

Roscommon Area Public Schools
Roscommon High School

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MJ Ewald

Principal

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Roscommon 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 MJ Ewald, Principal, at 989-275-6675 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/bzro6h>, or you may review a copy in the main office at Roscommon High School.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as "not been given one of these labels."

As we look back on the 2019-20 school year, we were able to maintain our overall improvement goals despite our subsequent spring shutdown due to the spread of COVID-19. Our school improvement goals for 2019-2020 included:

- 97% of Roscommon High School students will participate in all required state assessments.
- All teachers at Roscommon High School will utilize research-based formative assessments on a daily basis to gauge student engagement and learning.
- Roscommon High School will maintain a 95% or greater daily attendance rate.
- Roscommon High School will continue to work collaboratively in Professional Learning Communities to assess and review protocols regarding the use of Blueprint Visions for High Quality Instruction.

Despite our move to virtual learning in March of 2020, we were able to continue to work towards those goals. As we worked collaboratively to put together our "virtual" learning plan, our overall goal for working with students during this time was to ensure that we were trying to meet their needs as best we were socially and emotionally. We utilized daily check-ins and communications via phone calls, emails, and district announcements. We were able to, as a district, provide meals for families that were delivered via bus runs three times per week. Our focus was on trying to make the best of a situation that no one was truly prepared to handle.

In our "new normal," teachers and students adapted to using online meeting platforms such as Zoom and Google Meet. Teachers took the strategies that they had employed during our regular face-to-face instruction and tailored them to be used virtually. Students were asked to meet with teachers online using a set schedule and complete work to the best of their ability. It was a struggle to become



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acclimated to the new learning format, but I am proud to say that students, staff, and parents were supportive and understanding of what we still needed to accomplish albeit in a much different format than we have dealt with.

Prior to our closure, we continued to work on implementation of strategies that will best address the learning needs of our students and the achievement gaps that exist by focusing on reading literacy, math literacy, and thinking skills. As in previous years, the gaps, and the methods used to address them, have been measured not only by standardized test results (i.e. M-STEP, MME, SAT, WorkKeys), and classroom assessments, but also through an examination of student engagement throughout the building. Examining student engagement is a goal that we rolled over from 2018-19 to 2019-20. Through scripted classroom observations via the Pivot 5D+ Teacher Evaluation System and High Quality Instructional (HQI) walkthroughs and teacher feedback meetings, we are striving to continue our work in using formative assessments to strengthen student engagement, participation, and achievement.

Because our ultimate goal is to challenge and push our students towards success and we are continuing to make gains in some areas as measured by state-mandated measures. Because the state of Michigan did not assess students during our traditional testing time (in April), we did not have Spring PSAT, SAT, M-STEP, and WorkKeys data. Our next scheduled assessments were for October of 2020 and April of 2021.

We are continuing to use the Pivot 5D+ dimensions as an evaluation tool, teachers and administrators at RHS are focusing on Purpose, Student Engagement, Assessment for Learning, Classroom Culture and Environment, Curriculum and Pedagogy, and Professional Collaboration and Communication.

During scripted observations, evidence of best practices is recorded and reflected on between teacher and administrator. We are employing a new tool to look at classroom teacher and student actions using High Quality Instructional (HQI) walkthroughs. Along with the superintendent, administrators are doing short walkthroughs that examine best practices. All observations are debriefed via face-to-face and email communication. Eventually, we would like teachers to go into each other's classrooms to promote collective efficacy and watch best practice routines in action. This will lead to stronger best practice discussions during Professional Learning Community (PLC) meetings.

This year, we continued the process of implementing grade-level data meetings. Our goal with these meetings was to bring teachers together and go through each student in our building, grades 8-12. Teachers were grouped based on the number of a particular grade they taught. Our teacher groups were roughly 5-6 in number. Our principal and school counselor were a part of each meeting.

During this year's data meetings, individual students were identified for needing extra supports whether academic or emotional. Support groups were formed with both staff and students identified to be leaders in academic tutoring sessions. Those students who needed extra emotional support were referred to our school psychologist. Teachers continued to serve as "check-ins" for various students with whom they had a strong relationship. We started this process last year as a result of our data meetings with favorable results, and we continued using the same process this school year.

To further address student needs, we continue to offer a number of supported classes and tutoring options as well as a variety of Advanced Placement, Dual Enrollment (both in-seat and online classes), and Career Tech classes. We currently send students to both Kirtland Community College and Wexford-Missaukee ISD Career Tech Centers.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Roscommon High School is a School of Choice school. Students approved as a School of Choice student as well as students living



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within the Roscommon Area Public Schools district boundaries are assigned to a building according to their given grade level. Starting with the 2014-15 school year and each year since, students in grades 8-12 were assigned to Roscommon High School. Up until the 2014-15 school year, students in grades 9-12 were assigned to Roscommon High School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: As we transition into 2019-2020, our improvement goals continued to focus on our students and how to best provide them with the education and the supports that need, both academically and emotionally. As highlighted earlier in the report, we were able to begin the implementation cycle of the current school improvement plan. Our goals and objectives were selected based on data analysis and needs assessments from the 2018-2019 school year.

In addition to our stated goals, we placed even greater emphasis on students' emotional needs. Our plan morphed into our Blueprint for School Improvement efforts. These efforts were supported by MDE and by Calhoun ISD through a variety of training sessions, some weekly, and some monthly. The focus of our Blueprint work was on the "whole child." We needed to ensure that we were not only hitting the academic needs of our students through looking at and developing visions of High Quality Instruction (HQI) and curriculum development, but also through the Intense Student Support Network (ISSN). ISSN work gave us a net in which to catch those students who need more than simply academic help. Blueprint provided us with a foundation to best service the social-emotional needs of each student. This work is on-going and has become a part of the fabric of our high school.

We have a District Network that meets weekly to review where we are in the Blueprint process with both ISSN as well as continuing our PLC work through Teacher Collaborative Routines (TCR). In addition to the District Network, we have the RHS Building Network. The Building Network meets bi-weekly to work on what is most needed in the building.

We continue to have structured PLC meeting times, agendas, and products coming from those meetings. Products include, for example, departmental work on Essential Standards Charts indicating the standards, the assessments, and the rigor that are part of classroom instruction. In addition to the PLC work, we have, through the work of our counselor, Jane Spencer, put together a variety of informational meetings to bring parents into school to learn about such things as financial aid, state-mandated testing, and the like.

We are also incorporating career tech into our school improvement goals for 2020-2021 that include Career Preparation as well as continued enrollment of students in career tech programs through Kirtland Community College and Wexford-Missaukee ISD.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: Roscommon High School is a rural school of approximately 365 students (grades 8-12) located in Northern Lower Michigan. We have a staff of 24 teachers who work with students on not only academics, but also on the social and emotional growth of each student. Roscommon High School students also receive services through C.O.O.R. ISD; those services include diagnostic testing, school social work, school psychology, speech and language services, and physical/occupational therapy.

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: If you are interested in accessing the core curriculum, please contact the Roscommon High School office. This curriculum is based on the state of Michigan's adoption of the Common Core State Standards. In addition to personal contact, teaching staff provides access to the core curriculum on their classroom web pages. Also found on teacher web pages are curriculum maps, pacing guides, and lesson plans. Lesson plans and classroom requirements are also available via Google Classroom (each teacher has a separate Google Classroom for each class that he or she teaches).



THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: For access to these results, please go to the following link: <https://goo.gl/bzro6h>

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

- Fall 2020 (October) 27% of our parents
- Spring 2020 (February) CANCELED DUE TO COVID-19 SHUTDOWN

Parents, guardians, and students all have access to and utilize Skyward, our Student Data Website. The website provides information regarding overall student grades, attendance, exam scores, discipline referrals, and ways to contact teachers.

FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- **THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):** Roscommon High School offers Dual Enrollment opportunities for our students through Kirtland Community College. During the 2019-2020 school year, we have 23 students participating in Dual Enrollment classes.
- **THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB):** During the 2019-2020 school year, Roscommon High School offered Advanced Placement classes in English Literature and Composition, Calculus A/B, Biology, Spanish IV, Psychology, and Computer Science Principles. New to our curriculum are College Level Examination Program classes: English 11 Honors, Sociology, Pre-Calculus, Chemistry II, Business Law, and Introduction to Psychology.
- **THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB):** During the 2019-2020 school year, Roscommon High School has 54 students (some of whom are in multiple classes) participating in Advanced Placement courses.
- **THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:** During the 2019-2020 school year, Roscommon High School has 14 different students earning scores leading to college credit.

We continue to be incredibly proud of the work that is being done here at Roscommon High School. Our staff continues their work towards continuous improvement which will only benefit our students. Our building vision and mission statements drive the decisions that we make with regards to curriculum, assessment, and student achievement. That being said, the bonds that we establish with a fantastic group of students are one of our most important goals. Our students represent our school, our district, and our community very well through their hard work and their overall drive to succeed. Quite simply, we have great kids we are proud to call Roscommon Bucks.

2019-2020 proved to be a challenge. Our students, our teachers, and our community have risen to meet that challenge and to ensure that our students get the best that we can offer. The goals that will be set forth will be embedded in the work that we began this year and focus on ways to enhance overall instruction. We look forward to continuing to develop relationships with students, parents, and stakeholders this year and subsequent years. Celebrate RHS! Buck Pride!

Sincerely,



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