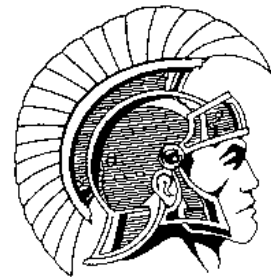


***Thornapple Kellogg
Lee Elementary
Annual Education Report
2010 – 2011***



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The Annual Education Report provides key information on the 2010-2011 educational progress for Thornapple Kellogg Lee Elementary.



Lee Elementary

Mrs. Judi Scholten, Principal

Lee Elementary School serves the second and third grade population of Thornapple Kellogg Schools. Lee’s accreditation is determined by the results of the third and fourth grade MEAP assessments in English/Language Arts (ELA) and mathematics (scores available online). We are very proud of their scores still being among the highest in Kent County, including our 3rd graders scoring 99% on the MEAP Math test. Lee Elementary continues to achieve adequate yearly progress (AYP) based on State requirements for student achievement, receiving an “A” rating. All of our teachers are certified and considered highly qualified, and our school improvement plan has been approved.

	<u>Fall Official Count</u>		<u>Average Class Size</u>	
	<u>2010</u>	<u>2009</u>	<u>2010</u>	<u>2009</u>
2 nd Grade	217	223	24	23
3 rd Grade	220	214	27	23

<u>Parent/Teacher Conference Attendance %</u>	<u>Retention Rate</u>
2010/11 – 99% Building-wide	2010-2011 .005% Building-wide
2009/10 – 98% Building-wide	2009-2010 .05% Building-wide

School Improvement

For many years, the school improvement process at Thornapple Kellogg was driven by the North Central Association (NCA). Several years ago, our district chose to continue the school improvement process without NCA, so gathering and analyzing achievement data became an internal function of both the individual buildings and the district as a whole.

Beginning with the 2009/2010 school year, all districts in the state of Michigan were required to submit school improvement plans through a new process and template created by the Michigan Department of Education. As a result, representatives of administrators and teachers throughout the district participated in training sessions during the course of the 2009/2010 school year provided by the Kent Intermediate School District. This district school improvement team utilized information from the building level school improvement process to gather appropriate data, to study and analyze the data, and to devise plans at both the district and building levels for implementation in our classrooms.

We are in the process now of developing a framework for our school improvement teams for continuing the implementation for our 2011-2012 plans, and for utilizing the data for the development of appropriate intervention strategies. Teams at both the building and district levels will meet monthly to evaluate our objectives and strategies based on our state and internal assessments. Analysis and evaluation will be based on the identified student learning goals, the identification of possible contributing causes for gaps in achievement, and our objectives for achieving student learning goals. Managing our school improvement plans through MDE’s process will allow us to align identified student achievement challenges with system challenges. Additionally, the district will be aligning our current curriculum mapping to address the Common Core.

Through curriculum mapping and the analysis of student mastery data from the Michigan Literacy Progress Profile (MLPP), MEAP data, DIBELS, classroom observations, and grade level math assessments, the Lee staff identified target areas for improvement in language arts and math. This will also impact improvements in the core areas of social studies and science.

School Improvement Highlights of this Past Year

A big focus at Lee Elementary is promoting teacher collaboration by intentionally having teams of teachers working together on matters of teaching and student learning. Our professional learning communities are called CC’s and each classroom teacher meets with their grade level team on a weekly basis. Two other big initiatives are curriculum mapping and implementing response to intervention (RTI). The product of curriculum mapping is an agreement and shared calendar with all teachers on what and when content will be taught as well as how it will be taught. The process is just as important since teachers are given time to share the best practices that are working in their classrooms to reach the curriculum goals. Students are a huge beneficiary since the education of each child is

much more standardized and based on best practices. RTI is a method of helping students that need an extra boost in reading. This is a critical component of school improvement because it helps give students success at the level they are at.

School Improvement Goals

- All students will be proficient in reading comprehension at or above grade level.
- All students will demonstrate proficient informational writing skills.
- All students will increase grade level mathematical proficiency.

Specific Strategies to Assist All Learners to Meet the Cognitive Goals of the District

All students are measured for cognitive goal achievement by use of the State Grade Level Content Expectations and Power Standards in reading, writing, math, science, and social studies.

All Students who are not meeting academic standards as required by our school improvement model are subject to identified intervention strategies. Strategies may include differentiation in the classroom, Response to Intervention (RTI) at the elementary level, math and reading labs at the secondary level, credit recovery at the High School, Title 1 support, summer school, assistance from para-educators or literacy coaches, and various other interventions based on the individual needs of our students.

School Interventions and Professional Development

School Improvement highlights and staff training of this past year:

- Staff met weekly to collaborate on curriculum and student interventions
- Writing / Thinking Maps professional development
- Training on curriculum mapping (engaging classroom scenarios)
- Implemented Math Connects Math Series in 2nd and 3rd grade

Core Curriculum

Curriculum Development Process

Through the School Improvement process used by the district, student progress is individually tracked. Adjustments are made as needed in delivery and support of each child. An external review team also reviews our School Improvement plans to ensure each building is on track.

Process for Curriculum Alignment

The Thornapple Kellogg Public School District recognizes that our curriculum must continue to be more interactive with the world of work. Technology at the elementary level has been successfully implemented to this point. All teachers have been involved in technology training. Teaching strategies will continue to include applied learning principles, thematic units, and expanded interaction with new technology.

Authentic assessments and use of students' portfolios will continue to be incorporated into our assessment methods through our School Improvement process.

The staff continues to work on aligning the curriculum with the state produced GLCE's and the Power Standards annually, with district curriculum committee work in the four core areas.

Specific Recommendations for Implementing Necessary Curriculum Changes

The recommendations for implementing necessary curriculum changes involve the following school improvement processes:

- ❖ Building reviews materials and makes a request based on student need.
- ❖ Study committee reviews materials and recommends purchase of new materials.
- ❖ Recommendation moves to the curriculum coordinating council.
- ❖ If approved, recommendation moves to the Board of Education for final adoption.

Specific Strategies to Assist All Learners to Meet the Cognitive Goals of the District

Students are measured for cognitive goal achievement by use of the state GLCE's and the Power Standards in reading, writing, math, science and social studies.

Students who are not meeting academic standards have a plan of assistance, as required through our School Improvement model, and receive appropriate support through before and after school tutoring, para-educator assistance, and working with a specified teacher.

All students are ensured equitable access to appropriate instruction in the core academic curriculum

Our curriculum is carefully matched in each core area and each individual exploratory offering so that each student is able to access any class. Each student has the opportunity to participate in each class that we have to offer.

The buildings coordinate services with guidance from the central office. To ensure that services are not duplicated, buildings keep track of students being serviced and their progress.

Parent Involvement

The Thornapple Kellogg School District has adopted a Parent Involvement Policy. You may view the policy at this link:

http://www.tkschools.org/publications/annual_report/Documents/Parent%20Involvement%20Policy.pdf

Lee Elementary involves parents in the following ways:

- An active PTO council which has regularly scheduled meetings and several volunteer projects including operating a publishing center, fund raising, staff appreciation, field trips, and special student programming
- Over 100 individual parent volunteers serving as classroom instructional assistants
- Evening programs including:
 - Curriculum Night
 - Year end review plus welcome night for incoming 2nd grade parents- delete
 - Math and reading informational night sponsored by PTO- delete
 - Camp Create A Lot family reading night

Parents are a welcome and important part of our program. Please feel free to contact teachers, administrators, and support staff regarding questions, concerns, and ideas that you have. You're invited to visit classes, to chaperone activity nights and class trips, and to take an active role in school life. Please give us a call and we can make arrangements.

Additional Annual Education Report Data

The Elementary and Secondary Education Act requires that all districts and schools in Michigan report out on several educational components. A description of these components and a link to the Michigan Department of Education provided reports follows:

http://www.tkschools.org/publications/annual_report/AER%202011/Lee%20AER.pdf

This link takes you to a report on MEAP data, MME data, MI Access data, AYP data, Teacher Quality data, and NAEP data (The National Assessment of Educational Progress assessment is administered annually to a representative sample of schools across the 50 states in grades 4 and 8 and does not reflect the achievement of Lee students) relevant to Lee Elementary.

You may request a printed copy of this report by contacting Mrs. Angie Jefferson, current Lee Elementary principal, for the 2010-2011 school year, at 269-795-9747.

