

***Mackinaw Trail
Middle School***



***2008-2009
Annual Report
for NCLB and PA25***

Table of Contents

Community Description.....	3
Vision and Mission Statements and Goals.....	3
Vision Statement	3
Mission Statement.....	3
District Administration, School Board, and Building Directory	4
Student Enrollment, Average Class Size, Attendance	5
Student Enrollment, Average Class Size, Attendance, Dropout Rate, Economically Disadvantaged, Graduation Rate Graduation Rate.....	5
Class Size	6
Support Services and Programs	7
School Improvement.....	8
Adequate Yearly Progress Data	12
Assessment	13
MEAP Data	13
Percent of Students Taking MEAP.....	14
Accreditation Status and Adequate Yearly Progress.....	20
Achievement Results for	20
Other Indicators	22
Parent Involvement	22
Curriculum	24
CAPS Instructional Staff Qualifications and Professional Development	24

Community Description

Cadillac Area Public Schools has five elementary schools (Forest View, Franklin, Kenwood, Lincoln, and McKinley) for junior kindergarten through grade five, Mackinaw Trail Middle School for grades six and seven, Cadillac Junior High for grades eight and nine, Cadillac Senior High School for grades ten through twelve, and Cooley Alternative High School which offers alternative programming for students in grades nine through twelve. CAPS enrollment at the end of 2007-2008 was 3029 students.

Aside from the public school system, the Cadillac community includes three Christian schools. One serves grades pre-Kindergarten – seven and the other two are K-12 facilities.

Cadillac is an industrial community with 10,000 residents in the city and another 10,000 residents in the area immediately surrounding the city. The community is comprised of resort businesses, many automotive-related industries, and is headquarters for several worldwide corporations. The community also boasts a lucrative resort business during the summer months with the winter months providing skiing, snowmobiling, and other winter sports opportunities. The median income per household in the Cadillac area was 36,091 in 2007. The median home value for 2007-2008 was \$85,200.

Vision and Mission Statements and Goals

Vision Statement

We believe that the most promising strategy for achieving the mission of MTMS is to develop our capacity to function as a professional learning community. We envision a school in which staff members:

- Unite to achieve a common purpose
- Work together in collaborative teams
- Seek and implement promising strategies for improving student achievement on a continuing basis
- Demonstrate a personal commitment to the academic success and general well being of all students

Mission Statement

Our mission at MTMS is to foster the transition of adolescents from elementary to secondary by meeting their developmental needs in a student-centered environment. This will be accomplished through the dedicated efforts of students, family, community, and staff.

Mackinaw Trail Middle School

Goals 2008 - 2009

Goal 1: All MTMS students will improve their proficiency in Language Arts based on the Michigan Content Standards and Benchmarks.

Goal 2: All MTMS students will improve their proficiency in mathematics based on Michigan Content Standards and Benchmarks.

Goal 3: All MTMS students will improve their proficiency in science based on Michigan Content Standards and Benchmarks.

Goal 4: All MTMS students will improve their proficiency in Social Studies based on Michigan Content Standards and Benchmarks.

District Administration, School Board, and Building Directory

Central Office

421 S. Mitchell St.
Cadillac, Michigan 49601
231-876-5000

Superintendent:

Assistant Superintendent:

Director of Curriculum and Instruction:

Community Schools:

Paul Liabenow

Pat Briggs

Jerry Sinkel

Kenneth Gorlewski

Cadillac Area Public Schools Board of Education:

CAPS-Board of Education consists of seven members from a cross section of the community, all of whom are active in their professional lives. Public Board meetings are held at least once a month.

President: Craig Weidner

Steve Anderson

Gary Rexford

Eric Baker

Judy Coffey

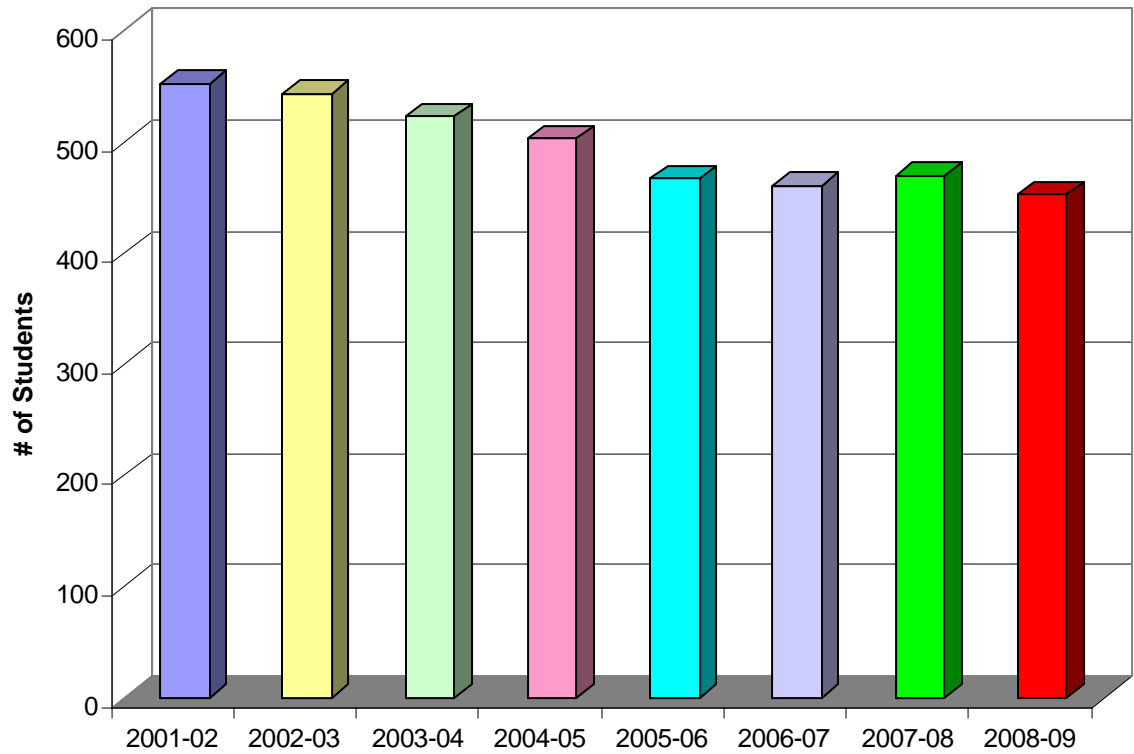
Roger Hopkins

Michael Stebbins

**Student Enrollment, Average Class Size, Attendance
Student Enrollment, Average Class Size, Attendance, Dropout Rate,
Economically Disadvantaged, Graduation Rate Graduation Rate**

Enrollment

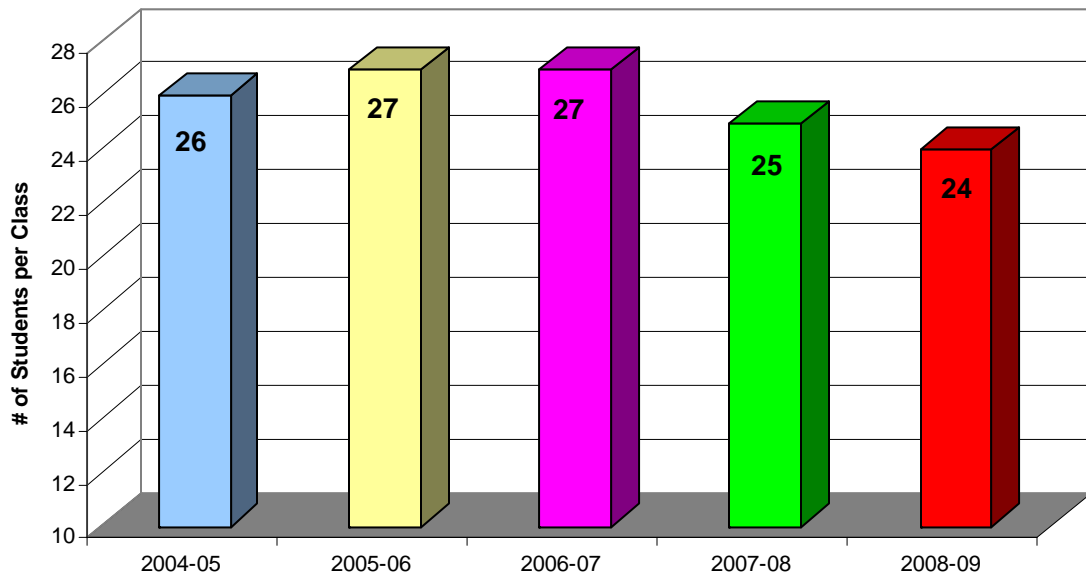
Mackinaw Trail Middle School Enrollment 2001-2009



Group	Total Mackinaw Trail Middle School Enrollment											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	#	%	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	230	44.0%	220	43.7%	194	41.5%	200	43.4%	221	47.0%	243	51.7%
Ethnicity	22	4.2%	22	4.4%	16	3.4%	16	3.5%	25	5.3%	25	5.3%
Students with Disabilities	80	15.3%	76	15.1%	70	15.0%	61	13.2%	69	14.7%	57	12.1%
Limited English Proficient (LEP)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Homeless	2	0.4%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	4	0.9%
Migrant	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Male	271	51.8%	257	51.1%	242	51.8%	245	53.1%	243	51.7%	244	51.9%
Female	252	48.2%	246	48.9%	225	48.2%	216	46.9%	227	48.3%	209	44.5%
Total Population	523	100.0%	503	100.0%	467	100.0%	461	100.0%	470	100.0%	453	96.4%

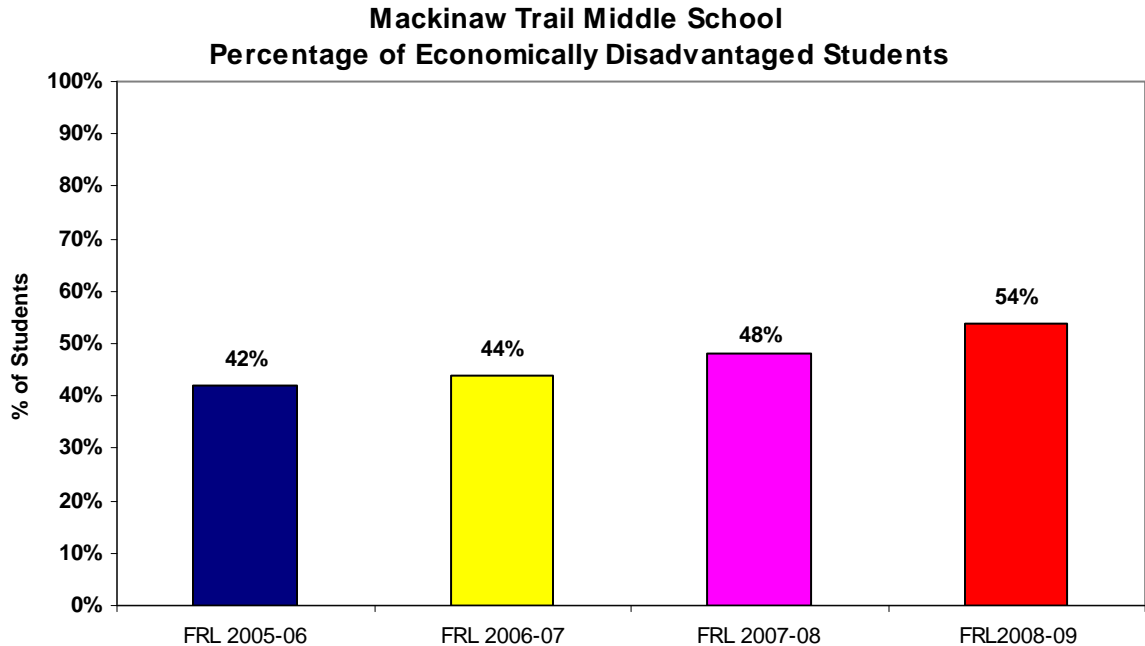
Class Size

MTMS Average Class Size 2004-2009



Economically Disadvantaged Students

MTMS strives to provide a quality education for all students. The Cadillac area, while growing, continues to support a significant number of economically disadvantaged families. Michigan has the highest unemployment rate of all fifty states.



Instructional Day

Instructional Day

Mackinaw Trail Middle School
Begin: 7:50 AM Dismissal: 2:42 PM
Mackinaw Trail Middle School
Begin: 7: P.M.

Support Services and Programs **Support Services and Programs**

Low achieving, at-risk, and special needs students are provided additional support through Individual Education Plans (IEP's), Section 504 Plans, Weekly progress reports, weekly newsletters, Student Success Center, Linking Thinking Class (reading, writing, and higher order thinking skills), Fast Forward and an after-school assignment completion program. Many low achieving, at-risk students are also paired with mentors or participate in our Breathrough program. Those students, who still need additional support or those who want extended learning opportunities, may attend summer school.

School Improvement

School Improvement

Goal 1: All MTMS students will improve their proficiency in Language Arts based on the Michigan Content Standards and Benchmarks.

Criterion for Success:

- Students scoring at level 1 or 2 on the 6th and 7th grade MEAP will increase by 3% annually

Strategies:

- All staff will implement the John Collins Writing Method.
- All staff will use Junior Great Books.
- All staff will implement genre units that match the Grade Level Content Expectations.
- All staff will use Daily Oral Language.
- All staff will implement *Instructional Strategies That Work*.

Evaluation Process:

- 6th and 7th grade MEAP Reading/Writing Test Scores
- 6th and 7th grade common assessments
- District 6th and 7th grade writing tests
- Language Arts grades

Professional Development:

- All teachers will receive training in *Developing Writing and Thinking Skills Across the Curriculum* by John Collins
- All teachers will receive training in Junior Great Books
- All teachers will study *Instructional Strategies That Work*.
- All teachers share ideas and methods through scheduled PLC's.

Goal 2: All MTMS students will improve their proficiency in mathematics based on Michigan Content Standards and Benchmarks.

Criterion for Success:

- Students scoring at level 1 and 2 on the 6th and 7th grade MEAP Mathematics Test will increase by 3% annually.

Strategies:

- All staff will use *Math Thematics* from McDougal-Littell (current text).
- All staff will use Extended Explorations for students to communicate ideas orally and in writing.
- All staff will use concrete materials to explore mathematical properties and relationships.
- All staff will implement *Instructional Strategies That Work*.

Evaluation Process:

- 6th and 7th grade MEAP Mathematics Test Scores
- 6th and 7th grade common assessments
- District quarterly assessment scores
- Mathematics grades

Professional Development:

- All teachers are trained to use *Math Thematics*
- Teachers attend math in-services and conferences
- Teachers share math ideas and methods

Goal 3: All MTMS students will improve their proficiency in science based on Michigan Content Standards and Benchmarks.

Criterion for Success:

- Students scoring at level 1 and 2 on the 8th grade Science MEAP test will increase by 3% annually.

Strategies:

- All teachers will use *Science Explorer* from Prentice-Hall (current text).
- All students will participate in the MTMS science fair.
- All staff will provide opportunities to apply the scientific method.
- All staff will implement *Instructional Strategies That Work*.

Evaluation Process:

- 8th Grade MEAP Science Test Scores
- District quarterly assessment scores – (Coming soon)
- Science grades

Professional Development:

- Teacher in-service/discussion on *Teaching Reading in the Middle School* by L. Robb
- In-service teachers/administrators in reading in the content area
- In-service teachers/administrators in technical/science writing method
- Teachers share ideas and methods

Goal 4: All MTMS students will improve their proficiency in Social Studies based on Michigan Content Standards and Benchmarks.

Criterion for Success:

- Students scoring at level 1 and 2 on the 6th grade MEAP Social Studies test will increase by 3% annually.

Strategies:

- All teachers will instruct students in informational reading strategies.
- All teachers will reinforce world geography skills using table maps.
- All teachers will use Type III Writing in response to a prompt.
- All staff will implement *Instructional Strategies That Work*.

Assessment:

- 6th grade MEAP Social Studies Test
- Common Type III Writing

Professional Development:

- Teacher inservice/discussion on *Teaching Reading in the Middle School* by L. Robb
- All teachers are trained in *Developing Writing and Thinking Skills Across the Curriculum* by John Collins
- Inservice teachers/administrators on map skill instruction
- Teachers share ideas and methods
- Teachers will study *Instructional Strategies That Work*.

Community Resources

Mackinaw Trail Middle School prepares students for successful entry into the world of work and/or continuing education in order to pursue their career goals. Collaboration with the community beyond the walls of the classroom is a vital component to help students develop the skills, attitudes, and behaviors needed to get and keep a good job. Students need to see a clear connection between what they learn in class and what they will need to succeed in a career.

The School-Business Partnership program provides speakers and volunteers to assist in this goal. Adult volunteers visit classrooms to speak about their specific careers and students visit the partner business for on site instruction. Volunteers with careers in the science field meet with students to discuss and demonstrate the use of the scientific process on the job. Speakers can also be procured through the Cadillac Area Chamber of Commerce who maintain a list of topics and local individuals who are willing to share with students. Adults from the community serve as mentors, volunteers, speakers, and resources for MTMS. They also serve on the School Improvement Committee and various other committees within MTMS and the district.

Junior Achievement, which helps prepare students for the expectations of business and industry, is a significant part of our community resources. Scheduled days and time are planned throughout the year for all sixth grade students to be involved in this program.

Additional Student Supports and Resources

Low achieving, at-risk, and special needs students are provided additional support through Individual Education Plans (IEP's), Section 504 Plans, Student Success Center, Linking Thinking Class (reading, writing, and higher order thinking skills), and an after-school tutoring program. Many low achieving, at-risk students are also paired with mentors. Those students, who still need additional support or those who want extended learning opportunities, may attend summer school.

Decision Making Process

Mackinaw Trail Middle School uses a School Improvement Committee consisting of teaching staff, support staff, administration, parents and non-parent community members as a steering committee. Ideas and information are submitted to the School Improvement Committee and they then seek input from the entire school community before decisions are made.

Technology

Mackinaw Trail Middle School makes a concentrated effort to provide professional development for all staff in technology application, knowledge, and integration. Staff members are encouraged to evaluate the usefulness of emerging technologies and to think outside the box when incorporating technology in the classroom. Students learn about technology preparing them to live responsibly in a democratic, technologically driven society. Technology plays an important role in communication with parents and the community. Both staff and students use technology for knowledge, acquisition, communication, information management, problem solving, creative expression, research, and design across disciplines. Local broadcasting in our school has been used to show the morning announcements and promote our character development program. Mackinaw Trail

Middle School continues to identify individual student's needs and to address those needs through all appropriate means including the use of electronic curricula and technology tools. Common assessments using computers has been implemented allowing us to easily obtain baseline data.

Evaluation Process

Each year, we evaluate our school from a parent/customer perspective and from a data analytical perspective. A parent survey is distributed during parent teacher conferences. Within this survey we are evaluated based upon teachers meeting the educational needs of the child, administration effectiveness and support staff helpfulness. Our Title 1 program is also assessed at this time by the parents to monitor ways of making improvements and enhancing the program. Data is used to evaluate our successes in reaching our goals. The data being disaggregated include MEAP, Grade Level Common Assessments, After-school Grade Improvements and Mentorship Information and Adopt a Student Program. As we review this data we are able to celebrate many successes in accomplishing our goals.

Teacher Qualifications

All Mackinaw Trail Middle School professional staff members are classified as Highly Qualified in accordance with the Michigan Department of Education Standards and NCLB. We are considered self-contained classrooms due to our building's configuration of teaming. Teachers who are involved in exploratory programs are certified based upon the subjects they are teaching.

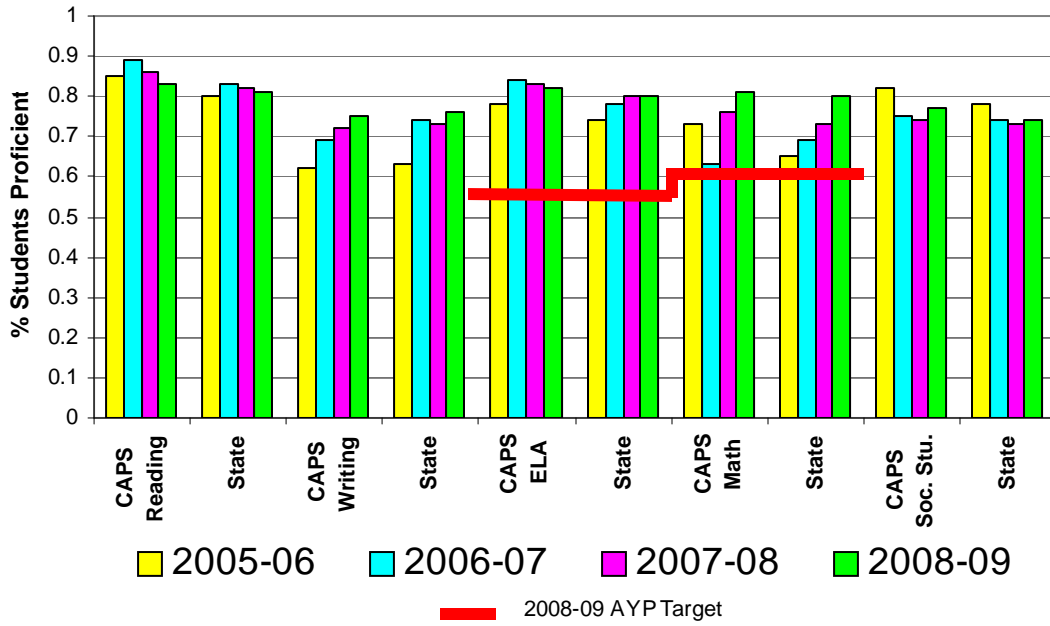
Adequate Yearly Progress Data

Mackinaw Trail Middle School has met Adequate Yearly Progress (AYP) for the 2006 – 2007 school year in all categories except for the subcategory of special education. The administration feels however that the programs offered to students with disabilities at Mack Trail are not only sensitive to their specific areas but also challenging. Included in this report are our Language Arts, Mathematics, and Social Studies results as a building as well as our sub groups. The Michigan target goals for the 2006 – 2007 school year is also included for comparison purposes. The letter grade of B was rewarded by the state to our school for our performance on the Michigan Educational Assessment Program and state established indicators. All students were tested within our building with the use of the MEAP or MI-Access which is an alternative assessment provided when stated in the IEP (Individualized Education Plan) for our students with disabilities. Our greatest discrepancy between groups is within our economically disadvantaged boys. As we review programs, their educational needs need to be highlighted to increase their academic success. Proficient (Satisfactory) classification is a combination of Levels 1 and 2 as you make comparisons between this year's results and the previous year.

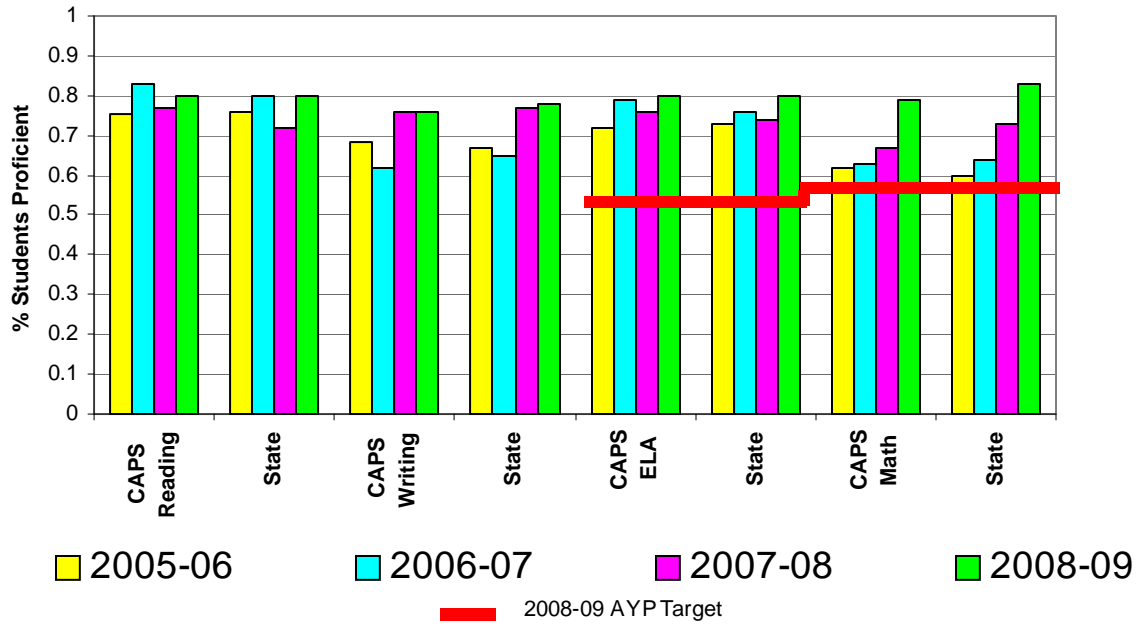
Assessment

MEAP Data

6th Grade MEAP Scores 2005-2009

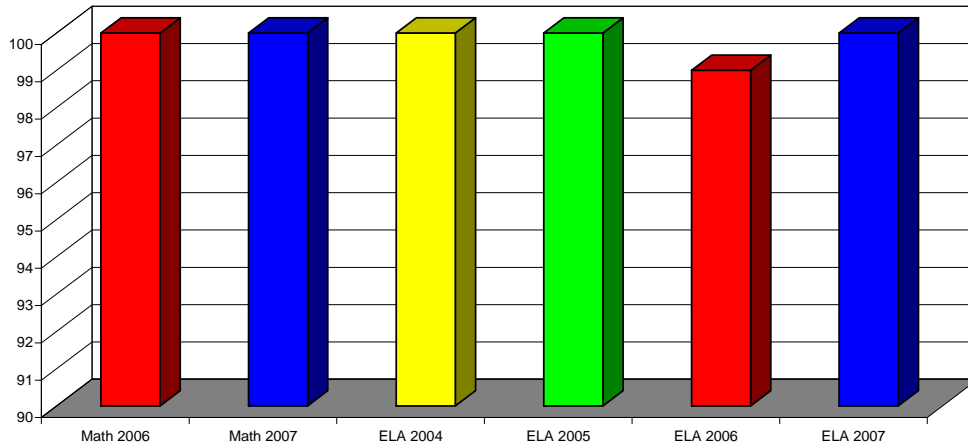


7th Grade MEAP Scores 2005-2009



Percent of Students Taking MEAP

MTMS Percent of Students Tested on English Language Arts MEAP



MACKINAW TRAIL MIDDLE SCHOOL MEAP RESULTS
 % OF STUDENTS TESTED
 DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	ELA	MATH
All Students	2007-08	100%	100%
	2008-09	100%	100%
White	2007-08	100%	100%
	2008-09	100%	100%
Students with Disabilities	2007-08	100%	100%
	2008-09	100%	100%
Economically Disadv.	2007-08	92%	92%
	2008-09	98%	98%
Male	2007-08	100%	100%
	2008-09	100%	100%
Female	2007-08	100%	100%
	2008-09	100%	100%

* Demographic groups not shown or not listed are not statistically significant and will not be reported

** All data has been rounded to the nearest percentage

6TH GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	84%	78%	3%	13%	70%	14%
	2007-08	83%	80%	2%	15%	68%	15%
	2008-09	82%	80%	2%	16%	63%	19%
Male	2006-07	78%	74%	3%	19%	69%	9%
	2007-08	81%	76%	3%	16%	67%	14%
	2008-09	76%	77%	3%	21%	57%	19%
Female	2006-07	91%	82%	4%	5%	71%	20%
	2007-08	86%	83%	1%	14%	68%	17%
	2008-09	89%	82%	1%	10%	71%	18%
White	2006-07	85%	84%	3%	12%	70%	15%
	2007-08	83%	86%	2%	15%	68%	15%
	2008-09	82%	85%	2%	16%	63%	19%
Economically Disadv.	2006-07	80%	65%	4%	16%	73%	7%
	2007-08	77%	67%	4%	19%	71%	6%
	2008-09	73%	68%	3%	24%	58%	15%
Students with Disabilities	2006-07	49%	39%	15%	36%	49%	0%
	2007-08	48%	41%	17%	35%	45%	3%
	2008-09	24%	41%	18%	58%	24%	0%

* Other demographic groups are not statistically significant and will not be reported

6TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	63%	69%	10%	27%	34%	29%
	2007-08	76%	73%	6%	17%	33%	44%
	2008-09	81%	80%	3%	16%	39%	42%
Male	2006-07	61%	69%	10%	29%	33%	28%
	2007-08	78%	72%	6%	16%	37%	41%
	2008-09	79%	79%	5%	16%	36%	43%
Female	2006-07	65%	69%	10%	25%	34%	31%
	2007-08	75%	73%	6%	19%	28%	47%
	2008-09	83%	81%	1%	16%	42%	41%
White	2006-07	63%	77%	10%	26%	34%	30%
	2007-08	77%	80%	6%	17%	33%	44%
	2008-09	82%	85%	4%	14%	40%	42%
Economically Disadv.	2006-07	51%	53%	13%	36%	29%	22%
	2007-08	68%	58%	9%	23%	36%	32%
	2008-09	73%	69%	5%	22%	43%	30%
Students with Disabilities	2006-07	22%	33%	31%	47%	13%	9%
	2007-08	31%	35%	38%	31%	21%	10%
	2008-09	35%	45%	24%	41%	29%	6%

* Other demographic groups are not statistically significant and will not be reported

6TH GRADE SOCIAL STUDIES MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	75%	69%	7%	17%	36%	40%
	2007-08	74%	73%	13%	13%	37%	37%
	2008-09	77%	74%	11%	12%	34%	43%
Male	2006-07	73%	69%	11%	16%	32%	41%
	2007-08	74%	72%	15%	11%	34%	40%
	2008-09	73%	74%	14%	14%	27%	46%
Female	2006-07	78%	69%	4%	18%	39%	39%
	2007-08	75%	73%	12%	13%	42%	33%
	2008-09	82%	73%	7%	11%	42%	40%
White	2006-07	75%	77%	8%	17%	34%	41%
	2007-08	75%	81%	13%	12%	38%	37%
	2008-09	77%	81%	10%	13%	34%	43%
Economically Disadv.	2006-07	66%	53%	10%	24%	36%	30%
	2007-08	65%	56%	19%	16%	43%	22%
	2008-09	67%	59%	19%	14%	35%	32%
Students with Disabilities	2006-07	46%	33%	21%	33%	28%	18%
	2007-08	17%	40%	47%	36%	7%	10%
	2008-09	24%	40%	47%	29%	12%	12%

* Other demographic groups are not statistically significant and will not be reported

7TH GRADE ELA MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	79%	76%	5%	16%	67%	12%
	2007-08	76%	74%	6%	18%	63%	13%
	2008-09	80%	80%	5%	15%	69%	11%
Male	2006-07	75%	71%	5%	20%	65%	10%
	2007-08	69%	70%	10%	21%	60%	9%
	2008-09	77%	76%	6%	17%	64%	13%
Female	2006-07	85%	81%	4%	11%	70%	15%
	2007-08	83%	79%	2%	16%	65%	17%
	2008-09	83%	84%	4%	13%	74%	9%
White	2006-07	79%	82%	4%	17%	67%	12%
	2007-08	76%	82%	6%	18%	63%	13%
	2008-09	80%	85%	4%	16%	69%	11%
Economically Disadv.	2006-07	68%	61%	8%	24%	63%	5%
	2007-08	62%	59%	10%	28%	54%	8%
	2008-09	73%	69%	7%	20%	69%	4%
Students with Disabilities	2006-07	30%	33%	30%	40%	30%	0%
	2007-08	21%	32%	27%	52%	21%	0%
	2008-09	16%	41%	36%	48%	16%	0%

* Other demographic groups are not statistically significant and will not be reported

7TH GRADE MATH MEAP RESULTS - DEMOGRAPHIC DISTRIBUTION

Student Group	School Year	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% of Students in District at Achievement Level			
				Below Basic (4)	Basic (3)	Proficient (2)	Advanced (1)
All Students	2006-07	63%	64%	4%	33%	31%	32%
	2007-08	67%	73%	4%	29%	40%	27%
	2008-09	79%	83%	2%	19%	35%	44%
Male	2006-07	64%	64%	3%	33%	34%	30%
	2007-08	72%	71%	4%	24%	40%	32%
	2008-09	81%	81%	2%	17%	37%	44%
Female	2006-07	61%	65%	5%	34%	27%	34%
	2007-08	63%	74%	4%	33%	41%	22%
	2008-09	78%	84%	1%	21%	35%	43%
White	2006-07	63%	73%	4%	33%	31%	32%
	2007-08	68%	80%	4%	28%	41%	27%
	2008-09	80%	88%	1%	19%	37%	43%
Economically Disadv.	2006-07	48%	46%	6%	46%	33%	15%
	2007-08	61%	58%	8%	31%	41%	20%
	2008-09	75%	72%	2%	23%	40%	35%
Students with Disabilities	2006-07	13%	25%	17%	70%	13%	0%
	2007-08	21%	32%	15%	64%	12%	9%
	2008-09	12%	46%	12%	76%	12%	0%

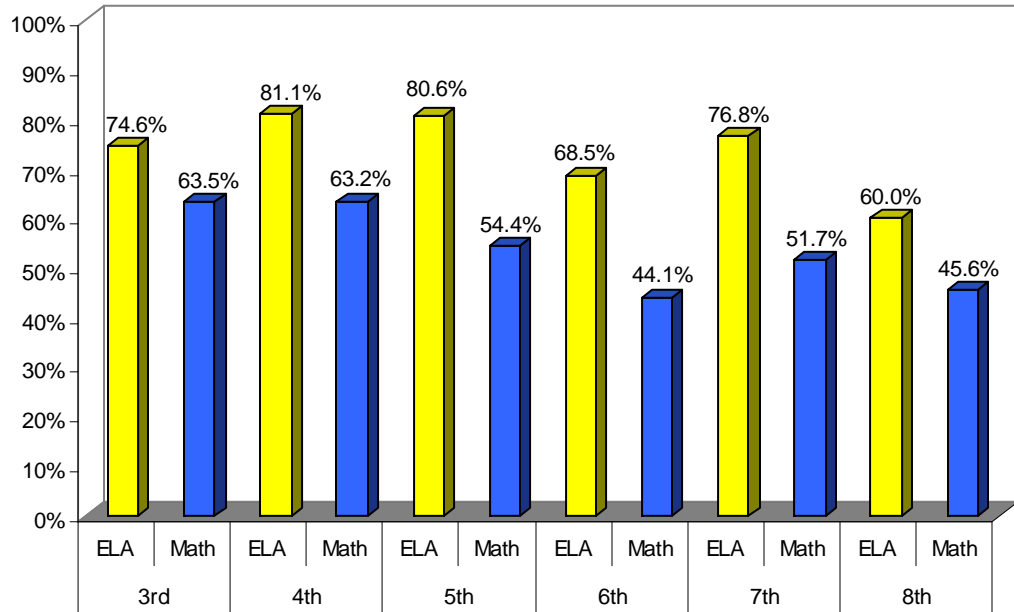
* Other demographic groups are not statistically significant and will not be reported

Other Tests

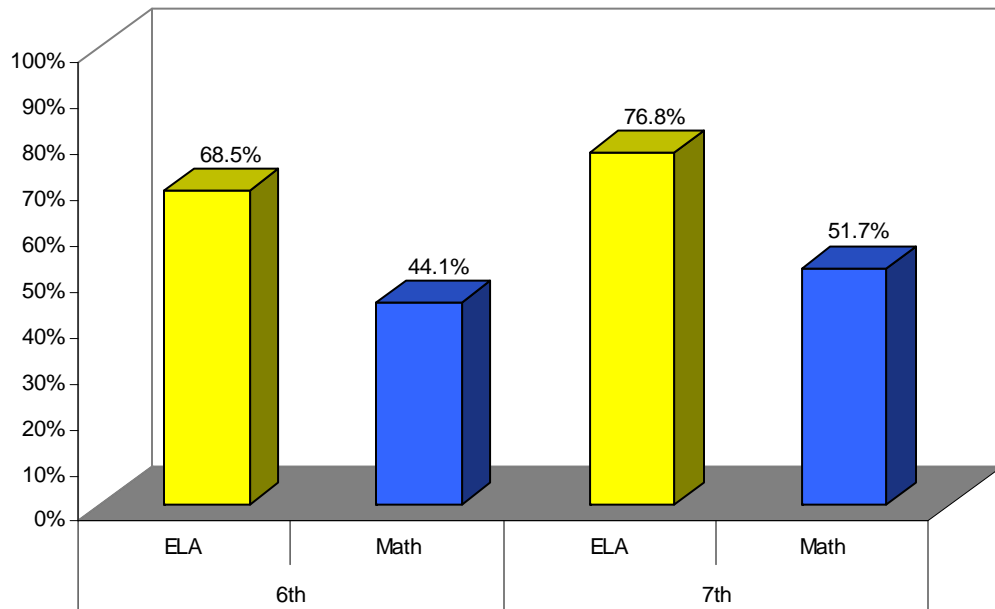
Common Assessments

Wexford-Missaukee ISD schools participate in a common assessment process for all 6th and 7th grade students. MTMS results are shown below:

CAPS Q1 - Q2 Common Assessment Class Averages



MTMS Q2 Common Assessment Class Averages



Accreditation Status and Adequate Yearly Progress

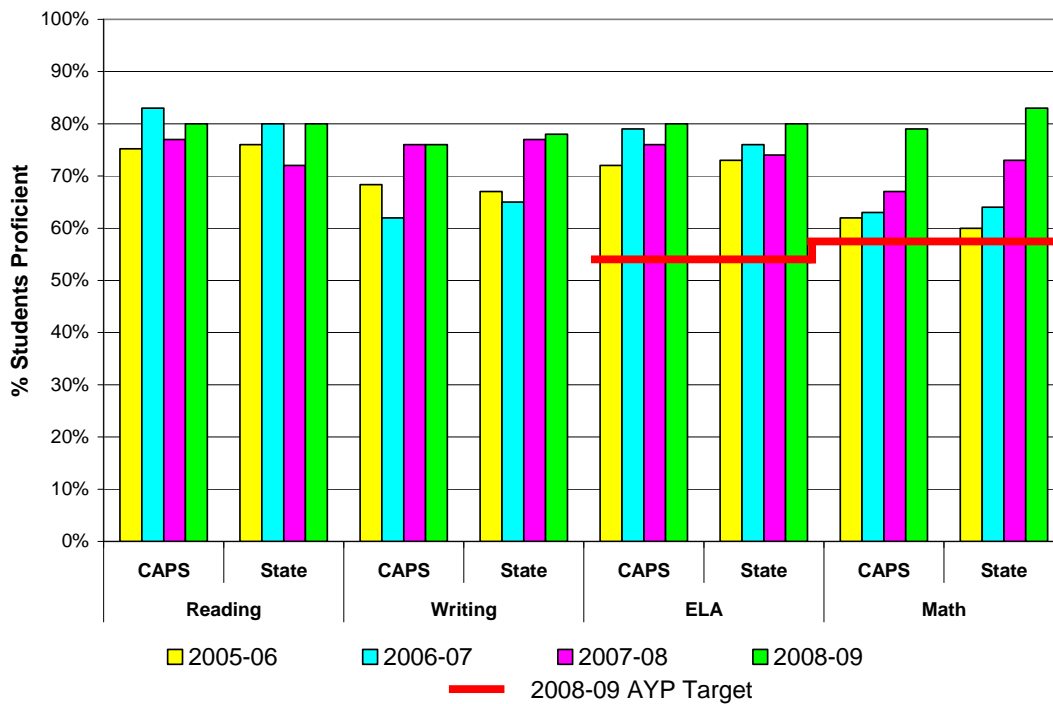
From the Education Yes! Report Card

School	Title 1 School	AYP Phase 2007-08	Grade for 2008-09	AYP	Grade for 2007-08	AYP
Mackinaw Trail Middle School	NO	0	B	Met AYP	B	Met AYP
District				Yes		Yes

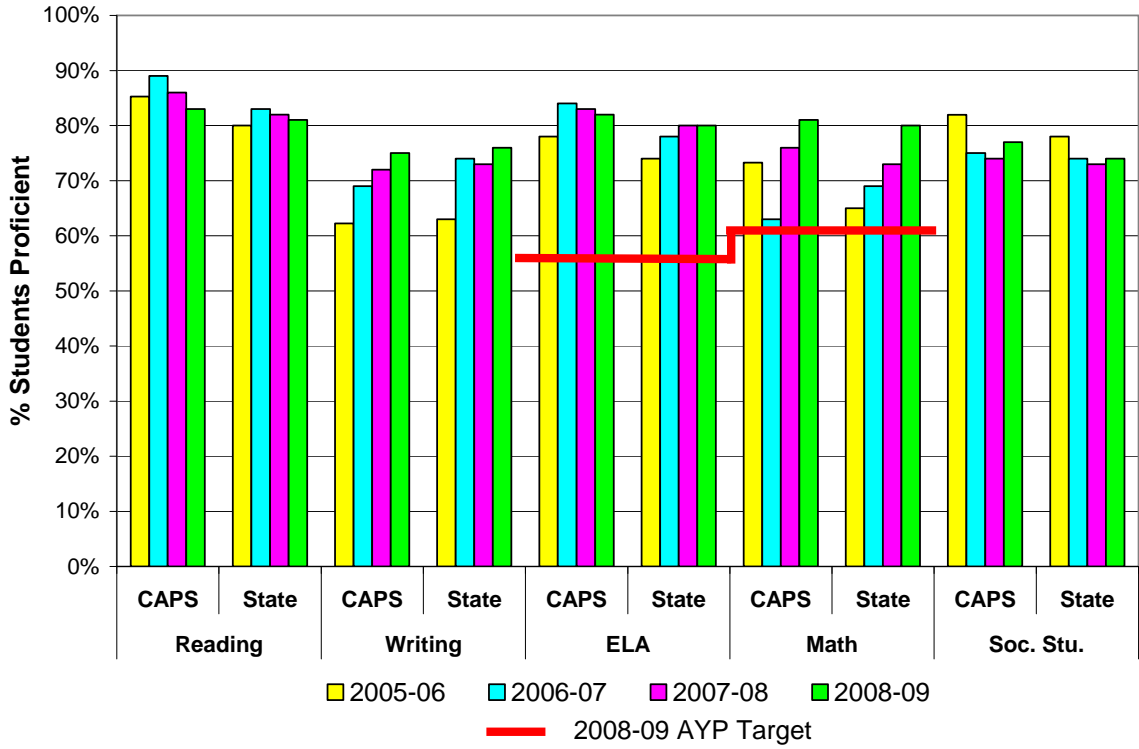
* MTMS did not make AYP in 2006-07 because students with disabilities did not meet the AYP target in English Language Arts.

Achievement Results for

7th Grade MEAP Scores 2005-2009



6th Grade MEAP Scores 2005-2009



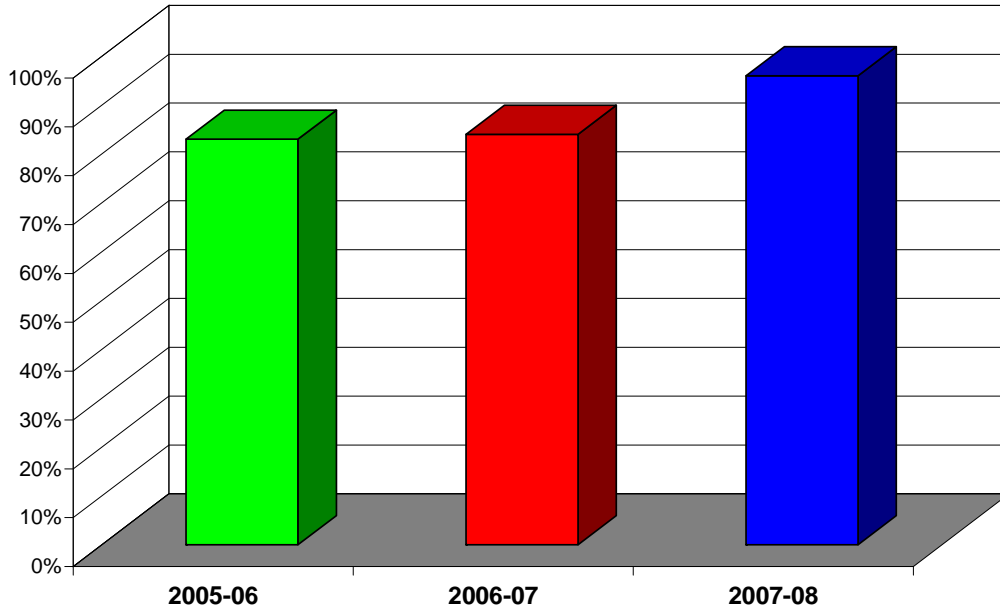
Other Indicators

Attendance

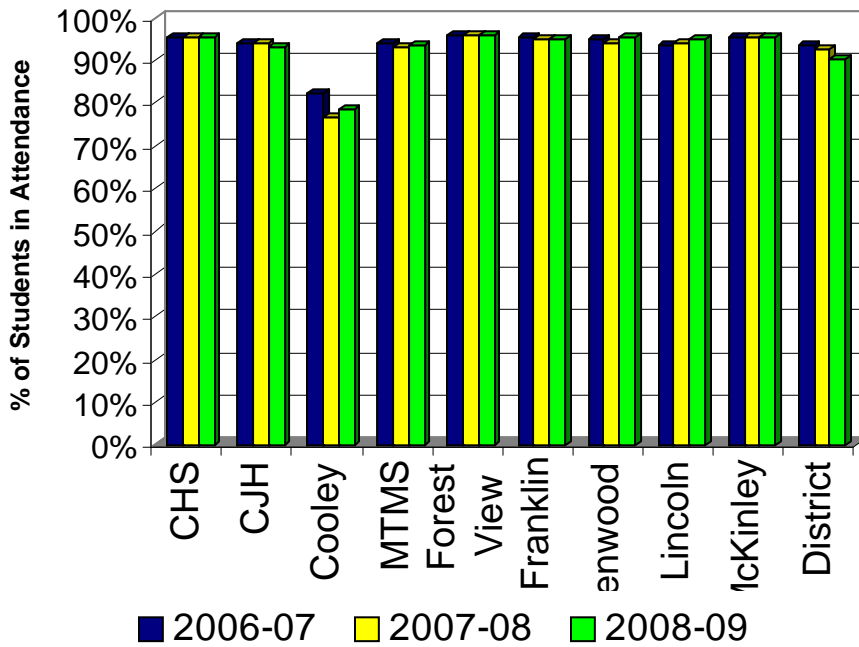
Mackinaw Trail Middle School AYP Attendance Rates 2007-2008			
Group	ELA	Math	State Target
All Students	93.38%	93.38%	85.00%
Male	92.42%	92.42%	85.00%
Female	93.79%	93.79%	85.00%
White	93.12%	93.12%	85.00%
Economically Disadv.	90.85%	90.85%	85.00%
Students with Disabilities	88.17%	88.17%	85.00%

Parent Involvement

Percent of Parents Attending Conferences: 2005-2008



CAPS Average Daily Attendance Summary



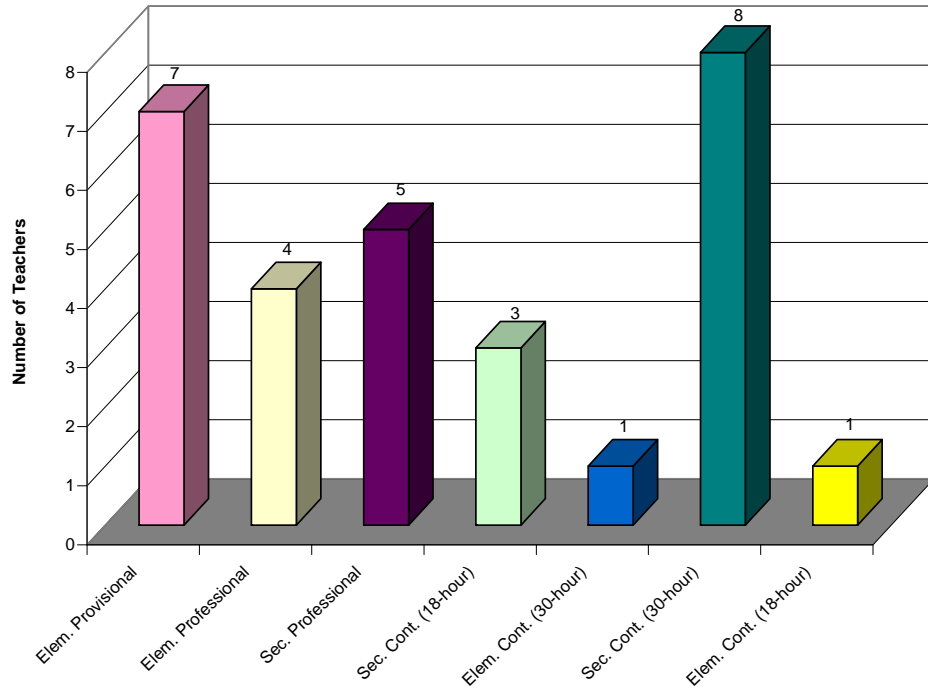
Curriculum

Cadillac Area Public Schools embraces a curriculum reflecting the Grade Level Content Expectations provided by the Michigan Department of Education. Our School Improvement goals show our desire to improve the performance of all students in reading and writing skills across content areas and student understanding as well as application of scientific processes. They will also demonstrate student understanding of social studies context and the application of geography skills and student use of mathematics and logic skills in problem solving. All Mackinaw Trail Middle School students learn about technology and refine their skills as they apply them across content areas. The district curriculum guide, pacing guides, textbooks, technology plan, computer software, and building personnel are focused on desired student outcomes in each of the four goal areas. The Instructional Advisory Committee, district, and building content area committees review and update the district curriculum and materials throughout the year to support student-learning goals. All Mackinaw Trail Middle School students engage in challenging and purposeful learning that prepares them for the future.

CAPS Instructional Staff Qualifications and Professional Development

All Mackinaw Trail Middle School professional staff members are classified as Highly Qualified in accordance with the Michigan Department of Education Standards and NCLB. We are considered self-contained classrooms due to our building's configuration of teaming. Teachers who are involved in exploratory programs are certified based upon the subjects they are teaching.

MTMS Teacher Certification Type 2007-2008



Teachers and staff at Mackinaw Trail Middle School pursue professional development that reflect the goals that pertain to academic improvement as well as social and safety skills training. Collins writing, writing across the curriculum, homeland security, first aid, mathematics, collaborative team meeting, Marzano's instructional strategies that work are but a few topics that teachers have been in-serviced on.