core classes. The seminar period was devised to provide students an opportunity during the school day to complete homework assignments, get help from teachers, participate in credit recovery and hold meetings that would otherwise cut into instructional time.

In order to earn a high school diploma, student must successfully earn a total of twenty-two of the possible twenty-six credits. We strive to provide diverse educational experiences for our students. In addition to a quality array of core classes, our students have an opportunity to take classes in foreign language, the arts, technology, physical education and vocational education.

This past year, seven high school students took advantage of our dual enrollment program and attended classes at Muskegon Community College.

Core Curriculum

Beginning with the members of the class of 2011, all students must meet the requirements set forth in the Michigan Merit Curriculum.

NUMBER OF CREDITS	CURRICULUM AREA	REQUIRED CONTENT
4 Credits	Mathematics	Algebra I; Geometry, Algebra II; including one credit in Senior Year
4 Credits	English Language Arts	Units for ELA 9, 10, 11, and 12 developed by MDE
3 Credits	Science	Biology; Physics or Chemistry; one additional Science credit
3 Credits	Social Studies	.5 credit in Civics; .5 credit in Economics; U.S. History and Geography; World History and Geography
1 Credit	Physical Education/Health	Credit guidelines developed by MDE
1 Credit	Visual, Performing, Applied Arts	Credit guidelines developed by MDE
Online Learning Experience	Online Learning Experience	Guidelines developed by MDE

Testing Programs

During the school year, our high school students are given a variety of standardized tests in addition to the assessment testing that is done in the classrooms. Some of the tests that are administered are:

ASVAB: This is the Armed Services Vocational Aptitude Battery of tests. It is a test given at no cost by the Department of Defense. This past year we had essentially all 11th grade students participate along with a few seniors. The results will help these students and our career education staff identify, understand, and organize information about student interests, abilities, and personal preferences.

PSAT: This is a pre-college admissions test given to 11th grade students. It helps students see how they compare to other college bound students throughout the country. This test is also used as the qualifier for the National Merit Scholarship Program.

ACT: Most colleges and universities require results from the American College Test prior to accepting and enrolling students. Results of this test are also used to determine a student's eligibility to the Michigan Competitive Scholarship Program. Students sign up to take this test at a pre-determined testing site.

Career Scope - MOIS: These are two interest and aptitude tests that are usually administered to students in the 8th through 10th grades. These two career guidance testing programs are a part of our career education program and are under the direction of our career education and school-to-work coordinator.

MEAP: Michigan Educational Assessment Program (MEAP) assesses students in grades 3 - 9 based on Michigan Curriculum Framework.

MME: The Michigan Merit Exam or MME replaced the MEAP in 2007. It is a Battery of tests which includes ACT, Work Keys and Michigan benchmark tests. Like the MEAP it is given to all 11th grade students and is scored based on four levels of proficiency.

The numbers below represent the number of students who met or exceeded Michigan standards in the MME for Hesperia High School.

	2006	2007	2008
Mathematics	37	41	36
Reading	58	64	54
Science	51	57	57
Social Studies	75	83	71
Writing	25	28	31
ELA	35	40	42

Based on its MME test scores and school self assessment, made Adequate Yearly Progress and received a grade of C on its State of Michigan Report Card.

Retention and Dropout Rate

Our fourth Friday count showed 359 students in attendance at Hesperia High School. In the course of the 2007-08 school year, as students transferred in and out our high school, the school year ended with 315 students in attendance. Records show that Hesperia High School had three students classified as dropouts.

Parent – Teacher Conference Data

2005-06 CONFERENCES

Freshmen	32 of 89 students represented by a parent	35.9%
Sophomores	26 of 99 students represented by a parent	26.2%
Juniors	17 of 86 students represented by a parent	19.7%
Seniors	<u>14 of 81</u> students represented by a parent	<u>17.2%</u>
Total	89 of 355 students represented by parents	25.0%

2006-2007 CONFERENCES (Not available)

2007-2008 CONFERENCES

Fall Conferences	22 percent of our students were represented.
Spring Conferences	17 percent of our students were represented

2008-2009 Conferences

Fall Conferences	27 percent of our students were represented
Spring Conferences	23 percent of our students were represented

Specialized Schools

The Hesperia Community Schools continues to support an alternative education program in a separate building on our school’s campus. Within this structure, one program services students who are in the 15 to 19 year old category while a second program is dedicated to our adult high school completion students. Additional information concerning this program can be found in the Hesperia Community Education report.

Primarily, an inclusion delivery model services our special education students in the high school. Hesperia students are placed in a special education program through an educational placement process called an IEPT (Individualized Educational Planning Team). Each student who is receiving special education services has an annual review and is evaluated by testing at least once every three years. We do continue to provide remediation for our students who are determined to be “At-Risk”, and funding is available in support of those students and the programs we provide. At-Risk students are identified as eligible based upon the results of their MEAP testing in the middle school, teacher referral and their end of the year grades in math and language arts. We provide support for these students in the ninth grade with both math and English classes.

Newaygo County Career and Technology Center

The county supported technology center provides training for our juniors and seniors in the technology preparation course of study on a half day, yearlong program. Students are provided with the opportunity to develop employability skills in a two-year program based upon their career goals. Upon graduation, career technology students may also return to the center for an additional year of training at no cost to the student. The Career Technology Center has an affiliation with Baker College, which allows county students to take and earn college credits at no cost to the student while he/she is enrolled in one of the county high schools. The college has administration offices and classrooms on the campus of the Career Technology Center in Fremont.

SCHOOL IMPROVEMENT PLAN Curriculum

Goal: Align Michigan Curriculum Frameworks with curriculum outcomes, time allocations, teaching resources and assessments.			
<u>CRITERIA FOR SUCCESS: Student MEAP scores meet AYP and state averages.</u>			
<u>Strategy/Activity For Meeting Goal</u> <u>Instructional, Support For At-Risk</u> <u>Students, Professional</u> <u>Development</u>	Person(s) Responsible	Starting and Completion Dates	Evidence of Accomplishment
1. Review state benchmarks in language arts and math	Teachers NCRESA Staff	September 2006	Meeting minutes
2. Develop language arts and math curriculum outcomes per course title offerings	Teachers NCRESA Staff	October 2006	Written curriculum outcomes
3. Develop maps for language arts and math including materials and allocation of time	Teachers NCRESA Staff	October- November 2006	Curriculum maps
4. Develop common assessments for courses offered that are aligned with the MEAP	Teachers NCRESA Staff	November- December 2006	Completed assessments
5. Coordinate curriculum sequencing with middle school staff	Teachers NCRESA Staff	November- December 2006	Meeting minutes
6. Use NEO to report assessment data	Teachers NCRESA Staff	Tri-annually to coincide with marking period	NEO reports

School Climate

GOAL: Promote a more positive and welcoming school climate for all learners.			
CRITERIA FOR SUCCESS: Greater attendance and participation by student and parents at school sponsored activities.			
<u>Strategy/Activity</u> <u>Instructional, At-Risk Support,</u> <u>Professional Development</u>	Person(s) Responsible	Starting and Completion Dates	Evidence of Accomplishment
1. Evaluate base line data from Ferris School Climate Survey and CES survey	Action Research Team	Fall 2006	
2. Active Student Council - Leadership Training for elected Student Council Members	Student Council, Student Council Advisor and Class Advisors	November 2006	Attendance by Student Council members at leadership training sessions held at Manistee High School
3. Staff Assignment: Staff reads and discusses the book "If You Don't Feed the Teachers, They'll Eat the Students"	Principal and Leadership Team Members	January 2007	Implementation of at least five new ideas related to positive school climate based on this reading.
4. Greater promotion of activities conducted at the school, including: conferences, open house, and classroom visitations by parents. Creation of a more welcoming atmosphere for parents and students	Principal, Student Council and Classroom Teachers	Throughout the 2007-08 school year	Greater attendance at planned events – Greater numbers reported in the Annual Report relative to parent participation.

Student Achievement

GOAL: Improve student proficiency in all core and non-core subject areas.

CRITERIA FOR SUCCESS: AYP on the MEAP through an increased percentage of students scoring proficient.

<u>Strategy/Activity For Meeting Goal</u> <u>Instructional, Support For At-Risk Students,</u> <u>Professional Development</u>	Person(s) Responsible	Starting and Completion Dates	Evidence of Accomplishment
1. Increased student mentoring program. Greater teacher involvement in tracking student success in their core instructional area and providing either greater teacher instructional time and/or pairing students in mentoring situations.	Principal, Classroom teachers	Throughout 2007-08 school year	
2. Continue the rewards programs instituted in the 2004-05 school year to recognize student achievement	Action Research Team	Fall 2006	Students who achieved level 1 & 2 scores on the spring 2005 MEAP testing will be recognized in an assembly.
3. Timing of MEAP testing relative to days of testing and time of day	Principal and Teaching Staff	Fall 2006 and Spring 2007 MEAP Testing Windows	Developed testing schedules established.
4. MEAP practice testing in the 9 th and 10 th grades.	Principal and Teaching Staff	Fall 2006 and Spring 2007 MEAP Testing Windows	9 th and 10 th grade students tested using a practice test during the same schedule as juniors/seniors taking official MEAP tests.

Hesperia Middle School

Principal's Message

The staff and students of Hesperia Middle School have finished a remarkable school year in 2008/09. This past year, we have been able to continue working with staff, students and parents to give them the best education we have to offer.

We take great pride in our efforts to make Hesperia Middle School the best possible place for our students to learn and grow. This report will provide you with information on the progress we have made in our school wide reform efforts, parent/community participation and school improvement.

Nancy Cairnduff
MS Principal

Hesperia Middle School Mission Statement

Hesperia Middle School Students will be informed, cooperative and prepared for the future.

Hesperia Middle School Staff

Nancy Cairnduff, Principal
Cindy Sheppard, Intervention Specialist
Donna Hren, MS Secretary
Janet Fairchild, RTC/Discipline Clerk
Cathy Herin, Athletic Coordinator

Jennifer Baird	8th Grade	Mathematics
Mark Balcom	6 – 8 Grade	Band
Deb Claeys	6 th & 7 th	Social Studies
Sue Farmer	6th Grade	Language Arts
Brad Garrett	8th Grade	Language Arts
Tony Grimard	7 th & 8 th	Social Studies
Jill Jones	5 th , 6 th , 7 th & 8 th	Special Education
Amy Fairchild	6 th Grade	Mathematics
Barb Maynard	5 th Grade	Science
Lisa Miller	8th Grade	Science
Courtney Moore	5 th & 6 th	Special Education
Robbie Olsen	7 th Grade	Math
Mary Perrigo	7th Grade	Language Arts
Lisa Sundberg	5 th Grade	Language Arts
Louise Troughton	7th & 8 th	Special Education
Tina Vollans	5 th Grade	Social Studies
Ben Westgate	7th Grade	Science
Anita Winterhalter	5 th Grade	Math & Language Arts
Instructional Aides:	Sheri Golden	Beth Elenbaas

The staff of Hesperia Middle School is a dedicated group of professionals who work diligently toward the successful achievement of our mission statement, comprehensive school reform goals, and our school improvement goals. They strive to maintain a quality environment for both students and staff. We have worked very hard on our comprehensive school reform grant to improve and maintain quality teaching strategies and update the curriculum. The middle school environment is both nurturing and challenging.

Points of Pride

- ★ Community Involvement is encouraged and expected in several curricular and extra-curricular areas.
- ★ Students in grades 6-8 participated in NC RESA Gifted & Talented programs.
- ★ Hesperia continues to compete in the “Battle of the Books” county-wide competition.
- ★ Eighth grade students attended the career fair at Muskegon Community College.
- ★ Sixth Grade students visited Scottville “Old Engine Show” as an extension of the curriculum.
- ★ Sixth grade students visited Mackinac Island as an extension of the curriculum.
- ★ Eighth Grade students visited Comerica Park for a Detroit Tigers Baseball game.
- ★ Two book fairs for our students.
- ★ Successful Girls on Track program.
- ★ The middle school continued the student led format for our spring parent/teacher conferences.
- ★ Sixth grade students in the Environmental Issues class were able to recycle 14 tons of paper, which saved 243 trees and 98,000 gallons of water. This was done in cooperation district wide.

School Improvement – Leadership Team

The middle school staff continued to design a detailed school improvement plan; including continuation of the Responsible Thinking Process and new programs in reading assessment and MEAP Based Assessment.

Members of the leadership team include:

Sheri Golden	Jill Jones	Amy Fairchild
Cindy Sheppard	Lisa Sundberg	Tony Grimard
Sue Farmer	Nancy Cairnduff	

We continued with our goals for the building which middle school staff will be working on over the next three years. They are:

- 1) Improve student academic achievement in the four core areas as evidenced by MEAP data and AYP. We will demonstrate improved success by increasing overall Writing proficiency each year by 5%, and Reading, overall proficiency will improve by 2% each year. For math, proficiency will increase by 5% each year, and by 2% each year in Science and Social Studies.
- 2) To improve student self-management skills in relationship to their behavior and student demonstrations of respect toward self and others. The Responsible Thinking Process will be reviewed with students and staff and documented in teacher lesson plans. Continuing in 2008 and 2009, we will demonstrate an annual reduction in disciplinary referrals by 20%.
- 3) To increase student support at home for their academic and social development and to increase student demonstrations of ownership and connection to the school community as evidenced by pertinent data. We will demonstrate a 30% increase in parental and community involvement in school events and activities by June 20, 2009.
- 4) We continue to use the Responsible Thinking Program (RTP). In RTC, students are required to complete a plan to learn how to achieve their goals without violating the rights of others. If a student chooses to disrupt the learning process in the classroom the teacher will ask a series of questions that are designed to allow students to think about what they want in relationship to the rules of the classroom.

RTP

The purpose of the Responsible Thinking Process is to create an atmosphere of respect within the entire school community, administrators, staff, and students. When you create an atmosphere of respect, discipline problems will be reduced and there will be an increase in learning time. When a person resolves his/her problem in such a way that doesn't disturb others, he/she is showing respect. RTP teaches students how to solve problems without disturbing other, whether intentionally or unintentionally.

Ed Ford & George Ventis

The middle school staff continued to use a MEAP Based Assessment Program; wherein, every student is assessed for proficiency on each State of Michigan and Hesperia Community Schools Curricular Benchmark. The program also includes a review component coordinating Title 1 services for students not gaining proficiency on a particular benchmark(s). The design of the program is to focus on student learning to constantly improve or academic achievement and gain Adequate Yearly Progress under No Child Left Behind.

Student Led Conferences continue to be a big success. Attendance at parent-teacher conferences has increased over last year's attendance.

Parent/Teacher Conferences

Traditional Format, Fall, 2008

Grade	Number of Students	Number Attending	Percentage Attending
5 th	83	35	42%
6 th	105	50	48%
7 th	81	32	40%
8 th	76	27	36%
Total	345	144	41%

Student Led Conferences, Spring, 2009

Grade	Number of Students Scheduled	Number Attending	Percentage Attending
5 th	87	16	18%
6 th	102	61	60%
7 th	81	26	32%
8 th	76	13	17%
Total	346	116	34%

MEAP – Adequate Yearly Progress

Hesperia Middle School received a grade of "B" from the State of Michigan Department of Education. Hesperia Middle School met the requirements for Adequate Yearly Progress under No Child Left Behind.

2008-2009 MEAP Test Results: Middle Schools

Through the Michigan Department of Education, the Michigan Educational Assessment Program (MEAP) tests serve as a major factor in determining whether a school has achieved Adequate Yearly Progress (AYP), a measure of the success of a school. Currently English Language Arts (ELA) and Mathematics are the content areas that are used to determine AYP at the elementary, middle school and high school levels. The annual AYP target is developed by the Michigan State Board of Education and describes the success of a school building in terms of student achievement as measured by the state testing program. The following presents the percent of Hesperia students who tested in the proficient range.

Test Area	Grade	% Proficient	AYP Target	AYP Met
ELA	5	71	57%	YES
ELA	6	75	56%	YES
ELA	7	79	54%	YES
ELA	8	65	53%	YES
Math	5	81	62%	YES
Math	6	73	60%	YES
Math	7	77	57%	YES
Math	8	62	54%	YES

The remaining MEAP tests are not subject to Adequate Yearly Progress at the elementary and middle school levels. The following presents these MEAP results and includes 2006 and 2007 data for areas where comparable test results are available.

Test Area	Grade	% Proficient – 2007-08	% Proficient – 2008-09
Reading	5	77	73
Reading	6	80	75
Reading	7	68	74
Reading	8	79	79
Writing	5	50	46
Writing	6	62	74
Writing	7	59	70
Writing	8	64	68
Math	5	71	81
Math	6	60	73
Math	7	70	77
Math	8	74	62
Science	5	80	79
Science	8	87	82
Social Studies	6	65	72

Discipline Reports

When we implemented RTC our goal was to reduce the number of referrals to both the office and RTC. The total number of referrals, for 2008-09, indicates this goal has been met with new strategies formed and a rededication to contacting parents.

Discipline Totals by Grade, 2007/08

5 th	405
6 th	462
7 th	482
8 th	472
Total	1821

Discipline Totals by Grade, 2008/09

5 th	369
6 th	283
7 th	539
8 th	449
Total	1640

The combined total of RTC and discipline referrals for 2008/09 (September - June) was 181 fewer discipline referrals. This represents a 10% decrease from 2007/08 to 2008/09.

Comprehensive Analysis Report on Student Achievement – Content Area: Writing

(X) New Goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in writing as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%.

Statement of gap in Student Achievement: Based on the State MEAP assessments, 65% of the middle school students demonstrate proficiency in writing.

Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

By June 2009, both subgroups of Economically Disadvantaged and Special Education will increase their proficiency on the MEAP writing assessment by 10%, and the male/female gender gap will reduce by 10 percentage points.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Book study with “How Boys and Girls Learn Differently,” and “Teaching the Male Brain.”	Classroom teachers and principal	2008-2009	“How Boys and Girls Learn Differently” and “Teaching the Male Brain.”	Book study agenda	Book study evaluations
2. Develop common student resources 5-8.	School Improvement team, principal and NCRESA staff	2008-2009		Grade level meeting agenda	Completed resource notebook
3. Develop common teacher resources 5-8.	School improvement team, principal and NC RESA staff	2008-2009		Grade level meeting agenda	Completed resource notebook
4. Review MEAP test item analysis report to identify challenges. Review and revise curriculum maps based on data review.	Classroom teachers, Principal, NC RESA staff	2nd semester 2009 school year	Sub release time for teachers	Principal	Completed curriculum maps by June 2009
5. Collaborative planning time to review Writing Workshop materials and incorporate into curriculum maps.	Classroom teachers and principal and NC RESA staff	2008-2009		Grade level meeting agenda	Updated curriculum maps

6. ELA teachers attend professional development at MAISD for implementing the Writing Workshop and grammar instruction.	ELA teachers And Principal	2008-2009		Roster for training	Updated curriculum maps
7. After school program for at-risk students to support ELA, Math, Science and Social Studies.	Administration, Social Worker and after school staff	2008-2009		Principal and supervisor walk through	Increased student mastery on GLCEs (CMS reports)

<u>Comprehensive Analysis Report on Student Achievement – Content Area: Reading</u>
(X) Maintenance Goal
<i>Student Goal Statement:</i> All students at Hesperia Middle School will increase their proficiency in reading as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.
<i>Statement of gap in Student Achievement:</i> Based on the State MEAP assessment 75% of the middle students demonstrates proficiency in reading.
Plan to Accomplish Student Achievement Goals and Objectives: <i>Measurable Objective Statement to Support Goal:</i> The Economically Disadvantaged and the Special Education subgroups will increase their proficiency in reading by 10% on the MEAP test and the STAR reading test and 10% more of the sub groups will master the curriculum content expectations in the areas of comprehension and narrative text.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Purchase Accelerated Reader books for grades 5-8 to update the library. Purchase new and revised assessments for existing books. Reinstate AR program in seminars.	Principal, parapro, ELA teachers, Media Center assistant	By Fall of 2008	\$6,000 (1,400 for test and quizzes)	Principal needs to communicate this expectation to the entire staff.	STAR report for each grade level. AR report that show student participation at 80%
2. Training on how to use Renaissance Place programs and Lexia program.	Technology Department	Fall 2008		Principal	Roster of participants
3. Pursue adding RIF program to Middle School. If this is not available, look for other granting sources.	Lisa Sundberg and Jill Jones	Fall 2008			

4. Review MEAP test item analysis report to identify challenges. Review and revise curriculum maps based on data review. (Complete common assessments and teaching resources)	Classroom teachers, Principal, NC RESA staff	2nd semester 2009 school year	Sub release time for teachers	Principal	Completed curriculum maps by June 2009
6. Seminar read aloud time for all grade levels using classroom novels that teaches comprehension strategies. Focus is on narrative text.	Classroom teachers and principals	2008-2009 School year	Existing resources	Principal	Improved MEAP scores in narrative text by 10%
5. Use collaborative planning time to coordinate the elements of this plan, review STAR data and individual student achievement data and monitor effectiveness of the action items.	Classroom teachers and principal	2008-2009 School year		Principal	Student achievement data shows improvement
6. Use collaborative planning time to review and model instructional practices with ELA content teachers.	Classroom teachers and principal	2008-2009 School year		Principal	Student achievement data shows improvement
7. Special Education Teachers will co-teach with ELA teachers to increase access to the general curriculum for reading.	Special education teachers and ELA and Math teachers	2008-2009		Principal	Student achievement data shows improvement
8. Use Lexia software during academic support time for Special Education students to improve basic reading skills.	Special education teachers and ELA teachers	2008-2009	Lexia software	Principal	Student achievement data shows improvement

Comprehensive Analysis Report on Student Achievement – Content Area: Math

(X) Maintenance goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in math as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%.

Statement of gap in Student Achievement: Based on the State MEAP assessment, 68% of the middle school students demonstrate proficiency in math.

Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal: By June 2009, the proficiency level of the Special Education and Economically Disadvantaged subgroups in the area of math will increase by 8% as measured on the MEAP, and the percentage of both subgroups that will master the grade level content expectations will increase by 10%.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/Source/Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Attend Professional development for the new CMP II at MSU. Update curriculum maps.	Math teachers	June 2008	1000.00	Training completion certificate	Updated curriculum maps
2. Develop new common assessments that correlate with the new CMP II and the GLCEs.	Math teachers, NC RESA consultant, principal	2008-2009		Work schedule for completed assessments at grade level meetings	Completed assessments
3. Implement Math Facts at a Flash remedial program for students not mastering basic math skills. Coordinate with after school program for full implementation	Math teachers and after school staff	2008-2009	Math facts at a flash program	Principal walk-throughs	Computerized student reports
4. Improve parent communication and understanding of new program with parent handouts and training at open house.	Math teachers	2008-2009	Parent handouts from CMP II		Parent satisfaction on survey
5. Purchase St. Clair NC RESA Math Toolbox for MEAP review and addressing teaching the GLCEs	Admin office and Math teachers	2008-2009	St Clair Tool boxes \$150.00		Kit's available for teacher
6. Common planning time to share and model instructional practices for GLCEs that are difficult to teach.	Math teachers and principal	2008-2009		Schedule for grade level meetings	Best Practices in CMS

Comprehensive Analysis Report on Student Achievement – Content Area: Social Studies

(X) New Goal

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in Social Studies as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, 72% of the students are proficient.

Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

Economically Disadvantaged and Special Education students will increase their proficiency on the state MEAP test by 8% and 10% more will master the Grade Level Content Expectations by the end of 2009.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Review and revise social studies maps and common curriculum assessments to correlate with the new GLCEs.	Classroom teachers and NC RESA curriculum consultant	2008-2009	Curriculum maps and new GLCEs	Principal will develop timeline with staff for activities	Completed revised curriculum maps
2. Develop common planning time calendar and agenda for staff to meet at building level and with administration.	Classroom teachers and principal	2008-2009		Principal will develop timeline with staff for activities	Completed calendar and agenda
3. Professional Development for strategies and instructional methods with NC RESA curriculum consultant.	Classroom teachers and NC RESA curriculum consultant	2008-2009		Teacher sign in sheets	Teacher training evaluations
4. Attend professional development on how to change the Learning structures of Economically Disadvantaged students.	All staff	2008-2009	NC RESA Professional Development – Framework of Poverty	Sign in rosters	Teacher evaluations
5. Utilize student achievement data base to identify students that have not met standards on the MEAP are failing classes. Utilize differentiated practices and a student success plan to improve achievement.	Teachers and principal and NC RESA consultant	2008-2009	Student data base	Lesson plans reflect differentiated practices	Improved grades and mastery of GLCEs.

Comprehension Analysis Report on Student Achievement – Content Area: Science

Student Goal Statement: All students at Hesperia Middle School will increase their proficiency in science as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, and Science Outcome common assessments, 87% of the students are proficient.

Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

Hesperia Middle School students will increase their proficiency on the state MEAP test by 2% and 10% more will master the grade level content expectations by the end of 2009.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Review and revise science curriculum maps and common assessments to correlate with the new GLCEs.	Classroom teachers, principal and NC RESA curriculum consultant	2008-2009	Curriculum maps and new GLCEs	Principal will develop timeline with staff for activities	Completed revised curriculum maps
2. Develop common planning time calendar and agenda for staff to meet at department level and building level with administration.	Classroom teachers and principal	2008-2009		Principal will develop timeline with staff for activities	Completed calendar and agenda
3. Professional Development for strategies and instructional methods for teaching the new GLCEs with NC RESA curriculum consultant.	Classroom teachers and NC RESA curriculum consultant	2008-2009		Teacher sign in sheets	Teacher training evaluations
4. Utilize student achievement data base to identify students that have not met standards on the MEAP are failing classes. Utilize differentiated practices and a student success plan to improve achievement.	Teachers and principal and NC RESA consultant	2008-2009	Student data base	Lesson plans reflect differentiated practices	Improved grades and mastery of GLCEs.

Patricia St. Clair Elementary

Administrator's Message

The staff and students of Patricia St. Clair Elementary School finished a remarkable 2008/09 school year. There continues to be the excitement of the new, as well as existing programs. Great efforts have been made for another year of success for the students and staff in Hesperia.

This report will provide you with information on the progress we have made in our school wide reform efforts, parent/community participation and school improvement.

Patricia St. Clair Elementary Staff

Principal: Jennifer Roth
Secretary: Stephanie Schmitz
Counselor: Cindy Sheppard
RTP Supervisor: Joan David

Kindergarten Teachers:
Nancy Brauer
Angie Pummel
Roxanne Kammer (PM)

Title Teachers:
Beth VanDerVeer
Heidi Seaver ½ Title ½ RTI

Kindergarten + Teachers:
Kathy Brackett
Jessica White

Special Education Teacher:
Vickie Beck

1st Grade Teachers:
Wendy Tozer- Primary
Kristin Balkema
Kathy Broome
Melissa Frendo
Cammie Hussey

Physical Education Teacher:
Mark Arbogast

Music Teacher:
Shaunna Baker

2nd Grade Teachers:
Lisa Corbin
William Franks
Courtney Niblick
Monica Thomas

Teacher Assistants:
Cheryl Billings
Rosemary Burrell
Shannon Buozis
Carol Conley
Sherri David
Karen Flanery

3rd Grade Teachers:
Carla Balcom
Deb Driza
Colleen Walch

Sue Hall
Vonda Hall
Mary Kay Heaven
Connie Kelley
Shannon Pless
Lynn Sibley
Bambi Stopczynski
Mary Wolcott

4th Grade Teachers:
Pattie Bartolini
Becky Dickerson
Stacy Hasted

Project Focus:
Erin Schmitz

Support Services:
Tami Jacobs OT
Diane Levandowski Speech

Mission Statement

The staff of Patricia St. Clair Elementary School is committed to the following mission:

We recognize the diversity of our students and thereby commit to providing an educational environment in which all students are included and expected to learn. In addition, we believe education requires cooperation between home, school and community. We must assist students to communicate effectively, think critically, choose wisely and seek excellence.

School Improvement

The strategies are embedded in the following School Improvement plans:

School: Hesperia – Patricia St Clair Elementary School Year: 2008-2009
<u>Section I – Comprehension Analysis Report on Student Achievement – Content Area: Writing</u> <u>X) Active Goal</u>
<i>Student Goal Statement:</i> All students at Patricia St. Clair Elementary School will increase their proficiency in writing as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 5%.
<i>Statement of Gap in Student Achievement:</i> Based on the State MEAP assessment and the MLPP writing rubric, only 42% of the elementary students are proficient writers.
<i>Contributing cause for the gap in student achievement:</i> Female students outperformed Male students by 24 percentage points on the MEAP writing assessment. Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 10 percentage points. Further MEAP test item analysis shows that students need further instruction in the areas of grammar usage, the writing process, and writing genre.
<i>List the sources of data used to identify this gap:</i> State MEAP Writing assessment, MLPP writing assessment rubric benchmark 3 times a year, analysis of student writing samples
Section II: Comprehensive Analysis Report on System Processes and Practices <i>Listed below are the challenges from the Comprehensive Needs Assessment Strand Report that were aligned with this content area goal to be included in this School Improvement Plan.</i> <ol style="list-style-type: none">1. Teaching for Learning<ul style="list-style-type: none">● Curriculum review process not in place● Infrequent communication to parents about curriculum expectations● Need reflection and refinement of curriculum K-12 vertically and horizontally● Need best practices for advanced students2. Leadership<ul style="list-style-type: none">● Instructional Leadership● Communication● Shared leadership – Need mentoring/coaching program for all teachers

- Grade level meetings to collaborate with peers
3. Personnel and Professional Development
 - Shared leadership – no time scheduled to collaborate with each other
 - Focus of professional development needs to be focused on student achievement goals
 4. Parent and Community Involvement
 - Need more diversity in communication
 - Need 2-way communication
 - Volunteer opportunities expanded
 - Extended learning opportunities for parents
 - Increase community involvement
 5. Data Management
 - Define purpose for using data
 - Identify multiple sources of data
 - Identify process for using data
 - Time to dialogue with staff about meaning of data

Section III: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

60% of all students will increase their proficiency in utilizing the writing process by increasing their proficiency scores on the MLPP Writing Rubric from level 1-2 to 3-4.

Strategy Statement:

1. Teachers participate in PD on writing workshop-Focus on writing process, genre, grammar and usage, differentiated instruction that addresses male gender discrepancies, integrating use of technology.
2. Teachers implement student resource notebook K - 4 that includes common writing process and tools.
3. Teachers implement strategies from book study on Gender Gap, and review writing prompts/assessments for gender bias.
4. Provide parent education programs for improving literacy skills.
5. Provide Title 1 teacher support for utilizing student writing resource notebook during literacy group time.
6. Provide paraprofessional support during classroom writing block for implementing common writing process.
7. Implement Reduced Class size program-First grade to adjust instructional strategies for at-risk students utilizing guided writing groups and differentiated instruction

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Staff will use consistent writing process, vocabulary, tools and assessments to deliver writing instruction.	Teachers	August 2008 – June 2009	Student and Teacher resource notebooks	Principal Walk Through, Teacher Lesson plans	Principal walk-Through notes, Teacher survey
2. Professional Development to implement Student Resource books. (Include Special Education staff) ½ day release with subs for writing committee to finalize teacher resource notebook in September.	Teachers and NC Resa staff	August – September 2008-2009	Student and Teacher resource notebooks	Professional Development Sign in Sheet	Professional Development Evaluations
3. Book Study on “Gender Gap”. Participants will read book “Why Gender Matters,” and participate in small and large group discussion.	All staff	August 2008 – June 2009	Book- “Why Gender Matters”	Question and Answer sheets for participants	Revised common assessments that have been revised for gender bias.
4. Review common assessments and daily writing prompts for gender bias.	Teachers	August 2008 – June 2009		Principal walk through	Revised common assessments that have been revised for gender bias
5. Professional Development on Writing Workshop – Narrative Text – ½ day with Amy Oak. Follow up to model narrative text in classroom for 2 days. Attend staff meeting at end of day. (include Special Education staff)	Teachers and classroom paraprofessionals	October 2008	Amy Oak – \$1200.00	PD Evaluations	Improved MEAP scores
6. Title 1 support for students performing at Level 3 or 4 on MEAP, and/or Level 1 or 2 on MLPP writing rubric.	Title 1 teachers and paraprofessionals	August 2008 – June 2009	Title 1 teacher and paraprofessionals	Monitoring of student writing samples – conferencing with students	Improved writing rubric scores
7. Parent resource bank developed for classroom volunteers. Inventory parent skills, provide training for parent volunteers.	Principal	2008-2009			Completed parent resource bank

School: Hesperia – Patricia St Clair Elementary School

Year: 2008-2009

Section I – Comprehension Analysis Report on Student Achievement – Content Area: Reading

(X) Maintenance goal

Student Goal Statement: All students at Patricia St. Clair Elementary School will increase their proficiency in reading as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 3%.

Statement of gap in Student Achievement: Based on the State MEAP assessment, the MLPP benchmark reading running record, DIBELS assessment, and 81% of the elementary students are proficient readers.

Contributing cause for the gap in student achievement:

Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 12 percentage points. General Education students outperformed Special Education students by 42 percentage points in 4th grade. Further MEAP test item analysis shows that students need more instruction in the areas of reading narrative text and comprehension.

List the sources of data used to identify this gap: State MEAP Reading assessment, MLPP reading running record rubric benchmark 3 times a year, DIBELS, and STAR Reading

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Report that were aligned with this content area goal to be included in this School Improvement Plan.

1. Teaching for Learning
 - Curriculum review process not in place
 - Infrequent communication to parents about curriculum expectations
 - Need reflection and refinement of curriculum K-12 vertically and horizontally
 - Need best practices for advanced students.
2. Leadership
 - Instructional Leadership
 - Communication
 - Shared leadership – need mentoring/coaching
 - Grade level meetings to collaborate with peers
3. Personnel and Professional Development
 - Shared leadership – time scheduled to collaborate with each other
 - Focus of professional development needs to be focused on student achievement goals
4. Parent and Community Involvement
 - Need more diversity in communication
 - Need 2-way communication
 - Volunteer opportunities
 - Extended learning opportunities for parents
 - Increase community involvement
5. Data
 - Define purpose for using data
 - Identify multiple sources of data

- Identify process for using data
- Time to dialogue with staff about meaning of data

Section III: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

The Economically Disadvantaged and the Special Education subgroups will increase their proficiency in reading by 8% on the MEAP test and the multiple sources of assessments (DIBELS, MLPP running record), and 10% more of the subgroups will master the curriculum content expectations in the areas of comprehension and narrative text.

Strategy Statement:

1. Implement Strategies that Work/Literacy groups/Earobics/Lexia software/ AR Fluency and RTI Lindamood Bell intervention to increase student achievement in reading and comprehension K-4
2. Implement Paraprofessionals to support Literacy groups, self-selected reading, Accelerated Reading program in classroom K-4.
3. Provide parent education programs to teach strategies for improving literacy skills.
4. Teacher teams model instructional practices for teaching ELA GLCE's.
5. Implement Child Study teams for underachieving students.
6. Implement Response to Intervention model K – 2
7. Implement Reduced Class size program-First grade to adjust instructional strategies for at-risk students utilizing guided reading groups/differentiated instruction in reading.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. MEAP review packets from NC RESA in Fall. Reteach based on MEAP data at GLCE level using MEAP released test items.	Classroom teachers and NC RESA curriculum consultant	By the end of September 2008	MEAP review packets from NC RESA	Teacher lessons plans	% of students proficient on the MEAP has increased.
2. Analyze MEAP results from Fall 2008 to review and revise curriculum: 1) Print School item analysis report 2) Review areas not proficient 3) Find which NCC outcomes correlate to the identified test items 4) Review teaching practices/materials/assessments etc. needed to focus on these outcomes. Revise curriculum maps and assessments.	Principal, classroom teachers NCRESA Learning Support as needed	February/ March 2008	MEAP test reports	Curriculum consultant monitor process with grade level teams	Revised curriculum maps and assessments

3. Title 1 teacher will coordinate with Project Focus after school program to develop a summer reading program based on the GLCEs.	Title 1 teacher and Principal	May 2009	Use existing resources	Title 1 teacher report	STAR report results at end of summer
4. Summer Literacy program Open House for parents – showcase and sign up for summer literacy programs. Make-It Take-It literacy centers.	Staff and Principal	May 2009	\$500	Summer literacy program agenda	Participant evaluations
5. Each class will participate in self-selected reading time utilizing the Accelerated Reading program with incentives for reading throughout the entire school year.	Principal and Classroom teachers , and media paraprofessional	2008-2009	Use existing resources	Principal to supervise staff in charge of incentive program	Star test results 3 times a year
6. Elementary teachers will focus daily reading instruction on reading narrative text and comprehension skills and sustain instruction for informational text.	Classroom teachers	2008-2009	Use existing resources	Lesson plans	Increased MEAP reading test results
7. Parent education programs held 2 times a year for content areas: review curriculum requirements, Skyward access – how to use it to monitor student grades, homework tips (September) and strategies for writing and reading with children. (January)	School staff and Title 1 staff	2008-2009	\$1000 Title 1 parent involvement	Program agendas	Parent participant surveys
8. Review IEPs of Special Education students to assure accommodations are followed for the test setting and in classroom. Hire proctors to deliver test to small groups. Proctors attend training at NC RESA in September.	MEAP coordinator	SEPT-OCT 2008	Costs for subs		Improved MEAP tests scores for Special Education students by 8%
9. Create lessons to implement Strategies that Work – book reviewed in last year’s book study.	Teachers	2008-2009	Sub costs	Book study leaders to set agenda for grade level meetings	Completed lessons
10. Use Response to Intervention benchmark and progress monitoring data collected quarterly on students at each grade level to identify students for Level 2 and 3	Title 1 and Level 3 teacher	2008-2009	Lindamood Bell materials, RTI student data base- no	Instructional management team to monitor decision	List of students involved in intervention , DIBELS

interventions. Implement Level 3 interventions including Lindamood Bell reading intervention.			additional cost	making	progress monitoring graphs
11. Lexia Software for reading disabilities implemented and monitored in the Special Education Classrooms.	Special Education teachers	2008-2009	Lexia software – already purchased	Special ed teacher to monitor LEXIA reports-keep pre and post test	LEXIA student reports

Section I – Comprehensive Analysis Report on Student Achievement – Content Area: Math

(X) Maintenance Goal

Student Goal Statement: All students at Patricia St. Clair Elementary School will increase their proficiency in math as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, STAR Math, 85% of the elementary students demonstrate proficiency in mathematics.

Contributing cause for the gap in student achievement:

Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 9 percentage points. General Education students outperformed Special Education students by 41 percentage points in 4th grade. Further MEAP test item analysis shows that students need further instruction in number fluency, meaning and relationships, geometry – spatial reasoning, and measurement units.

List the sources of data used to identify this gap:

State MEAP Math assessment, STAR Math and Math Objective common assessments.

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Report that were aligned with this content area goal to be included in this School Improvement Plan.

1. Teaching for Learning
 - Curriculum review process not in place
 - Infrequent communication to parents about curriculum expectations
 - Need reflection and refinement of curriculum K-12 vertically and horizontally
 - Need best practices for advanced students
2. Leadership
 - Instructional Leadership
 - Communication
 - Shared leadership – need mentoring/coaching
 - Grade level meetings to collaborate with peers
3. Personnel and Professional Development
 - Shared leadership – time scheduled to collaborate with each other
 - Focus of professional development needs to be focused on student achievement goals
4. Parent and Community Involvement
 - Need more diversity in communication
 - Need 2-way communication
 - Volunteer opportunities
 - Extended learning opportunities for parents
 - Increase community involvement
5. Data
 - Define purpose for using data
 - Identify multiple sources of data

- Identify process for using data
- Time to dialogue with staff about meaning of data

Section III: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

By June 2009, the proficiency level of the Special Education and Economically Disadvantaged subgroups will increase by 5% as measured on the MEAP, and the percentage of both subgroups that will master the grade level expectations will increase by 10%.

Strategy Statement:

1. Teachers implement Math Facts in a Flash program with focus on number fluency grades K- 4 including Special Ed classrooms.
2. Teachers continue implementation of the Trailblazers Math curriculum with focus on modeling best practices and implementing Hands on activities to increase fluency and number sense.
3. Teachers assess and record mastery of the Curriculum Content Expectations in the Curriculum Management System(CMS). This information will be utilized for reteaching in the after school program.
4. Provide parent education programs to teach strategies for improving math skills.
5. Implement Reduced Class size program in First grade to adjust instructional strategies for at-risk students utilizing differentiated instruction in math.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Continue implementation of the Trailblazers curriculum with grade level meeting time for sharing and modeling best practices. (General Ed and Special Ed)	Classroom teachers and Principal	2008-2009	Use existing resources	Principal check in during process	Minutes from staff meetings
2. Training to use Math Facts in a Flash program K-4. Implement program K-4 and Special Education during and after school.	Bill Deater and Colleen Walch Project Focus staff and teachers to attend	September staff meeting	Use existing resources	Teacher evaluations	Student records in Math Facts program
3. MEAP Re-teaching <ul style="list-style-type: none"> • Prior to October MEAP test: Teach students test taking skills – the multiple choice process. Review the core vocabulary words. Reteach based on MEAP data at the GLCE level. • Develop and implement student packets for re-teaching at the GLCE level. 	Teachers and NC RESA staff	September	NC RESA MEAP review test items from analysis	Teacher lesson plans	Improved MEAP scores

4. ½ day release time with subs to review math common assessments and review and revise math curriculum maps.	Teachers and NC RESA staff	September	Current maps and assessments	Revised maps	Improved MEAP scores
5. Analyze MEAP results from Fall 2008 to review and revise curriculum: <ul style="list-style-type: none"> • Print School item analysis report and class roster summary. • Review test items that are below 65% and/or 50% or more students failing at the GLCE level. • Find which NCC outcomes correlate to the identified test items. • Review teaching practices/materials/assessments etc. needed to focus on these outcomes. Realign maps and modify assessments as needed. 	General Ed and Special Education teachers and administrators and NC RESA consultants	February 2009	MEAP test item analysis Reports Curriculum maps	Principal check in during process	Revised curriculum maps
6. Sustained training grades 3-4 staff in the use of the Classroom Performance System (CPS) for summative testing of the Newaygo County Outcomes.(GLCEs)	Teachers and NC RESA staff	October	CPS system	NC RESA PD report to principals	Teacher evaluations from training
7. Develop action plan with administrators to incorporate Project Focus in the reteaching intervention. (Lexia software, math software, Soar to Success program)	Principal, Teachers, Project Focus staff	Winter Spring 2009		Project Focus supervisor to participate in meeting	Completed action plan

School: Hesperia – Patricia St Clair Elementary School

Year: 2008-2009

Section I – Comprehensive Analysis Report on Student Achievement – Content Area: Social Studies

(X) New Goal

Student Goal Statement: All students at Patricia St. Clair Elementary School will increase their proficiency in Social Studies as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, 65% of the students are proficient.

Contributing cause for the gap in student achievement: Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 18 percentage points.

List the sources of data used to identify this gap: State MEAP Social Studies assessment, Social Studies Objective common assessments.

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Report that were aligned with this content area goal to be included in this School Improvement Plan.

1. Teaching for Learning
 - Curriculum review process not in place
 - Infrequent communication to parents about curriculum expectations
 - Need reflection and refinement of curriculum K-12 vertically and horizontally
 - Need best practices for advanced students
2. Leadership
 - Instructional Leadership
 - Communication
 - Shared leadership – need mentoring/coaching
 - Grade level meetings to collaborate with peers
3. Personnel and Professional Development
 - Shared leadership – time scheduled to collaborate with each other
 - Focus of professional development needs to be focused on student achievement goals
4. Parent and Community Involvement
 - Need more diversity in communication
 - Need 2-way communication
 - Volunteer opportunities
 - Extended learning opportunities for parents
 - Increase community involvement
5. Data
 - Define purpose for using data
 - Identify multiple sources of data
 - Identify process for using data
 - Time to dialogue with staff about meaning of data

Section III: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

Economically Disadvantaged students will increase their proficiency on the state MEAP test by 8% and 10% more will master the Grade Level Content Expectations by the end of 2009.

Strategy Statement:

1. Teachers will review the new GLCEs for Social Studies and align the curriculum maps for each grade level.
2. Teachers will meet at grade levels with curriculum consultants to identify best practices for teaching the new GLCEs to all students through differentiated practices and accommodating for the individual needs of the Special Education students.
3. Teachers will implement strategies for changing the cognitive structures of the economically disadvantaged student.
4. Utilize student achievement data base to identify students that have not met standards on the MEAP and are failing classes. Utilize differentiated practices and a student success plan to improve achievement

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/ Amount)</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Review and revise social studies maps and assessments to correlate with the new GLCEs.	Classroom teachers and NC RESA curriculum consultant	2008-2009	Curriculum maps and new GLCEs	Principal will develop timeline with staff for activities	Completed revised curriculum maps
2. Professional Development for strategies and instructional methods with NC RESA curriculum consultant.	Classroom teachers and NC RESA curriculum consultant	2008-2009		Teacher sign in sheets	Teacher training evaluations
3. Attend professional development on how to change the Learning structures of Economically Disadvantaged students.	All staff	2008-2009	NC RESA Professional Development – Framework of Poverty	Sign in rosters	Teacher evaluations

School: Hesperia – Patricia St Clair Elementary School

Year: 2008-2009

Section I – Comprehension Analysis Report on Student Achievement – Content Area: Science

Student Goal Statement: All students at Patricia St. Clair Elementary School will increase their proficiency in science as evidenced on the State MEAP assessment, increasing the overall proficiency score (Level 1 and 2) each year by 2%.

Statement of Gap in Student Achievement: Based on the State MEAP assessment, and Science Outcome common assessments, 81% of the students are proficient.

Contributing cause for the gap in student achievement:

Non-economically Disadvantaged students outperformed Economically Disadvantaged students by 18 percentage points. Further analysis shows that students need more instruction in the areas of Earth Science – Geosphere, Hydrosphere, Universe and Physical Science – Matter/Energy, Motion of Objects, Waves and vibrations.

List the sources of data used to identify this gap:

State MEAP Science assessment, Science Objective common assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Report that were aligned with this content area goal to be included in this School Improvement Plan.

1. Teaching for Learning

- Curriculum review process not in place
 - Infrequent communication to parents about curriculum expectations
 - Need reflection and refinement of curriculum K-12 vertically and horizontally
 - Need best practices for advanced students
2. Leadership
 - Instructional Leadership
 - Communication
 - Shared leadership – need mentoring/coaching
 - Grade level meetings to collaborate with peers
 3. Personnel and Professional Development
 - Shared leadership – time scheduled to collaborate with each other
 - Focus of professional development needs to be focused on student achievement goals
 4. Parent and Community Involvement
 - Need more diversity in communication
 - Need 2-way communication
 - Volunteer opportunities
 - Extended learning opportunities for parents
 - Increase community involvement
 5. Data Management
 - Define purpose for using data
 - Identify multiple sources of data
 - Identify process for using data
 - Time to dialogue with staff about meaning of data

Section III: Plan to Accomplish Student Achievement Goals and Objectives:

Measurable Objective Statement to Support Goal:

Economically Disadvantaged students will increase their proficiency on the state MEAP test by 5% and 10% more will master the grade level content expectations by the end of 2009.

Strategy Statement:

1. Teachers will review the new Science GLCEs and revise curriculum maps for the electronic Curriculum Management system.(CMS)
2. Teachers will meet at grade level with curriculum consultants to identify and model instructional practices for teaching the GLCEs to all students through differentiated practices and accommodating for individual needs of the Special Education students.
3. Teachers will implement strategies for changing the cognitive structures of the economically disadvantaged student.
4. Teachers will utilize the student achievement data base to identify students that have not met standards on the MEAP and are failing classes. Utilize differentiated practices and a student success plan to improve achievement.
5. Teachers will develop specific lessons and summative assessments for the areas of Earth Science – Geosphere, Hydrosphere, Universe and Physical Science – Matter/Energy, Motion of Objects, Waves and vibrations that were weak on the MEAP test item analysis.

<u>Activities/Action steps to implement the strategy</u>	<u>Staff responsible for implementing activity</u>	<u>Timeline for activity (Beginning and end)</u>	<u>Resources needed for activity (Resource/ Source/</u>	<u>Monitoring Plan for Activity</u>	<u>Evidence of Success</u>
1. Review and revise science maps and assessments to correlate with the new GLCEs.	Classroom teachers and NC RESA curriculum consultant	2008-2009	Curriculum maps and new GLCEs	Principal will develop timeline with staff for activities	Completed revised curriculum maps
2. Develop specific lessons and summative assessments for the areas of Earth Science – Geosphere, Hydrosphere, Universe and Physical Science – Matter/Energy, Motion of Objects, Waves and vibrations that were weak on the MEAP test item analysis.	Classroom teachers and NC RESA curriculum consultant	2008-2009		Principal will develop timeline with staff for activities	Completed lessons and assessments
3. Professional Development for strategies and instructional methods for teaching the new GLCEs with NC RESA curriculum consultant.	Classroom teachers and NC RESA curriculum consultant	2008-2009		Teacher sign in sheets	Teacher training evaluations

Current Status of the Elementary Core Curriculum

The core curriculum defines the content and performance standards to be achieved by Hesperia Community Schools and its students. The core curriculum for Patricia St. Clair Elementary School is planned and developed by the cooperative efforts of many professional educators throughout Newaygo County.

During the 2008/09 school year, the staff of Patricia St. Clair Elementary School continued to teach, assess and record results of the Newaygo County Curriculum. Many training opportunities were again offered to our colleagues throughout the school year. Many staff members took advantage of these additional training opportunities.

Literacy levels were assessed using the Rigby Benchmark kit. The Four Blocks Framework, MLPP and leveled library were implemented in elementary classrooms. Reading for information and writing strategies in all core subjects were implemented.

In Math, the Trailblazers Mathematics was fully implemented in all grades during 2006/07 District common assessments revisions continued in 2007/08, continued updating and revising of curriculum maps took place during 2008/09.

Students at Patricia St. Clair Elementary School attended either physical education or music class each day for thirty-five (35) minutes.

Building Parent Participation

One of the most important factors in every student's success in school is the involvement of parents or guardians in the educational process. Teachers and parents/guardians met in planned conferences in the fall and again in the spring. The following is a comparison of parent representation at these conferences:

Parent/Guardian Attendance: 2008-09

FALL conferences	October 2008	88%
SPRING conferences	237 conferences	93%**

** SPRING conferences are completed on a "need to see" basis. The percentage represents the parents/guardians who were scheduled and attended the conference.

MEAP: 2008-09

Patricia St. Clair Elementary School Student Achievement MEAP results (percentage of students earning satisfactory or above scores)

	2007	2008
<u>READING</u>		
Grade 3	87	81
Grade 4	80	81
<u>MATHEMATICS</u>		
Grade 3	94	91
Grade 4	85	95
<u>WRITING</u>		
Grade 3	51	38
Grade 4	26	35
<u>ENGLISH/LANGUAGE ARTS</u>		
Grade 3	75	75
Grade 4	68	68

Points of Pride

- ❖ Elementary Counselor, Mrs. Cindy Sheppard, continued to provide support in the form of the Banana Splits Group to students whose parents have separated or divorced. Students have lunch with Mrs. Sheppard weekly and receive support for changes which occur within the family before, during and after divorce.
- ❖ The elementary school participated in the after school Project Focus. This activity serviced many of our students in need of additional work in the Core Subjects.

- ❖ Students in grades 1 – 4 participated in the annual Track and Field Days, organized by Mr. Arbogast.
- ❖ Students participated in Jump Rope for Heart.
- ❖ Mrs. Deb Driza, our Young Authors coordinator, and the committee organized another successful writing challenge for our students. Many elementary students were recognized as exemplary authors.
- ❖ Authors Johnny Title presented to elementary students.
- ❖ Representative Hanson read to students during March is Reading Month.

- ❖ The Elementary PTO continued their traditional family activities this year. These included the daddy/daughter dance, mother/son bowling, and Pajama Reading Night/Book Fair. Funding for these and school class items was generated by fundraisers.
- ❖ Summer offerings for students included Camp Read-A-Lot, directed by Mrs. Joan David, and the Summer Recreation Activities, directed by Mrs. Stephanie Schmitz.
- ❖ Many of our colleagues applied for and received grants from several sources throughout the school year. The money from these grants is used to provide additional student services and teachers directed items in the classrooms.
- ❖ The extended day kindergarten program continued at the elementary this year. Parents continue to have the option of a traditional half-day kindergarten or a full day extended experience.
- ❖ Third and fourth grade students celebrated a successful MEAP report.
- ❖ Under the direction of Mrs. Shaunna Baker, our Christmas concert was very successful.
- ❖ Mrs. Joan David continued as the director of our elementary RTC program. The program began during the 2003/04 year, and helped a great number of children correct inappropriate behavior.
- ❖ Kindergarten and first grade teachers received additional training in Response to intervention.
- ❖ Second grade students participated in a recycling program and Grandparents' Day.
- ❖ Third grade students participated in a nutrition program.
- ❖ Students celebrated literature through art.
- ❖ Students held an Earth Day clean-up.
- ❖ Students participated in a drug prevention program.
- ❖ Margaret Finch, Hesperia VFW, taught students the meaning of Veterans' Day. She also presented Flags for First Graders for Memorial Day.
- ❖ Mileage Club was implemented for walking for miles for grades 1-4.
- ❖ Ethnic awareness day took place with taste testing of a variety of foods.
- ❖ Title I held Family nights in September and February.

Community Education

2008-09 was another successful school year for Hesperia Community Education.

Leisure Time Activities serve a wide range of ages and interests. Well over three hundred community and youth participated in activities throughout the year. Youth activities included basketball camps and competitive play, football program, cheerleading program, tumbling classes and Project Summer Fitness. Adult activities included Wet-On-Wet painting classes, Watercolor classes, Tai Chi classes and computer education classes. Community Education was also in charge of the 7th & 8th grade competitive football program. With the valuable aid of the Varsity Football Program and coaches, the boys had a fun filled and well coached competitive experience.

Adult Education is a free educational program offered to adults twenty years old and older without a diploma or GED. In 2008-09, we served sixty-four adult learners. Of those, six finished their high school education and received a diploma from Hesperia Community Schools. Twelve more adult learners completed the testing for the General Educational Development Certificate and earned their GED.

Hesperia Community Education served seventy-eight K-12 pupils this school year. This group includes any learner who has not turned twenty by September 1st of the current school year. Fourteen of these students completed their Hesperia Community Schools Diploma. Two more students, who were over eighteen, decided to complete high school by taking and passing GED testing thus earning their GED Certificate.

Staffing for our pupils who are under twenty, must meet the highly qualified teaching status required by the State of Michigan. Our program has two teachers with Michigan Teacher Certification. It is impossible for any high school teacher to be highly qualified in all the subjects students need to complete their high school education. To aid the smaller Michigan schools, the State of Michigan recognizes several computer programs that, when combined with a certified classroom teacher, meet the necessary highly qualified standards. Hesperia Community Education uses PLATO as the delivery system to educate pupils in the areas of English, Math, Science and Social Studies. We are currently looking for one or two teachers who are highly qualified in one or more of the above subjects to allow students to have teacher instructed classes.

Fourteen junior level students took the Spring 2009 Michigan Merit Exam as required by the State of Michigan. Testing areas are English Language Arts, Science, Social Studies and Math. Five students received proficient scores in Social Studies, three received proficient scores in Science and one received a proficient score in English Language Arts. This is the first year that we have offered a MME Prep class which was required for all students. The results of Spring 2009 testing more than justifies continuing this type of programming.

As I wrap up my last year as Director of Hesperia Community Education, I would like to sincerely thank all the people who have worked with me throughout my nineteen years. I have numerous memories that I will reflect on for a long time. Community Education works for the community and takes a community to make it work.

Linda Lee, Director
Hesperia Community Education

Adult Basic Education (ABE), High School Completion (HSC)
And GED Preparation
(General Educational Development Testing)

Brenda Fowler, Teacher

During the 2008-09 school years Adult Education (AE), consisting of Adult Basic Education, High School Completion and GED Preparation, enrolled 74 students for which funding were received. In addition, Hesperia Community Education provided some educational service for an additional 40 students which were not available for "count periods" and for which no funding was received. AE received an amount for each FTE turned into the State. AE differs from regular K-12 in two ways: 1) AE has a maximum number of FTE that for which the State will provide funding. 2) The funding received for each FTE is \$2,850.00 which is roughly 1/3 of regular K-12.

The maximum number of FTE for which Hesperia Community Education receives State funding is 69.

An additional source of funding for Hesperia Community Education is a grant through the Federal Workforce Investment Act (WIA) this grant provides approximately \$47,000.00 annually to help fund staffing, supplies, books, technology, professional development and student field trips.

One of our concerns for the Adult Education Program is funding sources. At the State level, Section 107 is being discussed as a competitive grant. This could change the amount of funding through FTE count.

Hesperia Community Education had 7 students graded with an Adult High School Diploma this year and 12 students that received their GED Certificate.

We continue to provide classes for the Adults in our community that lack basic skills, and we also are working with students that are working on a post-secondary education. We also provide year round services. Our Adults need flexible hours and opportunities to complete their education. We are also providing evening hour classes during the year to meet our student's needs.

Education is a life-long learning process and we are here to help everyone in the community.

High School Completion

Art Appreciation, Sculpture, Painting, Current Events, Classic Literature, and Foundational Art
Dan Dipple – Teacher 2008-2009

Students were fortunate this year to have a wide range of opportunities to earn elective credit. These elective classes exposed students to areas outside the core curriculum, allowing for growth through personal expression, exposure to new ideas, and a view of the “big picture.”

Art Appreciation began with the class reading George Orwell’s *1984*, which we used as a vehicle for exploring political systems, propaganda, language, manipulation, and the human spirit. We watched the great Japanese film director Akira Kurosawa’s *Dreams*. Comprised of eight episodes rich in imagery and insight, it explores the costs of war, the perils of nuclear power and especially humankind’s need to harmonize with nature. We watched *The United States of Poetry*, an award winning PBS series which features contemporary poets reading and performing their poems. Students were intrigued at how exciting poetry can be when seen performed and read well. The series included the following episodes: The Land and the People, A Day in the Life, The American Dream, Love and Sex, and Portraits. Students made a power-point featuring the life and work of an artist of their choice. The class ended with an overview of the history of rock and roll, in which students created a visual timeline documenting the journey from early 20th century African American blues and jazz to the hard rock of the 1970s.

I think the students that attended the class regularly learned a lot. Unfortunately, attendance seriously hampered many of the students, resulting in a few ¼ credits and in some cases no credit at all.

Sculpture provided the students opportunities to produce art in three dimensions. With the use of the kiln at the high school, we were able to produce several clay pieces including a tile, pinch pot, coil pot, Christmas ornaments, and a free form sculpture. All of these projects included glazing after the first firing. We made recreations of Kuna Indian *molas*, layering paper and cutting out shapes to form images. Students used pop-cycle sticks to produce a catapult and a free form sculpture. We used construction paper, cut into strips, to make a miniature model of a sculpture garden. We also made linocut prints, which is a process involving carving a relief image into a piece of linoleum and then printing on to paper from it.

This class could have been more, but for the limitations of our class room. Sculpture ideally requires more of an art room or workshop, including workbenches, supplies of wood, metal, plaster, glass, saws, files, plaster, wire, carving tools, and pottery wheels.

Painting class began with making linocut prints. We then moved on to watercolor painting, producing several landscapes. We also explored basic one point perspective.

This class suffered from my being in the classroom only 40 minutes (lunch began 20 minutes before 4th hour was over), every Wednesday taken by a guest life skills teacher, a substitute teacher every Thursday, and inadequate time for preparation and clean up.

Current Events would meet every morning to discuss local, national, and world news events. We would use TV news, news websites, podcasts, newspapers, periodicals, and student submitted news items as a spring board for in-depth discussion and debate. Through studying current events, the class learned about the Israeli/Palestinian conflict, the history of Afghanistan, the events leading to 911, the war in Iraq, the U.S. relationship with Iran, the conflict between India and Pakistan, the causes of the current

global recession, medical marijuana laws, gay/lesbian issues, the make-up of the Supreme Court, and race relations in America. By looking at and discussing current news events, students were able to see the “big picture,” delving into the history and back story of why things are the way they are. Current events also included discussions of the American system of government; the United Nations and its role in the world; the fundamental differences between capitalism, socialism, and communism; the differences between democrats and republicans, liberal and conservative; current court cases and their legal ramifications; media bias; political propaganda; and issues regarding the law and personal liberties. Students were also taught how to keep up on what’s happening by visiting news blogs and websites on the internet.

Overall, this class was successful by filling in some the cracks and voids left by high school government, history, economics, and social studies classes. It gave students a chance to see how to apply their knowledge to understand the forces and events that affect them directly and indirectly. It also provided some tools to continue keeping up with current events if they choose to do so.

Some things that would make the class better are: access to computers for research and writing, a computer projector for guided class viewing of websites and videos, and subscriptions to current news magazines.

Classic Literature provided an opportunity for students to read in school. I have learned that most of our students do not read for pleasure. Some possible reasons are: reading may not have been encouraged at home, no access to books, no exposure to good books, poor reading skills, too many other sources of entertainment, parents do not read, peers do not read, and having never been “hooked” by a great book.. Current research in reading and literacy indicates that the act of reading itself is the biggest factor in how well and how much a child reads and writes. More gains in fluency, vocabulary, comprehension, and spelling can be made by reading regularly, than typical grammar, vocabulary and spelling programs. Most elementary and middle schools are providing a minimum of 30 minutes of silent sustained reading during the school day with many providing an hour or more. Classical Literature was a class I used to expose students to some of the best fiction I know of and to provide time for them to read it. Thanks to grants from the Fremont Area Foundation, I was able to collect a decent assortment of classic and award-winning fiction for a classroom library. Students were required to read 4 novels throughout the semester and fill out a brief form on each book. Students were given the first 45 minutes of class to read their books and I would read to them from a book for the last 15 minutes (research shows that great benefits can be made by reading aloud to students, even older ones). The class would go to the public library every three weeks, where every student obtained a card if they were able to do so and didn’t have one already. As a class, we read three stories by Edgar Allan Poe and Shakespeare’s *Julius Caesar*. We also read poems aloud by former poet laureate Billy Collins and brought in the lyrics to some of our favorite songs to read as poetry.

For the most part, this class was successful in that most students read at least three books and took part in the class activities. One student, age 17, commented that his first book for the class was the first whole book he had ever read. One student read *Zen & the Art of Motorcycle Maintenance* by Robert Pirsig (a college level book of philosophy that many adults find challenging) and is having his mom read it. A majority of the students valued the time for reading, with many groaning when it was time to stop. They also enjoyed listening to me read, sometimes asking if I would read to them for the whole hour.

The class suffered from poor attendance, distractions from other students and staff, distractions from a select few students in the classroom, and one student who refused to read (even with an audio book of

his choice w/ headphones). I would love to acquire even more books and possibly arrange the room differently to accommodate a large number of teen age readers next time.

Foundational Art was a basic art class that emphasized developing drawing skills. The students learned about contour drawing, life drawing, still-life drawing, balance, composition, and perspective. Some of the projects were: drawing fellow students, drawing from famous artworks, making a map of an imaginary island world, abstract shape drawing, glass painting, watercolors and seven large perspective drawings using one and two point perspective.

This was a fun class that most of the students enjoyed. The perspective drawings were particularly challenging for many of the students. We had problems with regular attendance that left some students ahead and some far behind, making it hard to undertake anything too elaborate, spanning more than one or two class periods. We also lost 2/3 of the class to softball the last 3 weeks of the semester.

I enjoyed teaching all of the classes listed above and believe, with the exception of sculpture, they should be offered again with a few changes.

High School Completion

Health, Child Development, Fitness, and Portfolio

Chris Waganfeald – Teacher 2008-2009

A very successful year we had with the students. It was a pleasure to watch the students learn and grow throughout the year and to retain what they learned.

In **Health** students explored the healthy body systems, bones, muscles, and the skin; along with how food is digested, the circulatory system, respiratory system, how to fight diseases including STI's, the nervous system, and the endocrine system. When learning about STI's the Health department came in and talked about safer sex, where to go to get tested, and statistics of STI's in our community. Students were very amazed at how wide spread these diseases are.

We also had a lesson on tobacco and alcohol. Students made posters that were displayed for others in the community on how to quit smoking and how to avoid starting to smoke. Students also learned about the nutrition value in a lot of foods along with the high fat content of eating at fast food restaurants. When students learned that eating fast food was equivalent to eating 2 sticks of butter I found throughout the year that they were eating less fast food and eating healthier. Students also did a project on healthy foods. They picked their favorite healthy food and gave the nutritional value of the food. These posters were displayed for the public and students also gave an oral report to the class.

There were approximately 12 students involved in the Health class and it was very successful and the students brought their own information to the table during class discussions.

Child Development was another very successful class. We had approximately 15 students involved in this class; of those 5 were either already mothers or were mothers to be. This class was based on class discussions, projects, and tests. I feel the students learned a lot from the class and were always willing to add to class discussions and bring their own experiences to the table. It was a pleasure to see and hear the boys in the class contribute to the discussions. Students learned how children grow, living in families (most of our students are from broken homes), Effective Parenting Skills, Teen Pregnancy, Prenatal development, Preparing for birth, the baby's arrival. There needs to be a second section to the

class so all material can be covered. Students explored and found where to go in the community for resources to apply for assistance with housing, medical, clothing, birthing classes etc.

In **Portfolio** students learned how to create resumes, cover letters, research and explore different careers, how to write checks and keep the check book balanced, how to apply to college, financial management, budgeting, cost of renting versus owning, interview skills. It was very rewarding to see the students go from not knowing how to write a resume to being prepared for interviews. It was also rewarding to see the students help one another in the process.

Fitness was a very trying class for the students. It made them learn proper techniques for working out. Students thought they knew how to play sports and do aerobics, but when met with the challenge of proper techniques they were finally successful. Discussed was proper diet along with lifelong fitness. Students were challenged to make their own lifelong fitness plan and put it into action. They were also encouraged to help their families do the same. This was a very successful class in getting students on the right path of being healthy and staying healthy/fit for life.

High School Completion

P.E./ Softball/Football

Chris Waganfeald – Teacher 2008/2009

These activities are found to be very important to alternative students. Alternative students are not allowed to participate in High School sports. Our program has joined the Michigan Alternative Athletic Association which allows for our students to participate in sports. These events help build character along with team building skills. These students went from not knowing how to work together to helping one another, on and off the field. Without these physical activities it would be very hard to implement working in teams/together to accomplish a common goal. Many of our students are not used to working in groups so it was a great accomplishment to watch them go from working individually to helping the whole team/class. When the season started the staff directed the students, by the end of each season the students were taking turns guiding and directing the team. This gave me great pleasure to watch happen. These students grew and matured so much during the year playing football, and softball with Physical Education in between.

Alicia Waganfeald volunteered her own personal time to come coach Softball. Joe Smith volunteered his time to help coach Football. These volunteers also enjoyed watching the students grow, learn, and enjoy the sports.

During Football our school played Oceana High two times, and Quest. During Softball our school played in the Annual Spring Swing sponsored by Crossroads Alternative Education. During this tournament we played Crossroads, Republic Pride, and Wayland CCA. We also traveled to Mount Pleasant and joined a tournament playing Mt. Pleasant playing Odyssey (which has 2 teams) and Ovid Elsie. Farwell canceled 2 games with us which was a great disappointment to our students but at the same time was a life lesson which was overcome.

Counseling and Social Work

Kathy Fletcher, MSW, CSW

School Social Worker

The Adult Education Program, served a record number of student ages 15 and up in the 2008-2009 school year. Social work services were provided to these students throughout the school year. Services included individual and small group sessions, college and career planning, life skills experiences, community resource linking, and educational classes such as MME preparation and Teach with Movies.

Individual counseling focused on typical issue for our students, although not truly typical of the general population. Most of the students in our program come to class with life altering family life events such as homelessness, suicide, sexual abuse, unexpected death of a close family member, substance abuse, substandard housing, lack of adequate food, protective services and more.

Students were able to participate in a Life Skills series with the aid of Leanna Perkins and visited the Air Zoo (free of charge to qualified students). All of our students qualified for this free event. Several students took advantage of visit to local colleges such as Ferris State University, Baker and MCC.

I presented several students with an elective class, Teach with Movies. In this class, students began by reading the book, The Ultimate Gift followed by watching the movie version. The primary focus in this class was to recognize the Six Pillars of Character development. Students learned to identify what Pillars were demonstrated in each movie, how the characters grew in these Pillars and how to apply these Pillars in their own lives. In addition, students expanded their vocabulary (80 new words in The Ultimate Gift), and learned about historical events in an exciting way. Surprisingly, most of my students did not know who Anne Frank was.

Students also participated in the Baby Think It Over program. This program provides a baby simulator, giving students the opportunity to learn firsthand the demands of parenting.

College and career planning was an important component for our students this year. I was able to qualify about 23 students for the TIP program. This program provides FREE college tuition and books for up to 4 years for students who have been on medic-aid throughout their teen years. The college bound students worked hard on their FAFSA (federal financial aid) application. Two of our students were recipients of a Scholarship. Several of students have taken advantage of the Career Tec School program and many are scheduled to attend next year. In addition, several former students came back to gain assistance with college and career planning, something we are pleased to be able to assist them with.

This is the first year we provided EDP (Education Development Plan) assistance to our students. We completed about 35 EDP's, helping students identify career goals and establishing their education pathways.

A significant number of students needed assistance with homelessness this past year. Most of them are "sofa surfers", staying here and there. In spite of this, they come to school. We offered assistance with homeless youth services, DHS referrals and medical and dental assistance.

The Fremont Area Community Foundation provided \$625.00 for student emergency needs. This money was used to purchase hygiene supplies and clothing for several students. We spent the money locally. On one shopping trip to Wal-Mart, I took three boys (all homeless). I told them they had \$100.00 to

spend. When it seemed they were dragging out the shopping experience, I asked them to make their selections. They responded by saying that collectively they had spent all the money. I then told them they each had \$100.00 to spend. Off they went, excitedly to find more clothing. Two of the boys at separate times came to me and said they had NEVER had that much money to spend at one time on just them. The students that I took shopping made wise choices, picking out jeans, T-shirts, P.J.'s., socks and shoes. This money was a God send for our students this year.

Lastly, several students and parents participated in the University of Michigan driving study. U of M conducted research on why students are waiting to age 18 to get their driving license. For this, participants were paid \$50.00 each.

Leisure Time Activities

Michelle Allen

Hesperia Community Education is responsible for the development, implementation, coordination and delivery of a variety of Leisure Time Activities and programming to promote the well-being and enjoyment of life of Hesperia area residents through the fulfillment of their recreation, cultural, societal and educational needs. Presented were several new and exciting programs this year as well as bringing back a few old favorites. Hesperia Leisure-Time activities are offered to the community through self-supported funding as well as alternative revenue sources while keeping the cost affordable. Several of our instructors volunteered part of their busy schedule to bring opportunities we may not have had otherwise. Classes are offered throughout the year, with day, evening and Saturday classes available. We served well over 300 community and youth with participants range in ages from Pre-K through 50+. In the 2008-2009 fiscal year, we were not able to offer as many classes as in years previous due to staffing cuts, and limited availability of facilities, but we still were able to squeeze in many of our popular classes to provide lifelong learners with enriching opportunities.

This year, also due to staffing reductions, we were not able to produce our periodical booklets, which previously were mailed quarterly to the community and to selected individuals outside the Hesperia district, totaling nearly 3,000 booklets. This year we sought alternative avenues to get the word out, including press releases to three area papers, Hesperia School Newsletter, the school website www.hesp.net, and fliers sent home with students as well as postings in a variety of locations throughout the community. We also attempted to place an ad in the Hi-Lites thinking we may reach a wider population, however, this was not as successful as initially hoped for. This year we offered the community such old-time favorites as Wet-On-Wet Painting, Holly Gould Annual Memorial Basketball Camp, Watercolor, Tai Chi, Boys and Girls Basketball program for 3rd-6th grades, 7th & 8th grade football & cheerleading program and Tumbling.

Again this year Michelle Allen, Hesperia Community Education secretary wrote a successful grant to support a summer program, Project Total Fitness, which was held from 6/8/08 to 8/30/08 supporting the various activities for students to be and stay active, eat healthy and sustain lifelong physical fitness. Many thanks should be given to Fremont Area Foundation and their staff who tirelessly support our children and our community.

New this year: We did have a new computer instructor who brought Beginner's Excel and Starting e-bay which will be in our new successful favorites and will return in future scheduling. The Starting e-bay was limited in what we could do because of the strict security guidelines; however, we hope we can remedy this in some fashion.

For the first time EVER, this year, Hesperia Community Education along with the Varsity Football program under the leadership of head coach Ron Ruger and the Hesperia football staff and varsity players hosted a Football Camp for Hesperia Youth...we were able to serve 20 youth fundamental skills and proper techniques in catching, tackle, offensive and defensive line, and much more. Dalton Schaffer (through HCE Project Total Fitness grant provided through FAF) provided proper Allen and Adam Bronkema also spent some time working with 7th & 8th grade coaches David Castillo and Brad Witte on techniques and strategies, providing players with the tools necessary to begin development of beginning high school football. This was evident in the 7th & 8th grade season stats. HCE also partnered with the Grand Rapids Rampage and received \$200 in support of the 7th & 8th grade program. Zach Ville, GR Rampage lineman, was a guest speaker at one of the practices and offered advice and an opportunity for the kids to ask questions. Each youngster was given a GR Rampage water bottle for participating and a team picture was taken with Zach. Plans to continue to offer bigger and better things (more camps, more skill building clinics, etc.) were in the works, however, with changes in staffing, a new approach and collaboration with new coaching staff needs to be worked out. Lack of consistent coaching staff and commitment makes it difficult for successful organization and follow-through. I feel with consistent staff we can build a highly successful football program at Hesperia.

Millie Duell, a community volunteer worker courtesy of Experience Works! Senior Workforce Solutions has been instrumental in the coordination and overall organization of this year's Leisure-Time programming. The Leisure Time Program is a self supporting program and our goal is to build on the programs we have to make a self-sustainable, year-round community program that serves the Hesperia Community through individual donations, grant-writing, and participant fees. Millie has tirelessly worked to organize and accurately do record-keeping and promoting leisure activities to the Hesperia community.

Many community services through coordinated efforts with area agencies were offered to enrich the community which included Gerber Memorial Health Services, Michigan Health Department #10; Newaygo and Oceana County MSU Extension offices; Newaygo County Community Services Housing; Newaygo County Prevention of Child Abuse and Neglect; Fremont Area Foundation; Experience Works! Senior Workforce Solutions; Newaygo County Hospice; Michigan Works! West Central and Eagle Village; Global Friendships, Inc.; Footcare ladies: Laura Ralston, LPN and Amber Ralston, CENA; Hesperia Community Library and Five local area churches, Second Harvest Gleaners, area community area business sponsors and numerous volunteers for sponsoring the Hesperia Area Community Food Truck with distribution held at Hesperia Community Education. A very special thank you to our enthusiastic, hardworking volunteers without whom many of our programs would not have been as successful: Millie Duell, Miranda Burmeister, Pauline Stitt, David Castillo, Brad Witte, Stacey Olsen, Darwin Allen, Julian Castillo, Adam Bronkema, Dalton Schaffer, Bobby Kraus, Richard Duell, Marcy Stitt, Lisa Bancroft, Jessica Stitt, Dawn Stitt, Jeremy Stevens, Larry Schmitz, Randy & Shelly Gordon, Missy Palmer, Kenny Bartolini and Will Weber.

We anticipate an increase in program offerings in the coming months; we invite the community to take advantage of the unique opportunities Hesperia Community Education brings to the area. weight training techniques and nutrition education to the 7th & 8th grade as well as 9th & 10th grade JV players. Hesperia Community Education and Varsity Football coaches Ron Ruger, Julian Castillo, Darwin Allen.