

Kearsley High School Annual Report 2014-2015



Kearsley High School will promote life-long learners by demonstrating:

Persistence
Responsibility
Integrity
Dedication
Excellence

School Annual Education Report (AER) Cover Letter

April, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Kearsley High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Brian Wiskur, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.kearsleyschools.org or you may obtain a copy from the High School office.

Key challenges facing Kearsley High School include enrollment, funding, and assuring achievement of all students in all subject areas. The High School staff works diligently to differentiate instruction for all students, to provide interventions to accelerate learning for struggling students, and to deliver a challenging, aligned curriculum using research-based instructional practices.

- Multi-Tiered System of Support with a focus on good classroom instruction, Tier 2 and Tier 3 intervention support for targeted students with specific focus on students with special needs.
- Monitoring of student achievement through formative, interim and summative assessments
- Realignment of curriculum to meet the new Common Core State Standards

More specific data and initiatives to accelerate student achievement and close persistent gaps in achievement can be found below in the status of the 3-5 year school improvement plan.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students who attended school at Armstrong Middle School in eighth grade are automatically enrolled at Kearsley High School. Kearsley Schools also participates in the Statewide School of Choice Program in Genesee County and throughout the state.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Reading Comprehension (Student Goal Statement) – 60% of all students will demonstrate a proficiency in reading in English Language Arts by 06/06/2015 as measured by the results of MME/ACT assessments as well as local assessments. Teachers in all content areas implemented various research based reading strategies and instructional techniques in order to increase reading fluency, accuracy, and comprehension. Students will demonstrate effective word work skills and comprehension strategies to be effective and strategic readers. This year 2014-15, we are in our second year of a reading program called AARI (adolescent accelerated reading initiative). This program serviced forty three students who were not at grade level in reading and writing.

Results in the AARI program once again had phenomenal success and showed grade level growth of up +3.23 for the freshmen in first semester AARI courses. Cross curricular reading strategies were implemented in all content areas with various research-based instructional techniques in order to increase fluency, accuracy and comprehension.

STAR Reading Data from the fall of 2014 indicated one hundred and seven freshmen at/above grade level, sixty on watch, eighty-two, needing interventions and seventy-six needing urgent assistance. Spring 2015 results indicated that one hundred and twenty-two students are now above grade level, only fifty-four on watch, sixty-two needing interventions, and only sixty-six in the urgent category.

ACT Reading results from 2014-15 resulted in a district score of 19.4 as compared to the state average of 20.1 in Reading. This is an increase of .1 from 2013-14 of a 19.3. Average English ACT Reading results are increasing as indicated in a five-year trend. From 2010-2011, when Kearsley High School scored an 18.3, reading scores have increased by 1.1, to our current 2014-15 score of 19.4. State average in Reading in 2010 was 19.3 to its current average of 20.1.

Writing (Student Goal Statement) – 59% of all students will demonstrate a proficiency in writing in English Language Arts by 06/06/2015 as measured by State M-Step/ACT assessments as well as local assessments. One strategy used this year included all staff (ELA and NON-ELA) and implemented the Writers Workshop with all students in order to increase their writing proficiency. This year all staff participated in the mid-year review – a very informative PD for the ELA Department that focused on how teachers can better understand the goals and expectations of the Writing Workshop. An increased emphasis was put on writing across the curriculum in the Language Arts Department with a book that was read and discussed called Write Like This by Kelly Gallagher. As a department, the ELA teachers feel students are becoming experts in argumentative writing. Teachers in the ELA department are taking one class period every other week to read an article from The Week

Magazine with differing perspectives then write an argumentative piece using appropriate reading strategies.

ACT English results from 2014-15 resulted in Kearsley High Schools juniors scoring an average of 17.7, as compared to the state average of 19.4. This is an increase of .7, from ACT district averages in 2013-14.

Math – (student Goal Statement) 40% of all students will demonstrate a proficiency in mathematical thinking, problem solving, skill development, and communication in mathematics by 06/06/2015 as measured by the State and local assessments. One strategy teachers used was: Using various types of formative assessments to check for understanding, provide feedback to students, and adjust instruction. Results will guide re-teaching, differentiated instruction and classroom interventions. All students will improve mathematical reasoning in a variety of contexts. Teachers developed and utilized varying assessment tools to gather data on students' mathematical performance. As a professional learning community, teachers will use this assessment data to identify student strengths and concerns and target appropriate instructional strategies. There was a special focus on the needs of targeted subgroups including the bottom 30% of economically disadvantaged, special needs, gender, ethnicity, English language learners, Title I and at risk. Teachers implemented interventions targeting needs of struggling students including the math fundamentals a course that supported at risk students in mathematics.

STAR MATH, now in its second year at KHS, has proven to be successful at providing data to determine interventions for the freshmen and sophomores in screening for those who are at/above grade level, and those that should be placed on watch, placed in interventions, and in urgent need of assistance. From fall testing to the spring testing cycle, ninth grade teachers saw an increase of fifty-one fewer freshmen being below grade level. Those needing to be placed in on watch, needing interventions, and in urgent need also saw a significant decrease.

ACT Math results for 2014-15 showed a slight drop in math from a 19.4, in 2013-14, to a 18.9 in 2014-15. State average also dropped from 19.7 to 19.5. The math department will continue in 2015-16 to focus on tiered interventions and formative assessments. The new SAT Math will be a primary focus in 2015-16 with our after school SAT prep class. Success in this year's last ACT class indicated of the one-hundred and forty-six students scoring at least two points higher in all subject areas as compared to those who didn't participate in the after-school classes.

SPECIALIZED SCHOOLS

Special Education Services

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education for nearly 10,000 students. Special services for students with special needs, age 0-25, are available to Kearsley students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach:

- Academic skills
- Independent living skills
- Communication skills
- Job training and prevocational education
- Social living habits and self-care

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

In 2014/2015, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

9 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 15 students attended these programs.

12 students are in early childhood programs and services. Last year 20 students participated in these programs.

11 students are educated at the Marion Crouse Instructional Center and 5 students attend the Transition Center. Last year 12 students attended programs here.

429 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 405 students were enrolled in local special education programs.

1 student attended Michigan School for the Deaf. Last year, 1 student was enrolled in this program.

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitation of their disabilities.

Genesee Area Skill Center

Selected young adults from Genesee County, including Kearsley High School, are given opportunities to achieve excellence in a wide variety of highly technical vocational

experiences. Unique instructional programs that are not generally available at Kearsley are offered in one or two-year options at the Genesee Area Skill Center.

During the 2014-2015 school year, Kearsley sent 76 students to the Technology Center daily. Last year, Kearsley sent 105 students each day. Each student spends three hours per day in one of 44 vocational classes. Opportunities to compete on local, state and national levels are provided to our student through memberships in VICA, BPOA, and FFA.

Each year, several Kearsley students receive recognition for their creative efforts. Job placement, vocational counseling and applied classes in math and science provide additional benefits for our Kearsley Skill Center kids.

Mott Middle College

Mott Middle College (MMC) is an alternative high school for at-risk youth, open to all 21 public school districts in Genesee County. The school, located on the campus of Mott Community College, delivers intensive care education to students with academic potential but who are at-risk of dropping out of high school or who are achieving well below their potential.

Priority is placed on building the skills needed to succeed in high school, college and at work. Students learn critical reading skills, math, geometry, social studies, computer skills, how to access information, written and oral communication skills, how to adapt to change, work cooperatively, make decisions and understand human behavior.

The middle college/high school program is designed to allow students to both learn and apply knowledge. In addition to a challenging academic program, all students participate in career internships for which they earn a grade and career education credit.

Students are provided with full evaluation reports on academic achievement, aptitudes, personal skills, interests and learning styles. Grades are given at the end of each of five marking periods. A total of 22 credits are required to graduate.

This year, MMC enrolled more than 200 students countywide, including 2 Kearsley students. Last year, 1 Kearsley student participated in the program.

Genesee Early College

Genesee Early College is an intensive, state-of-the-art, five-year school combining the best elements of the high school and early university experience. It is designed to prepare students for careers and advanced study in the medical and health-related professions. The

school, which is operated by the Genesee Intermediate School District, is a fully integrated part of the University of Michigan-Flint community.

Students attend school on the campus of The University of Michigan-Flint, with high school classes held at the William S. White building. Upon demonstrating proficiency in specific areas (usually by grade 11), students enroll in college courses for college credit. Successful students will graduate at the end of their fifth year with their high school diploma as well as up to 60 transferable credits toward their college degree. No additional tuition is required for this program.

GEC serves students who are interested in pursuing academic or professional careers in any of the health-related profession fields; and who are interested in, and capable of, succeeding at the university level. Genesee Early College adheres to the principles of the National Middle College Consortium.

Six students from the Kearsley School District attended Mott Early College during the 2013-2014 school year. The year before, 2 students attended.

CORE CURRICULUM

Curriculum Development

Michigan defines “core curriculum” as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the Michigan Education Assessment Program (MEAP). Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, foreign language, physical education, and technology.

Curriculum writing is an ongoing process. The continuing development of curriculum is based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the District Curriculum Council (DCC) process to organize curriculum efforts and to provide communication across grade levels, buildings and departments.

Curriculum committees have been established for each content area. Each committee studies current issues, reviews and updates district curriculum, and examines materials (current and new) needed to deliver this curriculum. After implementation of curriculum and materials, committees monitor progress and make adjustments before beginning the DCC cycle again.

Core committees are revisiting developed curriculums to ensure alignment with the Michigan K-12 Standards. In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the Kearsley DCC committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at 810-591-7618 or ayorks@kearsleyschools.org.

Language Arts Curriculum

An aligned language arts program has been implemented in grades K-12. Reading curriculum and instruction focuses on the development of reading skills and strategies as well as the ability to analyze, evaluate, and respond to literature. Students work with a variety of text materials, developing the tools necessary to access and create meaning from both narrative (story) and expository (informational) selections. Emphasis has been placed on being strategic readers, learning how to navigate different text formats and genres. The writing process is also a key focus of the language arts program, as well as writing for

different purposes and audiences. Attention continues to be given to the importance of writing within all content areas.

During the 2014-2015 school year, teams of teachers in grades K-12 worked on aligning the curriculum and materials with the Michigan K-12 Standards. Draft documents have been completed in the area of reading and writing. Changes made in curriculum and instruction at all levels will meet the core standards for language arts. These standards guide the focus of reading instruction, writing forms, and grammar elements among other language arts components. State assessments also guide curriculum and instruction, with reading assessments of narrative and informational text. This year, the English department continued implementation of realigned courses for 9th and 10th grade were implemented as well as a new "World Literature" course for 11th grade. Building student reading strategies was also an important focus this year. A student's ability to think critically and make meaning from varied text is a key to success, not only in language arts, but also across the core curriculum areas. Honors and AP classes will also be revisited in the coming year.

High School teachers across curriculum areas also focused on reading strategies and activities. These strategies help students to build understanding even as reading materials become more challenging and complex.

Science Curriculum

Curriculum is aligned for grades K-12. Further curriculum revision continues to be needed as we respond to state and federal changes in curriculum expectations and assessment. The K-8 Michigan Educational Assessments are administered in the fall, with science assessed at grades five and eight. High school juniors are assessed in science in the spring, as part of the Michigan Merit Exam. Science teachers have made many adjustments to curriculum and instruction in order to meet the expectations established by the No Child Left Behind federal legislation and State requirements.

The eighth grade curriculum is currently aligned to High School Content Expectations (HSCE's) for earth science and also some units from the life science expectations. Eighth grade teachers met throughout the year to align materials, set pacing units, and plan consistent instruction across the grade level.

At the high school level, teachers continued the successful implementation of curriculum materials to meet the district's three-year science requirement which has since become a law at the State level. A Michigan high school student is required to take biology; physics or chemistry; and a third science course. Content expectations (HSCE's) have been provided by the State for each of these courses. Teachers continue to analyze curriculum, materials, and instruction in response to state graduation requirements. We have also

worked to update common assessments for each of the required courses, aligning the exams to the HSCE's.

All grade levels K-12 continued to examine the Literacy Standards for Science during the 2014-2015 school year.

In 2014-2015, representation from all science levels participated in county efforts to develop awareness of the Next Generation Science Standards and the related Science and Engineering Practices. These tools were developed in a multi-state effort and are under consideration for adoption by the State of Michigan to replace the existing GLCE's and HSCE's. All grade levels are reviewing Next Generation documents as well as awareness and implementation timelines that will be put into place pending State adoption as well as proposed state assessment adjustments. Beginning this transition and expanding Science Literacy efforts are expected to be the major areas of focus for the Kearsley Science Department K-12 in 2014-2015 and in upcoming years as State curriculum and assessment expectations undergo major revisions.

Math Curriculum

A major focus of our mathematics department during the 2014-2015 school year was the continued revision and alignment of the math curriculum with the Michigan K-12 Standards for Mathematics. Professional development was provided at some key grade levels to help staff become familiar with the shift of content and the change in standards. More professional development will be provided next year to support staff in the implementation of these new standards and the 8 mathematical practices.

The high school has fully implemented a series of mathematics textbooks from Glencoe Publishing. The titles of these programs are Algebra: Concepts and Applications, Algebra 1, Geometry: Concepts and Applications, Geometry, Algebra 2, and Advanced Mathematical Concepts: Precalculus with Applications. This range of materials was chosen to better meet the learning needs and goals of our diverse Kearsley High School students. Eighth grade and high school Algebra I teachers continued to develop common assessments and curriculum materials for use at the middle school and high school. Teachers of Applied Geometry, Algebra 2, Algebra 2a and 2b worked to unpack the Core Curriculum State Standards and revise the existing curriculum documents to better align with the new standards. Teachers shared resources and assessments and discussed pacing issues. A focus on integrating more real world and application problems in the classroom was a topic of discussion during department meetings and will continue to be addressed in the upcoming school year. All core math courses and applied math courses in grades 9, 10, and 11 have been aligned to the Michigan K-12 Standards. Common exams have also been aligned to these standards and were field tested during the 2013-2014 school year.

In response to the increased graduation requirements by the state of Michigan Kearsley schools has implemented a 90% mathematics goal. That goal states "Ninety percent of Kearsley Community Schools students will master course content expectations for Algebra 1 by the end of ninth grade." To help address this goal teams of teachers have been meeting to identify major areas of focus, a new scope and sequence for curriculum, a calendar of instruction for each grade level, and assessments for each major area of focus. This project will continue during the 2015-2016 school year as we monitor our progress toward preparing our students to be successful in Algebra 1.

Social Studies Curriculum

Social Studies curriculum development at all levels K-12 continues to be focused on the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content Expectations) and their impact on curriculum and instructional alignment. In addition, the Michigan K-12 Standards have been adopted by the state.. Focus this year was placed on understanding the Literacy Standards and the impact on classroom instruction.

The Michigan Citizenship Consortium Curriculum has been used as a framework for curriculum at Kearsley. This framework allows for an aligned curriculum K-11 in social studies with each year building a foundation for students for the next year. During the 2014-15 school year, the instructional units and supplementary materials continued to be implemented in grades K-7 and used as a framework for 8th grade US history, 9th grade US History and Geography, 10th grade World History and Geography, and 11th grade Civics and Government and Economics.

At the high school, common exams have been created for US History and Geography, World History and Geography, Civics and Government, and Economics. Courses have been aligned with the High School Content Expectations. A new AP World History course was developed during the 2013-2014 school year with plans for implementation in the fall of 2014. The student text, Ways of the World by Strayer was purchased for the course.

Non-Core Curriculum

Students are fortunate at Kearsley to be offered a variety of opportunities outside of core academic content. Kearsley World Language teachers have revised district curriculums to balance the focus between written and spoken communication within a language other than English, listening and reading comprehension within the target language, and understanding of cultural elements related to these languages and the countries/regions that speak them. Focus has been on creating meaningful contexts for developing and using these student skills to prepare students for real-world application.

In recent years, Michigan world language requirements were adopted requiring that *all* students successfully complete two years of study in a selected world language, demonstrating proficiency at the “novice-high” range. This has been a curriculum and instructional transition for Kearsley. World languages have consistently been offered as elective courses, though changes have now been made to the expectations and course progressions in Spanish and French focusing on the new State performance targets and the broader student participation. Assessments have also been revised to meet these guidelines. This year, Spanish was offered as an elective choice for all eighth grade students. High school credit is awarded to students who successfully complete Spanish at eighth grade.

Teachers of Career Technical Education continued work on aligning curriculum and materials to meet the course content expectations identified for Michigan students and to avoid duplication from grade to grade.

STUDENT ACHIEVEMENT RESULTS

ACT Testing Data (Class of):

	2010	2011	2012	2013	2014	2015
# Students	254	256	233	242	250	238
Composite	19.7	19.4	19.1	19.1	19.2	19.0
State	19.7	20.0	20.1	19.9	20.1	19.9
National	21.0	21.1	21.1	21.1	21.1	21.1

ACT After School Program: For the third consecutive year at Kearsley High School, we implemented an after school ACT practice program that serviced over 100 juniors in preparing for the March M-Step/ACT tests.

The goal of this program was to provide an ACT prep course that focused on reducing test anxiety by familiarizing students with the format of the test, provide test taking techniques and time management strategies. The overall goal of this program was to provide test taking time management skills as a proactive measure to raise the ACT composite scores of Kearsley High School Juniors to meet or exceed the state average.

Baseline and actual subscores and composite scores for all 140+ ACT prep students were compiled. The students improved in all four testing categories' with the greatest gains +3.11 in Science and +2.44 in English. Students improved by +0.64 in Mathematics and +1.39 in Read. Prep students improved their composite scores from 18.75 on the baseline test to 20.54 on the actual ACT for an overall increase in composite scores of +1.79.

As of June 18, 2015, we are waiting on the state to see how our students faired compared to other testing juniors across the state.

SAT Testing Data:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
# Students	1	1	1	1	1
Boys	1	1	1	1	1
Girls	0	0	0	0	0

Next year, during the 2015-2016 school year, all eleventh grade students will be administered the SAT assessment. This will replace the ACT assessment and will provide all students with a college reportable score.

PARENT TEACHER CONFERENCES

Kearsley High School Conference Attendance									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Overall	48.5%	45%	59%	47%	48%	45%	40%	35%	34%
Female	48.5%	46%	58%	48%	48%	46%	40%	37%	35%
Male	48%	43%	60%	46%	48%	44%	40%	34%	34%

PTO Officers:

None – we have multiple booster organizations that have individual officers.

Parental Involvement Opportunities:

Beyond parent teacher conferences our parents are invited and encouraged to be involved. Parent involvement is vital to keeping after school programs running in the Kearsley Community Schools. Many of the extra-curricular clubs and organizations here at Kearsley High school have heavy parent involvement. Our choral, band and athletic booster organizations are run by the parents and help to provide leadership to the programs they support. It's difficult to get staff involved in every aspect of school organized programs and we appreciate all of the parents who get involved in both athletics and after-school clubs. A new after school club called Robotics has been heavily attended by parents. This program couldn't sustain itself if we didn't have the parent involvement and skill level to mentor our future engineers. We are very thankful for the parent involvement we have in our community.

In addition, Kearsley High School continued to improve and maintain our new web-site and use ParentVue with a live grading feature. Teachers e-mail addresses are posted on the website and published in our newsletters leading to an easy way for parents to connect to their child's teachers. We also call on parents to frequently volunteer for dances, classroom trips and even guest speakers in their classrooms.

Other avenues include (Athletic Advisory Committee) that was formed to help promote and build stronger ties with our parents of our students and athletes. We also have an anti-bullying program at Kearsley High School called The Power of 100 that is now in its fourth year. This group involves members of our community including law enforcement who volunteer their time to talk to students about issues such as: sexual harassment, cyber bullying, and date violence.

Dual Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
# of Students	12	2	2	11	6
% of Students	.3%	0.18%	.15%		.02%
Male Students	4	1	2	6	4
Female Students	8	1	1		2
GCI Skill Center	131	148	130	105	76

Advanced Placement:

	2010-2011		2011-2012		2012-2013		2013-2014		2014-15	
	Took Exam	Passed Exam	Took Exam	Passed Exam	Took Exam	Passed Exam	Took Exam	Passed Exam	Took Exam	Passed Exam
# Students	44	26	20	9	32	16	32	16	68	

101 total students were enrolled in AP classes offered at Kearsley High school. (Calculus AB, English Literature and Composition, English Language and Composition, and Government & Politics)

Dropout Rate, Graduation Rate

Graduation Rates	2008	2009	2010	2011	2012	2013	2014	2015
KHS	<95%	92%	89%	82%	84%	85%	85.5%	87%
Dropout Rates	2008	2009	2010	2011	2012	2013	2014	2015
KHS	<5%	2%	3%	7.5%	10.2%	11%	10.5%	10%

Building Staff Development

Staff in-Services for 2014-15 included work on:

- "Motivational Team Building" Brian Wiskur April 2015
- "Writing Initiatives with Writing Planet" Kari Shaw April 2015
- "SAT-Student Assistant Team" Brian Wiskur/Matthew Moore March 2015
- "PSAT Practice/M-Step Training" Brian Wiskur march 2015
- "Freedom Writers Series/Department Collaboration" Kari Shaw and Laura Pence January 2015
- "Violence in Schools" Deputy Ulschaffer December 2014
- "Diversity at School/I-Pad Training" Brian Wiskur December 2014
- "New State and Common Assessments Planning" April Yorks October 2014
- "Gang Activity in Schools/Career Cruising" Brian Wiskur October 2014
- "Illuminate Training/Department Collaboration" April Yorks September 2014
- "Illuminate Training/PBIS" April Yorks 2014

In addition to in-service indicated above, we had multiple departmental PD in which departments had specific PD on their content.

Building Technology Report

Technology use and purchases continue to be a priority at Kearsley High School. The high school continues to maintain four computer laboratories (that teachers can sign out) as well as 7 dedicated classroom labs and the career center lab. We currently have a CTX in every high school classroom with many also supporting document cameras. In addition, in the fall of 2014, we purchased an additional mobile iPad lab that teachers can check out and use in the classrooms. In addition, every teacher is able to add additional iPad apps with approval from the building principal and central office. The CTE Department purchased an additional mobile iPad lab that has been integrated into the classrooms, as well.

The high school also continues to offer distance learning opportunities through the GenNet Consortium Technology lab. In addition, we had four students that completed on-line AP classes during the school day this year.

The High School continued the very successful 7th hour online credit recovery program that was offered to students who fall behind in academic credits. The program is designed to get students back on track for graduation. Our summer school program will again use the Florida Virtual software program in conjunction with 7th hour courses..

The district also continued training and use of a live grading program web based program for parents and students through Parent Vue/Student Vue. This program provides instant access to a student's attendance, grades, homework and schedule.

NCA Accreditation Status

Kearsley High School has been awarded the prestigious NCA Outcomes Accreditation following the intensive Quality Assurance Review in October of 2010. The outstanding recommendation of our QAR visiting team was the result of many years of work towards goals identified by the staff to improve student learning. KHS is due for a NCA review in the fall of 2015.

KHS School Improvement Team

Brian Wiskur – Principal

Matt Moore– Assistant Principal

Kari Shaw – Language Arts Department Chair – Writing Goal Chair

Laura Pence – World Language Dept. Chair – Reading Goal Chair

Andy Nester – Social Studies Department Chair

Colleen Wilcox – Math Department Chair – Math Goal Chair

Brandi Schmidt – Science Department Chair

The staff of Kearsley High School is proud of the work accomplished during the 2014-2015 school year. We appreciate the continued support of parents, staff and our community. Together we can make a difference.

Sincerely,

Brian Wiskur
Principal, Kearsley High School