

School Annual Education Report (AER) Cover Letter

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Muskegon 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 Dr. Arthur Garner, Jr. for assistance.

The AER is available for you to review electronically by visiting the following web site [MI SCHOOL DATA](#), or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

The focus for professional development will be an emphasis on Formative Assessment, Student Talk, Success Criteria and Learning Routines during the 2018-2019 academic year in our Professional Learning Communities (PLC) during our Late Start time. Continual professional development gives teachers time to learn and implement new strategies. According to the report, studies have concluded that teachers may need as many as 15 hours of instruction, practice, and coaching before a new teaching strategy is mastered and implemented in class.

The another idea is for Assessment for Learning to improve instruction strategies using FAME. It is important for the high school staff to have a better understanding of effective assessment practices while assisting in the development of the goal-setting process, but help make assessment evident in daily practice.

3-5 Year School Improvement Plan

The following is a summary of our goals and actions underway to accomplish these goals as part of our School Improvement Plan (SIP):

Goal 1: All students Muskegon High School will be proficient in Mathematics .

The strategies we are using to accomplish this goal revolve around Math Intervention within the classroom through differentiated instruction.

Intervention courses such as Pre-Algebra, Common Core Math and Algebra II over a two year cycle.

Goals 2: All students at Muskegon High School will become proficient in English Language Arts.

MHS Staff are addressing this goal school wide through Academic Vocabulary Thinking Maps and Writing Across the Curriculum using a common rubric.

Departments are using the Common Core Standards for Literacy, as well as differentiating their instruction based on formative assessment feedback.

A Critical Reading course for struggling readers has also shown to be very successful. We will continue this work through the 2018-19 school year.

Goal 3: All students at Muskegon high School will exhibit positive behaviors in and outside of the classroom.

Students who were identified as At-Risk learners are provided with a mentor for Check In/Check Out with a counselor, teacher, Dean or other support staff. The STAY team meets during late start Wednesdays to communicate plans or update concerns in regards to these students.

Muskegon High School follows the Positive Behavior Intervention Supports (PBIS) guidelines as a school wide model. Students earn "Big Red Cards" for different types of positive behavior. They can then turn these cards in for food or gifts in our student managed School Store.

Core Curriculum

The curriculum at Muskegon High School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, and music.

The Board-approved Core Curriculum of the Muskegon Public Schools is aligned with the Michigan Curriculum Framework, the Common Core Standards, as well as the Grade Level Content Expectations for each subject area. A complete copy of the curriculum

and instructional program is available for review by contacting, the Assistant Principal Corry Lohman, department heads, or visiting the Muskegon High School main office.

Parent Teacher Conferences

Parents are able to monitor their students progress through our PowerSchool app or online portal. Through both Fall and Spring Conferences 74 (60%) of students were represented.

Post Secondary Data

Dual Enrollment/Early College: 25 students (2% of population) took 78 courses through Muskegon Community College in 2018-2019

Advanced Placement: Muskegon High School Offers seven AP Courses in English Literature, Calculus, US History, World History, Psychology, Visual Arts and Physics. .

- 102 Students are enrolled in AP courses, this makes up 10.8%
- percent of the population.
- 20 students received a score making them eligible to earn college credit, this makes up 2% percent of the population.

In closing, we are very proud of our students, parents, staff and community of Muskegon High School. The Muskegon High School staff and community believe that all children can learn and can acquire the essential knowledge and skills needed to assume responsible, productive life roles. We are committed to socially and academically preparing all students for lives beyond high school by providing safe, functional, and positive experiences that encourage students to think critically and communicate effectively. All students will learn to take responsibility for themselves, their community and their world.

Sincerely,

Dr. Arthur Garner, Jr.

Dr. Arthur Garner, Jr.
Principal