

Peck Community Schools

2006-2007 Annual Report



222 E. Lapeer St.
Peck, MI 48466
810-378-5200

School Code # 76-180
ISD: Sanilac Intermediate School District
District Website URL: <http://www.peckschools.org>

Table of Contents

Introduction.....	3
District Purpose.....	4
District Mission Statement.....	4
Philosophy.....	4
Beliefs	4
School Board and Administration.....	5
Board of Education	5
Administration	5
District School Improvement Team.....	6
Parent Involvement Plan.....	7
District Goals	8
Title I.....	13
Speech Therapist and Social Worker.....	13
Professional Study Committee.....	13
Technology	14
Principles Behind Our Technology Plan.....	14
Technology Vision Statement.....	15
Technology and Curriculum Integration.....	15
Position Statement	15
Beliefs	16
Strategy for Implementation	16
Timeline	16
Adult Roles and Exit Outcomes.....	16
Education and skills	16
Adult Roles/Skills	16
Communication is the Key.....	17
Class Size Reduction/Additional Staffing	17
Professional Development for Staff and NCLB Mandates.....	18
Core Curriculum	18
Accreditation.....	19
Points of Pride.....	19
2006-2007 District Data.....	20
Peck Elementary School	21
Mission Statement.....	21
Vision Statement.....	21
School Improvement Team.....	21
School Improvement Plan.....	22
School Improvement Goals.....	22
Additional School Improvement Efforts During 2006-2007	23
Points of Pride.....	24
Parent Participation.....	24
Staff Development	24

Accreditation.....	24
Peck Junior/Senior High School.....	25
Mission Statement.....	25
Vision Statement.....	25
School Improvement Team.....	25
School Improvement Plan.....	26
Goals.....	26
Parent Participation.....	27
Retention Rate.....	27
Special Programs.....	27
MEAP Results.....	27
Student Achievement.....	27
Gender Equity.....	28
Comparative Charts.....	28



Introduction

Dear Honored Residents of Peck,

With great pride we present to you our 2006-2007 Annual Education Report. As we continue to work within a Professional Learning Community Model of school improvement it is our goal that we provide the environment and instruction so all students experience both Academic and Social Growth. Our collaborative teams work throughout the year to develop the curriculum, instructional strategies and assessment tools to meet the ever changing state mandates and the needs of our students. In addition, we offer students academic support programs to help address students who are experiencing academic problems. We are very proud of the education and programs we offer to our students and anticipate great accomplishments in the coming year.

Sincerely,

David M. Bush
Superintendent



District Purpose

District Mission Statement

The educational efforts and resources of the Peck Community Schools are directed toward the development in each individual according to his/her abilities, capacities, and needs such habits, ideals, attitudes, knowledge, and skills as will enable him/her to live usefully, successfully, and happily in a democratic society as a citizen of the community and world.

Philosophy

The Board of Education believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make educated and ethical choices and decisions for himself/herself and for society. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are able to achieve their life goals in a free society, they need to be competent and equipped with rational thought to choose among the myriad alternatives that are available to them.

We will strive to:

- Meet individual needs of all students—physically, emotionally, socially, academically and intellectually;
- Provide comprehensive education to all students;
- Support the professional growth of every district employee;
- Involve parents as active partners in their children’s education;
- Promote community pride in our schools;
- Communicate this philosophy to the staff and community to promote their understanding and support;
- Determine educationally sound practices, model those and practice their use;
- Promote respect, responsibility and accountability.

Beliefs

The Peck Community Schools believes the following are critical to process learning:

1. We believe all people can learn.
2. We believe everyone has the right, ability and desire to learn.
3. We believe all individuals have unique needs, interests and abilities that impact the process of learning.

4. We believe every person has worth.
5. We believe adults are role models.
6. We believe in an active partnership among parents, community and school.
7. We believe the positive public image of our school influences community support.
8. We believe we are participants in a global society.
9. We believe cultural diversity is valued.
10. We believe in the value of caring.
11. We believe all members of the school and community are important contributors to the educational process and need mutual respect and understanding to work together.
12. We believe that values, knowledge and skills are important.
13. We believe that all individuals can develop their potential.
14. We believe every person has a gift to share.
15. We believe that learning is a life-long process.
16. We believe in the importance of self-esteem.
17. We believe that American democracy demands strong public schools.
18. We believe that change is ongoing in schools and society.
19. We believe all students should be treated equally.
20. We believe we should educate the whole student.

School Board and Administration

Board of Education

Judy Ferguson, President
Bill Kiley, Vice President
Sheryl Cribbins, Secretary
Terry Gallagher, Treasurer
Larry Cook, Trustee
Rodney Gordon, Trustee
Alan Bell, Trustee

The Board of Education meets the first Thursday after the 10th of each month. However, please call to make sure there are no changes in the date.

Administration

David Bush, Superintendent
Willard Roles, Jr./Sr. High Principal
Sandy Reed, Elementary Principal
Paula Davidson, Counselor/Athletic Director
Roy Hickman, Technology Director
Marie Churchill, Business Manager
Jim Burns, Transportation Supervisor
Dale Ferguson, Maintenance Supervisor
Sally Leach, Food Service Supervisor

District School Improvement Team

Ashleigh Merkau, Student
Lindsay William, Student
Judy Ferguson, Board President
Dave Bush, Superintendent
Sandy Reed, Curriculum Director
Katie Gordon, Teacher
Julia Cramer, Teacher
Willard Roles, Principal
Michael McLaughlin, Principal
Roy Hickman, Technology Director
Lori Logghe, Parent
Cathy Galligan, Teacher
Melanie Laugavitz, Teacher
Sheryl Cribbins, Board Member
Alan Bell, Board Member
Dennis Graves, Teacher
Lori Quandt, Parent & Paraprofessional
Shelley Bullis, Parent & School Secretary

All of the strategies used in the accomplishment of the District goals as reported are in the “In Process” stage. We are continually seeking new ways to give all our students the most beneficial and complete opportunity to meet every expectation.



Parent Involvement Plan

In compliance with new laws, the following Parent Involvement Plan has been put into place by the Board of Education:

To benefit the child, the Board encourages parents to support their child by:

- Participating in school functions, organizations and committees;
- Supporting the teachers and the school with discipline and a safe/orderly environment;
- Requiring their child to observe all school rules and regulations;
- Sending their children to school with proper attention to health, personal cleanliness, and dress;
- Maintaining an active interest in their child's daily work and study habits;
- Reading, signing and returning all communication from school when required;
- Cooperation in attending conferences regarding their child's progress;

The Board of Education and Administrative Team will be responsible for providing the following strategies:

- Publish District Newsletters informing parents about events at the school;
- Schedule at least two parent/teacher conferences annually;
- Make phone calls, use e-mail and letters as needed for teachers and administrators to communicate with parents;
- Schedule school improvement committee meetings to brainstorm and provide parents the opportunity to share concerns and desires;
- Provide opportunities for discussions between parents, administration and staff to address problems and find solutions for students having academic difficulty;
- Encourage continued positive partnerships and involvement throughout the community by staff and administrators;
- Hold annual recognition events for students and parents;
- Encourage students be involved in various functions throughout the community;
- Utilize school website to inform parents of various classroom assignments and activities;
- Provide student and parent intervention programs, where appropriate, to help with a child's academic and behavior success.



District Goals

Our District goals were updated again this school year, and the goal areas will continue as needed or according to the stated timelines. As school improvement plans range from 3-5 years, so do the goals we chose to accomplish. Their status in “In Progress”, as we work together to make a quality educational program our top priority.

Goal 1:

All students will become proficient in English Language Arts Content Standards and Expectations, including students failing or at-risk of failing.

Strategies

- A professional learning community will be facilitated with frequent collaboration amongst faculty.
- Writing in various genres will be required on a regular basis in all classes.
- All teachers will attend in-services addressing ELA strategies.
- Curriculum will be aligned to the Michigan Merit Curriculum.
- Teachers will do a gap analysis with curriculum maps.
- Teachers will use multiple strategies to address various learning styles.
- Elementary students will participate in CCC Lab on a regular basis.
- All elementary students will participate in the Accelerated Reader program with particular attention to the at-risk population.
- Junior High Tutors will provide assistance to at-risk students.
- Academic Intervention Program will be maintained at both the Junior and Senior High levels to assist at-risk students.
- TASK Hour assistance will be available in the Jr/Sr High School to ensure that all students master academic goals.
- After school tutoring will be available to all students.
- After school study hall will be available to all Title I students.
- All students will use planners to organize academic responsibilities.
- Students will develop portfolios and other forms of authentic assessment to highlight academic skills.
- Teachers will attend Language Arts Teacher Leader programs.
- Teachers will have the opportunity to participate in professional development for English Language Arts at the state and local level.
- Students will be encouraged to participate in annual Writing Fair.
- Staff will be encouraged to participate on state committees in the development of curriculum and assessment.
- Staff will be encouraged to collaborate with colleagues from area schools.
- Students will have the opportunity to participate in Academic Games.
- Resources will be increased in the Media Center
- Teachers will systematically review test results and adjust the curriculum to ensure higher scores.

- ELA and Social Studies teachers will work together to improve writing in preparation for the Michigan Merit Exam.

Indicators/Evaluation

- Student performance on the Reading and Writing portions of standardized tests, such as MEAP, MME, Terra Nova, ACT, and Workkeys.
- The number of students receiving Michigan Merit Scholarships
- The number of students on the Honor Roll
- The number of students who have well-developed portfolios
- The number of students requiring tutoring or intervention.
- The number of students submitting work for the Writing Fair.
- Michigan Literacy Progress Profile (MLPP).
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- The number of students who participate in First Impressions.

Timeline: 2007-2010

Goal 2:

All students will become proficient in Mathematics Content Standards and Expectations, including students failing or at-risk of failing.

Strategies

- A professional learning community will be facilitated with frequent collaboration amongst faculty.
- Curriculum will be aligned to the Michigan Merit Curriculum.
- Teachers will do a gap analysis with curriculum maps.
- Teachers will use multiple strategies to address various learning styles.
- Elementary students will participate in CCC Lab on a regular basis.
- Junior High tutors will provide assistance to at-risk students.
- After school tutoring will be available to all students.
- After school study hall will be available to all Title I students.
- Academic Intervention Program will be maintained in both Junior and Senior High levels to assist at-risk students.
- TASK Hour assistance will be available in the Jr/Sr High School to ensure that all students master academic goals.
- Students will develop portfolios along with other forms of authentic assessment to highlight academic skills.
- All students will use planners to organize academic responsibilities.
- Teachers will attend Math Teacher Leader Program.
- Teachers will have the opportunity to participate in professional development activities for Mathematics on both the state and local level.
- Students will have the opportunity to participate in Academic Games.
- Algeblocks will be used to develop algebraic concepts.

- Teachers will systematically review test results for improvement in student performance and adjust curriculum accordingly to ensure that all students master the math goal.

Indicators/Evaluation

- Student performance on the Math portion of standardized tests such as the MEAP, MME, ACT and Work Keys.
- The number of students receiving Michigan Merit Scholarships
- The number of students on the Honor Roll
- The number of students taking Math honor classes
- Student performance on the Math portion of the Terra Nova test
- Student performance on the Math portion of the ACT
- The number of students requiring Math tutoring or intervention

Timeline: 2007-2010

Goal 3:

All students will become proficient in Science Content Standards and Expectations, including students failing or at-risk of failing.

Strategies

- A professional learning community will be facilitated with frequent collaboration amongst faculty.
- Curriculum will be aligned with the Michigan Merit Curriculum.
- Teachers will do a gap analysis with curriculum maps.
- Teachers will use multiple strategies to address various learning styles.
- Junior High Tutors will provide assistance to at-risk students.
- Academic Intervention Plan will be maintained at both Junior and Senior High levels to assist at-risk students.
- TASK Hour assistance will be available in the Jr/Sr High School to ensure that all students master academic goals.
- After school tutoring will be available to all students.
- After school study hall will be available to all Title I students.
- All students will use planners to organize academic responsibilities.
- Students will develop portfolios along with other forms of authentic assessment to highlight academic skills.
- Teachers will attend Science Teacher Leader program.
- ABC in Science kits will be used on the Elementary level.
- Teachers will have the opportunity to participate in professional development activities for Science on the state and local level.
- Students will have the opportunity to participate in Academic Games.
- Teachers will systematically review test results for improvement in student performance and adjust curriculum accordingly to ensure that all students master the Science goal.

Indicators/Evaluation

- Student performance on the Science portion of standardized tests such as the MEAP, MME, Work Keys and ACT.
- The number of students receiving the Michigan Merit Scholarship
- The number of students on the Honor Roll
- The number of students taking Science honor classes
- The number of students requiring Science tutoring or intervention

Timeline: 2007-2010

Goal 4:

All students will become proficient in Social Studies Content Standards and Expectations, including students failing or at-risk of failing.

Strategies

- Facilitate a professional learning community with frequent collaboration amongst faculty.
- Social Studies curriculum will be aligned to the Michigan Merit Curriculum.
- Teachers will do a gap analysis with curriculum maps.
- Teachers will use multiple strategies to address various learning styles
- Junior High Tutors will provide assistance to at-risk students.
- Academic Intervention Plan will be maintained at both Junior and Senior High levels to address at-risk students.
- TASK Hour assistance will be available in the Jr/Sr High School to ensure that all students master academic goals.
- After school tutoring will be available to all students.
- After school study hall will be available for Title I students.
- All students will use planners to organize academic responsibilities.
- Teachers will participate in the Social Studies Teacher Leader program.
- Teachers will have the opportunity to participate in professional development activities for Social Studies at the state and local level.
- Students 18 years of age will be encouraged to register to vote.
- Students will develop portfolios of their writing on public policy issues along with other forms of authentic assessment to highlight academic skills.
- Students will be encouraged to participate in the annual Writing Fair.
- Teachers will work with ELA teachers to develop strategies and skills to improve Social Studies writing.
- Staff will be encouraged to participation in the development of State assessments.
- Students will have the opportunity to participate in Academic Games.
- Teachers will systematically review test results for improvement in student performance and adjust curriculum accordingly to ensure that all students master the Social Studies goal.
- ELA and Social Studies teachers will work together to improve writing in preparation for the Michigan Merit Exam.

Indicators/Evaluation

- Student performance on the Social Studies portion of the MEAP
- The number of students on the Honor Roll
- The number of students requiring tutoring or intervention
- The number of students voting
- The number of students submitting writing on public policy issues for the Writing Fair

Timeline: 2007-2010

Goal 5: All students will experience and participate in a safe school climate that promotes a sense of community, respect, health, positive behavior, communication and responsibility.

Strategies

- Facilitate a professional learning community with frequent collaboration amongst faculty.
- Quest Program
- Enhance the Peer Counseling program to continue to promote positive behavior
- Lunch Buddy Program
- Bullying Program
- Respect Program
- Health curriculum that encourages respect and positive behavior
- Citizenship Assemblies
- Character Education – Theme of the month
- Good Deed Program
- Investigate additional extracurricular offerings for students - including clubs and athletic teams
- Availability of counseling and social work services
- Wellness Policy
- Defibrillator Training
- CPR Training
- First Aid Training
- Safety Patrol

Indicators/Evaluation

- Discipline referrals
- Retention rate
- Dropout rate
- Suspensions/expulsions
- Percent of students on the Honor Roll

Timeline: 2007-2010

Title I

Title I is a federal program designed to help disadvantaged children meet high academic standards. At Peck community Schools, grades first through sixth are targeted and programs provide supplementary instruction to children who are failing or are at risk of failing to meet the district's core academic curriculum standards. Multiple strategies are used in instruction and these are based on research and best practice theories. Before and after school instruction is provided and our CCC lab gives special assistance in problem areas while promoting improved computer skills. Our Accelerated Reading Lab also contributes highly to the success of our children and promotes improved student achievement.

Speech Therapist and Social Worker

Peck Community Schools has a speech therapist on staff to provide children with essentials in their speech and language development. Also, a social worker is available to work with children in their educational social adjustments. We are proud of the successes that each of these services has provided and look toward the future with great confidence and increased opportunities.

Professional Study Committee

This committee, as dictated by the Master Contract of the Peck Education Association, meets at selected intervals and discusses various issues and policy revisions. Education YES, NCLB, high school graduation requirements and the Academic Intervention Programs were the key items on this past year's agendas. In our quest to become a Professional Learning Community, this committee plays a key role in curriculum, instruction, technology, evaluation, discipline, and the overall School Improvement Process.



Technology

Peck Community Schools continues to be a leader of technology in education. Our staff and students have access to the most innovative technology available today, including high speed internet access, two modern computer labs, a third mobile laptop computer lab, a computer-abundant media center, handhelds, televisions and robust computers in every classroom along with a wealth of software.

As part of our Professional Learning Community, the Technology Collaboration Team has developed an Integrated Technology Curriculum that provides a clearly identified path for teachers to follow as students progress from Kindergarten through 12th grade. This helps to ensure our student will be better prepared to compete for careers in today's technology-rich world. In addition, we have developed criteria that exceed state requirements to assess student comprehension of technology skills.

High speed internet access through a fiber optic connection to the Sanilac ISD allows for a global presence of our district, improved communications and encourages teachers to assign creative and adventurous assignments for students through our web site, which can be visited at www.peckschools.org. Our website is rich in content and photographs that proves to be very valuable to students and parents.

Key technology highlights include:

- Upgraded financial software for improved productivity.
- SuccessMaker software challenges elementary students on a daily basis.
- We are continually providing technology support and offered technology professional development training to our teachers and staff.
- Our telephone system, including an automated attendant, voicemail, and telephones in every classroom, has proven to benefit students through improved communications between parents and teachers.
- A wireless network infrastructure allows laptops to be used throughout the building while connected to our servers and Internet resources.
- Our computer courses offer a wide diversity of skills in training students the fundamentals of, and advanced, computer operation.

Principles Behind Our Technology Plan

Today's students at Peck Community Schools will need the technological skill required to enable them to live a quality, productive life in the 21st Century. All schools are responsible to these young people, today and tomorrow, for the educational opportunities necessary to give them the marketable skills they will need for further education or to compete in the workplace. Peck Community Schools Board of Education and administration will need information in a timely, accurate, accessible and usable form. Teachers will need to use time more efficiently and find

creative ways to meet the needs of all learning styles. All educators need to find new and better ways to help our students attain the technological skills that will help them learn and achieve at an acceptable level in the future.

Technology Vision Statement

Our mission is to facilitate a learning environment where technology is utilized to promote success. Technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving. We will provide teachers with the skills and tools needed to integrate technology into the curriculum, and provide continuous support to ensure that the technology is being used to its maximum potential in the classroom.

Peck Community Schools will provide an effective learning environment that melds traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The district will provide professional developmental opportunities for staff so that they can wisely use technology to enrich learning environments and enable students to achieve marketable skills. The resulting learning environments should prepare students to:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Use information and select appropriate tools to solve problems
- Know content and be able to locate additional information as needed
- Become self-directed learners
- Collaborate and cooperate in team efforts
- Interact with others in ethical and appropriate ways

Technology and Curriculum Integration

Position Statement

Learning with and about technology prepares learners to live in today's increasingly technologically complex and information-rich society. Technological tools are essential ingredients in a complete educational program. Students must become proficient users of multiple technologies during their academic years.

Peck Community Schools strives to provide a professional learning community that ensures learning for all students to acquire knowledge and develop the necessary skills & attitudes to succeed in a changing society. We believe that the use of technology will enrich their learning experiences. By integrating technology into the educational process it becomes an empowering teaching/learning tool that must play an important role in all areas of instruction.

Beliefs

All technologically literate students will:

- Employ technology as a tool to access, analyze, and use information.
- Demonstrate continuous growth in appropriate applied technologies.
- Adapt to technological change as it occurs.
- Communicate using technology and technical language.
- Exhibit responsible use of technological resources and systems.
- Seek opportunities to continually develop their technical knowledge and skills.

Strategy for Implementation

Our Integrated Technology Curriculum Plan is mandated by administration to be implemented by all teachers. Oversight of the implementation is monitored through individual checklists for each student by grade level leading up to 8th grade where NCLB 8th grade technology literacy requirements are assessed.

Please see our complete IT Curriculum Assessment available at <http://www.peckschools.org/technology>.

Timeline

Please see the following section [*Performance Indicators for Technology-Literate Students*](#) for a discussion of our timeline for technology integration into curricula and instruction or see our complete Integrated Technology Curriculum Plan available at <http://www.peckschools.org/technology>.

Adult Roles and Exit Outcomes

Education and skills

The ultimate goal of K-12 education in the Peck Schools is to prepare students to become contributing members of the community and throughout society. In order for students to carry out adult roles, they will also have to develop certain skills.

Adult Roles/Skills

1. Demonstrate effective communication skills
2. Demonstrate logical problem solving skills
3. Demonstrate ability to find, evaluate and apply information
4. Demonstrate responsible and respectful behavior
5. Demonstrate the ability to write clear and concise sentences, paragraphs and letters or papers
6. Demonstrate the ability to write an effective resume and portfolio to enhance interview skills
7. Demonstrate effective use of technology for communication, life needs and employability

There are many ways in which these adult roles and skills can be accomplished within the Peck Community Schools. Students will use career clusters, Educational Development Plans (EDP's), and portfolios as they schedule for individual classes. Students will be asked to apply many different problem-solving skills, distinguish fact from fiction, and use technology for research. Furthermore, students will be able to develop, maintain and adjust a budget, write in all contexts and interpret books, manuals, tests and homework. Our students and instructional staff have complete access to our schools' Media Center, local community library, and resources from the Regional Educational Media Center (REMC), to enable use to broaden our capabilities. Qualified juniors and seniors have the opportunity to participate in Dual Enrollment. Peck Community Schools also has available adult and alternative education programs. These programs support district programs and allow additional advancements for those not able to participate in the normal school setting.

Peck Schools also uses a wide variety of speakers, military, college reps, and job shadowing to develop the adult roles and skills. Assemblies, Health Department, Drug Awareness and Resistance Education (DARE), Career Cruising, Smart Club, Camp Hartley and the Sanilac Career Center provide individuals with further identification of the skills and education that is needed to allow graduates to fulfill adult roles.

Constant evaluation and monitoring will be done to make sure we meet the needs of all children and revisions will be made, if necessary on at least an annual basis.

Communication is the Key

Peck Community Schools continue to make communication a high priority. Through weekly newsletters, Class Notes, a quarterly PR newsletter, and this Annual Report, we attempt to provide as much information as possible. Also, the staff's email addresses are published and our website is easily accessible. We will work hard to provide everyone with better understanding of the educational process and welcome your ideas and suggestions.

Class Size Reduction/Additional Staffing

Again for this past year, we were able to keep class sizes at a very reasonable number. With the addition of a third Kindergarten and a Young 5's program children were given the opportunity to mature and gain valuable knowledge to build a more stable foundation. Children are able to receive more one on one attention and a student's special needs can be met. We feel this early learning process is crucial to the life long learning which will follow.

Professional Development for Staff and NCLB Mandates

The 2006-2007 school year saw teachers and the entire staff engaging in many professional development opportunities to better prepare them for the job at hand and to assure that they are meeting the highly qualified status as mandated by the Federal government. Most of the educational team has been intensively involved in collaboration, where they (by subject or grade level) discuss curriculum, teaching and learning techniques and are support group to build better school improvement. Helping our students succeed is what everyone is striving for and through advancing degrees and knowledge; we hope to promote greater performance abilities for all our children. 100% of our staff meet or exceed the recommended standards and at present, we have no one working under an emergency certification. We will continue to grow into a Professional Learning Community.

Core Curriculum

Peck Community Schools are committed to providing our students with the highest level of curricular offerings in order to prepare our students for the increasing demands of the world beyond the classroom. The basis of our curriculum is the Michigan Curriculum Framework, which includes standards focused on content, teaching and learning, assessment, and professional development. These standards and their benchmarks represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society. When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement.

As a Professional Learning community we are continually aligning and evaluating our curriculum to provide for an easier transition between grade levels, to better meet the educational needs of our students, and prepare them to meet the rigorous demands of No Child Left Behind. New textbooks for higher level math classes were purchased for this past school year while elementary staff researched and selected a new reading series which we fell will best meet the needs of our students as we pursue educational excellence.

An intervention program has been in place at the junior high level for several years for students at risk of failure. As a result of its success, the program has been successfully extended to the high school s we strive to leave no child behind. Career exploration and planning continue to be an important component of our K-12 curriculum, including the development of student portfolios and Educational-Employment Development Plans to prepare our students for the future. Parental input is welcomed through parent-teacher conferences or at any time when there is a concern. The development and improvement of our curriculum is an ongoing process which is overseen by school administration and the Professional Study Committee.

Accreditation

The State Board of Education of Michigan has approved a new state accreditation system, which Peck Community Schools are diligently working toward. Under Education YES!, schools receive grades in the areas of MEAP and Michigan Merit achievement status, achievement change, achievement growth, indicators of engagement, indicators of instructional quality and indicators of learning opportunities. This new system takes multiple measures into account when grading school buildings and factors in achievement data, teacher quality and professional development, continuous improvement, curriculum alignment, school facilities, student attendance and dropout rate and four-year education and employment plans for high school students. As always, Peck Community Schools is committed to provide the very best opportunity to learn and bring the highest status possible to its students, school and community.

Points of Pride

- Professional Learning Community
- Professional Study Committee
- Increased number of Schools of Choice students attending
- “Class Notes”, a school PR newsletter
- Increased number and dollar amount of local scholarships
- Bi-weekly teacher collaboration time
- Increased amount of available technology for students and staff
- Expanded professional development activities for all staff
- Continued financial stability during tough economic times
- Well maintained building and grounds
- Successful AYP for past six years
- Academic Intervention Programs for all students



2006-2007 District Data

State Equalized Valuation	\$68,270,394
Total Budget	\$ 4,722,991
Per Pupil Expenditure	\$ 7,509
Total Number of Students	629
Number of Elementary Students	338
Number of Secondary Student	291
Total Number of Elementary Teachers	13.5
Title One	.5
Paraprofessionals	6
Special Education	1
Total Number of Secondary Teachers	14
Librarian	1
Tutors	2
Counselor	1
Paraprofessionals	2
Special Education	2
Administrators	3
Director of Educational Services	1
Technology Director	1
Technology Assistant	.8
Business Manager	1
Secretaries	3
Custodians	4.25
Maintenance	1
Kitchen Personnel	5
Bus Drivers	6
Speech Therapist	0.5
Social Worker	0.5
Millage Rate for Operating	17.78
Millage Rate for Debt	3.4

Peck Elementary School



Mission Statement

The Peck Elementary family believes that every child can obtain their maximum potential intellectually, emotionally, physically and socially. The learning community will collaborate to develop the best possible student outcome, along with providing a safe, positive, and enthusiastic environment.

Vision Statement

Peck elementary is a Professional Learning Community with a vision to help students and staff develop his/her maximum potential. Our educational team is comprised of students, parents, teachers, support staff, administrators, and the community. The team envisions a learning environment where we:

- Work together, learn together, share together and grow together.
- Focus on and achieve positive academic results.
- Ensure that all students are learning at grade level.
- Promote citizenship and respect.
- Celebrate success.
- Work in a positive enthusiastic environment.
- Involve our community members.

School Improvement Team

Peck Elementary School has been involved in school improvement since 1989. The building's School Improvement Team consists of the following members:

Mike McLaughlin, Principal
Dennis Graves, Teacher
Don Cork, Community Representative
Tom Kreger, Teacher
Lori Quandt, Parent and Junior High Tutor
Barb Venohr, Paraprofessional
Gina Ryckman, Parent and Paraprofessional

School Improvement Plan

Peck Elementary School's goal is to improve student achievement in the basic subject areas. It will include professional development activities, program additions, curriculum restructuring, implementation of technology-based instruction, and material purchases. Our district has adopted a Professional Learning Community philosophy and in it our teachers are developing new ways of teaching; student learning will take on new perspectives. MEAP scores are reflecting student progress toward more meaningful learning.



School Improvement Goals

All students will improve achievement on all areas of the Michigan Educational Assessment Program (MEAP).

- Develop strategies through biweekly collaboration in our Professional Learning Community.
- Continue with the instructional technology lab to enhance and assist in reading and math instruction for all students in Kindergarten through 6th grade.
- Increase staff in-service training.
- Expand software/hardware awareness.
- Increase technology curriculum.
- MLPP
- Balanced Literacy for lower and middle elementary students.
- DIBELS training for staff to improve student reading achievement.

All Students will demonstrate responsible behavior and citizenship.

- Establish a system for acknowledging daily positive behavior.
- Continue with monthly "Citizenship" assemblies.
- Goal of 15 maximum honorees each month for citizenship.
- Continue with fifth grade DARE program.
- Continue with Student of the Week awards to acknowledge daily positive behavior.

All students will achieve their full potential.

- Training for all staff working with Autistic Impaired Children.
- Provide in-service for staff dealing with medically fragile students.
- Certification for the paraprofessional staff.
- Develop strategies through Professional Learning Community collaboration to address the needs of underachieving students.

Additional School Improvement Efforts During 2006-2007

- Expansion of the 5th and 6th grade band program to three annual performances.
- Continuation and evaluation of Terra Nova testing program.
- Continuing staff in-service for technology literacy.
- Purchasing a writer's handbook/activities book for 2nd through 6th grades to support the writing curriculum.
- Purchasing planners for a 2nd through 6th grade students as a means of organization, responsibility and a communication tool between staff and parents.
- Successful DARE program for 5th grade, with introductory units for Kindergarten through 4th grade.
- Continuation of ABC Club to motivate students to obtain a grade of "D" or better.
- Continuation of Elementary participation in the Art Fair.
- Continuing the elementary Career Preparation program.
- Enhance our Health Education program for 6th grade students in conjunction with the Sanilac County Health Department.
- Presentation of "Bubbylonian Encounter", a 2nd grade program offered by the Sanilac county Child Abuse Council.
- Presentation of "BABES" program by Sanilac County Health Department to 1st grade students.
- Successful March Reading Month Programming.
- A "teen" awareness program presented by the Sanilac County Health Department for 5th and 6th graders.
- SMART Club presented by the Sanilac County Health Department.
- VIP Day where 260 guests were honored in Spring, 2007.
- Continuation of technology curriculum for K-6 students.
- Continuation of the AAA Safeties Program to promote school safety and traffic awareness.
- Implementation of a tutor program to support struggling students in reading and math.



Points of Pride

- Visit from U.S. Secretary of Education Rod Paige and Michigan Superintendent of Instruction Tom Watkins.
- Golden Apple recipient
- Veterans Day program to honor local vets.
- Statewide field trips
- Low student/teacher ratio
- National speakers/authors
- Educational/entertaining assembly programs
- Spring Carnival for student/community enrichment
- Highly successful Parent-teacher Organization
- Excellent staff, students, parents and community
- Wireless, Internet laptop computer lab
- Bi-weekly newsletter to home and community
- Field and fun day events
- Spirit Committee, dedicated to promoting a positive school environment
- Outstanding technological system for students and staff, including CCC lab
- Successful Kindergarten orientation program
- Highly successful fundraisers: Morley Candies and Scholastic Book Fair



Parent Participation

81% of elementary parents attended parent/teacher conferences in November, 2006. In addition, 61% attendance was recorded for the winter conferences in February. Our Fall Open House was attended by 55% of our parents, with 42% of our grandparents being honored for their attendance.

Staff Development

Peck's commitment to Professional Development continues; the staff attended an impressive number of individual in-service programs off-campus. The District's goal for 2007-2008 continues to emphasize state curriculum alignment to better meet students' needs. All lower elementary teachers (grades K-3) have received training in MLPP instruction, along with Balanced Literacy programming. Six paraprofessionals have also been trained in MLPP delivery.

Accreditation

Peck Elementary School has had Interim accreditation status from the State of Michigan for past performances. That program has been replaced by the Michigan School report Card as part of the state's Education YES! initiative. Peck elementary has earned a grade of "A" and made adequate yearly progress (AYP) toward required objectives.

Peck Junior/Senior High School

Mission Statement

The mission of Peck Junior-Senior High School is to provide a professional learning community that ensures learning for all students to acquire knowledge and develop the necessary skills and attitudes to succeed in a changing society.

Vision Statement

We believe that the most promising strategy for achieving the mission of Peck Junior-Senior High School is to develop and function as a professional learning community. We envision:

- Creating an effective working relationship among parents, community and school.
- Collaborating as a K-12 staff in order to meet all student and teacher needs.
- Helping students develop skills and acquire knowledge to become self-directed learners that enable them to meet local, state, and federal academic standards.
- Promoting programs that emphasize student success.
- Providing an enhanced curriculum that meets individual student needs.
- Establishing an environment that fosters respect, responsibility, trust, and accountability.

School Improvement Team

Peck High School has been involved in school improvement since 1989. The building school improvement team consists of the following members:

Kayla O'Connor, Student
Ashliegh Merkau, Student
Tiffanie Fletcher, Student
Katie McNary, Student
Emily Quandt, Student
Judy Ferguson, Board Member
Willard Roles, Administrator
Sandy Reed, Administrator
Eric Sell, Teacher
Paula Davidson, Counselor
Kim Cook, Parent

School Improvement Plan

Peck Junior/Senior High School goals were revised during the 2004-2005 school year, and the goal areas will continue as needed or according to the stated timelines. As school improvement plans range from 3-5 years, so do the goals we choose to accomplish. Their status is “In Progress”, as we work together to make a quality educational program our top priority.



Goals

All students will improve MEAP English Language Arts scores.

All students will improve MEAP Science scores.

All students will improve MEAP Mathematics scores.

All students will improve MEAP Social Studies scores.

In order to achieve these goals, the following strategies are being implemented:

- Curriculum aligned to the Michigan Curriculum Frameworks.
- Teachers will do gap analysis with curriculum maps.
- Teacher will use multiple strategies to address multiple learning styles.
- Junior High Tutors will provide assistance to at-risk students.
- Academic Intervention Program will be implemented at the Junior and Senior High levels to assist at-risk students.
- TASK Hour assistance will be available to ensure that all students master academic goals.
- After-school tutoring will be available to all students.
- All students will use planners to record homework and study for tests.
- Students will develop portfolios and other forms of authentic assessment to demonstrate progress in all curricular areas.
- Writing will be required on a regular basis in all classes beyond Language Arts.
- Teachers will have the opportunity to participate in professional development on both the state and local levels.

Parent Participation

Parents take an active role in education by keeping up-to-date with their child's progress. This year, 87% (291) of middle and high school parents attended a conference during the school year. This compares to 81% (249) the previous year.

Retention Rate

Retention rate is defined as the percentage of ninth grade students who graduate from high school within four years, adjusted for the students who move in and out of the district and to alternative programs.

The 2006-2007 retention rate for Peck Community Schools is 93%, with a dropout rate of 7%. Last year the retention rate was 100% with a dropout rate of 0.0%.

Special Programs

1. Portfolios
2. School-to-work
3. Tutor Program
4. Gifted and Talented
5. Dual Enrollment
6. Peer Counseling
7. Peer Tutoring
8. Task Hour
9. Academic Intervention Programs

MEAP Results

Student Achievement

The Michigan Educational Assessment Program (MEAP) measures 3rd through 8th grade students in reading, writing, and math skills, 5th and 8th grade students in science, and 6th and 9th grade students in social studies.

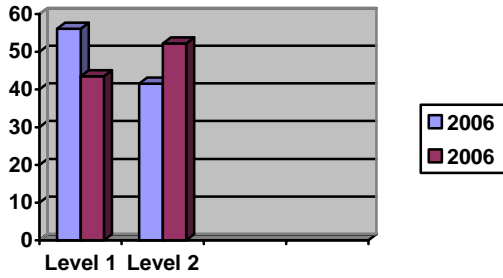
Michigan law states inequities in test performance among subgroups must be addressed. Inequities are termed as a variance of 15% or higher. Because none of our subgroups meet the minimum size of 30 students, results may not be statistically significant. Peck Schools takes the position that a sub-par performance by any student will be addressed.

Gender Equity

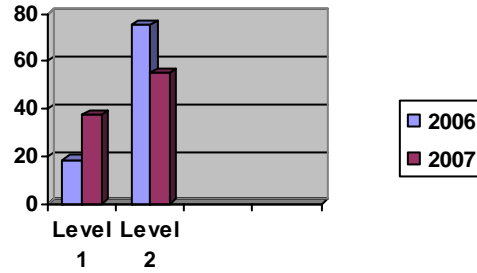
Peck Elementary teachers have high expectations for boys and girls. The classroom teacher is sensitive to gender bias issues and techniques used. Any significant gender differences are being addressed.

Comparative Charts

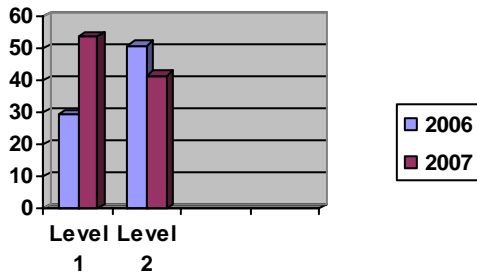
3rd Grade Reading



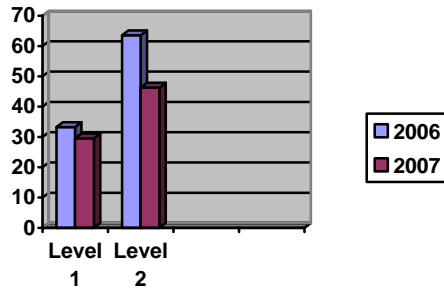
4th Grade Reading



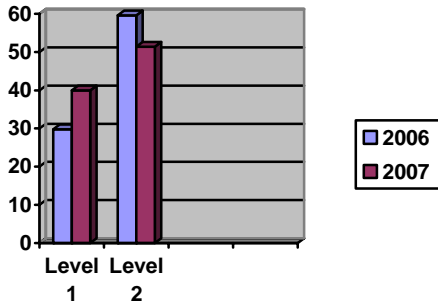
5th Grade Reading



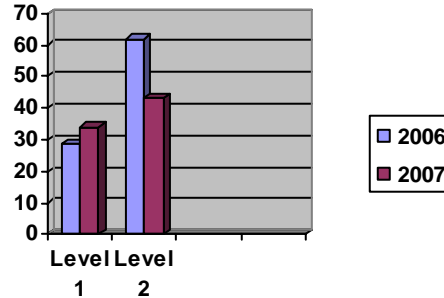
6th Grade Reading



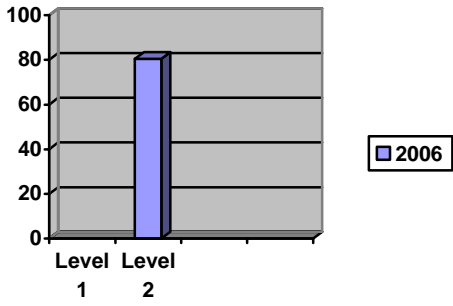
7th Grade Reading



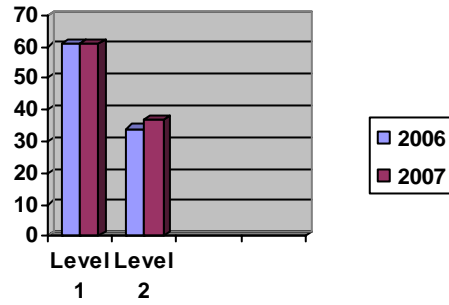
8th Grade Reading



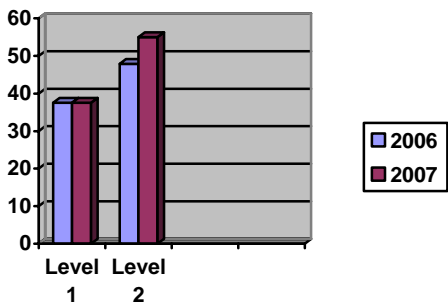
Class of 2006 Reading



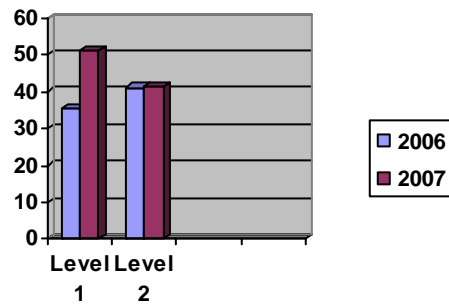
3rd Grade Math



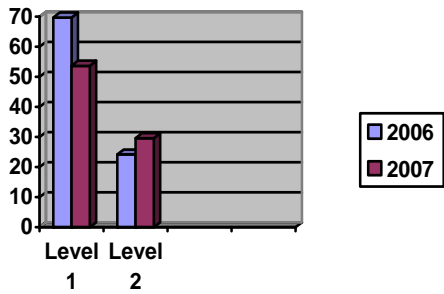
4th Grade Math



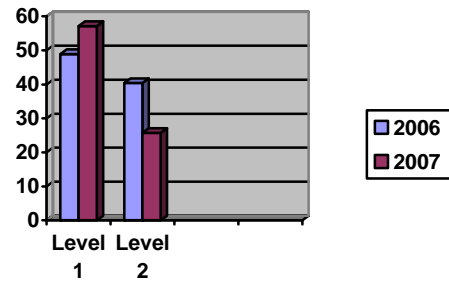
5th Grade Math



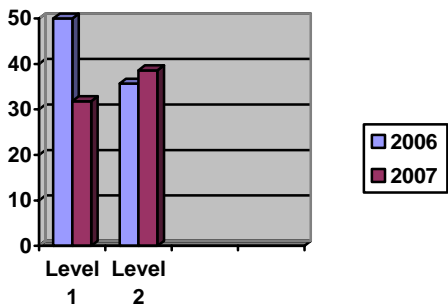
6th Grade Math



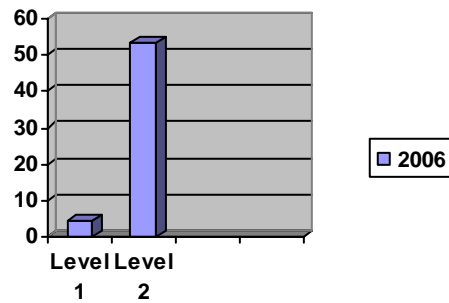
7th Grade Math



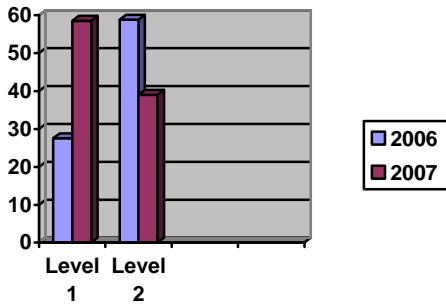
8th Grade Reading



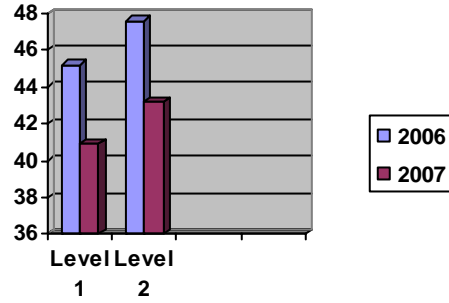
Class of 2006



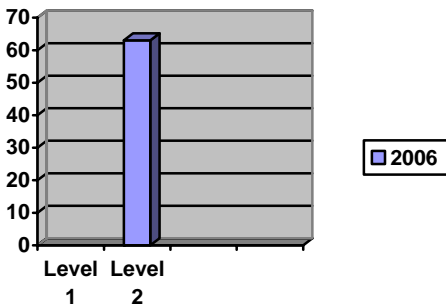
5th Grade Science



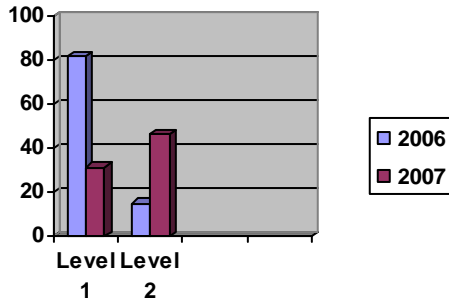
8th Grade Science



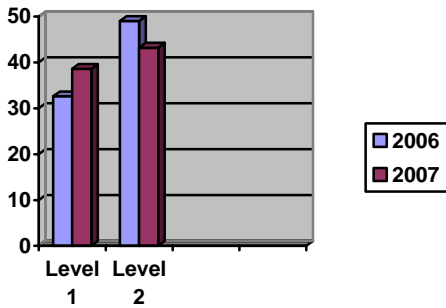
Class of 2006



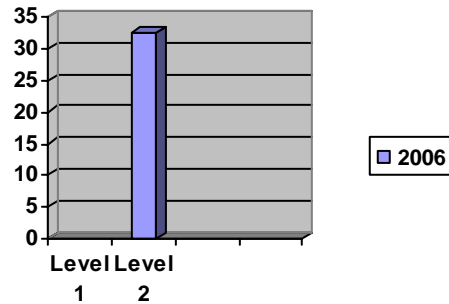
6th Grade Social Studies



9th Grade Social Studies



Class of 2006 Social Studies



Terra Nova Test

	Reading		Language		Math		Science		Soc. Stud.		Total		Base	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
1st Grade	1.9	2.2	1.9	2.1	1.5	2.0	1.1	2.3	1.9	2.6	1.8	2.1	1.5	1.5
2nd Grade	3.0	3.5	3.2	3.0	2.9	2.5	3.2	3.0	3.7	3.1	3.0	2.9	2.5	2.5