



# MOUNT CLEMENS SECONDARY COMPLEX

## MOUNT CLEMENS MIDDLE & HIGH SCHOOL

155 CASS AVENUE • MOUNT CLEMENS, MICHIGAN • (586) 461-3400 – HS • (586) 461-3400 – MS

PRINCIPAL

KIRK DUNCAN

COUNSELOR

TAMARA STRAMLER-HIXON

ACCOUNTABILITY OFFICER

THOMAS HANNAH

February 14, 2022

Dear Bather Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Mount Clemens High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Kirk Duncan for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3ddgD8I> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Intervention School.

A review of the data reveals achievement gaps in national and state assessment Measures, a continuing need to improve and increase our overall student growth on all academic measures, including graduation rates. To promote student engagement and academic growth to and beyond proficiency across many grade levels, our instructional staff continues to revamp our practices to create a guaranteed and viable curriculum by unwrapping essential state standards, creating a balanced assessment system focused on mastery learning, and research based, student-centered instructional strategies focused on student tasks to learning target alignment and feedback. This work is done primarily through district provided professional development and professional learning communities (PLCs), which meet by grade level or content area teams multiple times throughout the year.

PLCs utilize the Instructional Learning Cycle as a data-focused protocols to promote teacher collaboration and reflection to improve classroom instruction.

To effectively support student learning and behavioral needs, a Student Support Team of interventionists, coordinators, coaches, and specialists was formed with current and new staff members and positions was organized. This team works daily and meets weekly to ensure at-risk students have access to appropriate academic and behavioral interventions and strategic learning opportunities while working to become college and career ready through Multi-Tiered Systems of Support (MTSS) processes. Behavioral interventionists and teacher utilize trauma-informed practices and a restorative lens when addressing negative patterns of behavior. A recently hired School-Community liaison with focus on connecting resources and supports for chronically absent and most at-risk students and their families. An advisory period was added to our daily schedule for grades six through twelve which targets growth in both academic and non-academic skills, social-emotional learning, and school connections. Teachers are utilizing the IXL program to target specific skill remediation in regular classrooms and during advisory time. We have a scheduled direct intervention support time for selected teachers to work with students individually or in small groups on learning gaps as revealed by state and local assessments. Through the implementation of the Adolescent Accelerated Reading Initiative program (AARI), students who are multiple grade levels behind in reading are showing remarkable growth in their work with our trained interventionist teachers.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Mount Clemens High School continues the progress and iterative review of our school improvement foci. Utilizing classroom-level interventions to promote growth in academic and non-academic skills, informing instructional shifts collaboratively with classroom and state assessment achievement results by collaborating in Professional Learning Communities to create a guaranteed and viable curriculum, utilizing trauma-informed and restorative practices, and continuing a school-wide focus on evidence-based instruction and behavioral supports, an increase of ancillary resources and programs to increase academic skills performance are a few of the research-based strategies our teachers and support staff are utilizing to improve their classroom instruction.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

There are no specialized schools at Mount Clemens High School.

### **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A**

**DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

A copy of the core curriculum may be obtained from the Mount Clemens Community Schools district office. The core curriculum is fully implemented. There are no variances from the state's model.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Assessment	2019 – 2020	2020-2021
SAT Math	Due to the suspension of state assessments, 2019-20 assessment data are not available.	20% Met or Exceeded
SAT EBRW		26.9% Met or Exceeded
Social Studies M-STEP		40% Proficient or Advanced
Science M-STEP		40% Proficient or Advanced

**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Year	Fall	Spring
2019-2020	41, 17%	N/A – COVID
2020-2021	57, 29%	61, 27%

**THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**

In 2019-2020, Mount Clemens High School had three students (7.5%) exercise the dual enrollment option. In 2020-2021, zero students enrolled in the program. One student enrolled in the Early College Program with Macomb Community College.

**THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT**

In 2019-2020, 23 (20.1%) in grades 11 and 12 completed the AP English Language and Composition course. No student received college credit. In 2020-21, 23 (27.3%) in grades 11 and 12 completed the AP English Literature and Composition course. No student received college credit.

We are proud of and grateful for the efforts our students, teachers, support personnel, families, and community are continuing to make in and out of the classroom to increase student achievement and improve building climate and culture. An increase in funding through state and federal grants allowed us to provide a Chromebook for every student and add additional layers of support and programming. Professional development for all personnel targets instructional strategies that promote critical thinking and problem solving, teacher efficacy, online learning tools, and teachers are leveraging opportunities to collaborate on ways to increase student success. While striving to create an equitable school experience, we are committed to creating a welcoming and vibrant learning environment in our building, leveraging relationships leading to excellence, and serving the needs of all learners.

Sincerely,

A handwritten signature in black ink, appearing to read "Kirk Duncan", with a long horizontal flourish extending to the right.

Kirk Duncan, Principal