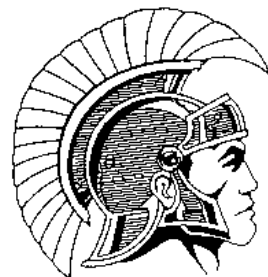


***Thornapple Kellogg
Middle School
Annual Education Report
2010 - 2011***



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

Thornapple Kellogg Middle School



Mr. Mike Birely, Principal

Thornapple Kellogg Middle School serves the 6th, 7th, and 8th grade student population of the Thornapple Kellogg Schools. All teachers meet certification requirements and our school improvement plan has been approved. The Middle School continues to achieve adequate yearly progress (AYP) based on State requirements for student achievement and once again received an “A” on the School Report Card. All teachers meet certification requirements are considered highly qualified. The middle school is not considered a specialized school.

TK Middle School offers many clubs and activities such as school newspaper, yearbook, student council, computers, current events, drama/play, creative writing, and 6th - 8th grade Science Olympiad and Odyssey of the Mind teams. Interscholastic sports for 7th and 8th grade such as cross country, girls and boys basketball, volleyball, wrestling, and track were also offered.

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 the school and take an active role in school life. Please give us a call and we can make arrangements. We have an active Parent Advisory Committee that is always looking to increase their membership for valued input.

	<u>Official Fall Count</u>		<u>Average Class Size</u>	
	<u>2010</u>	<u>2009</u>	<u>2010</u>	<u>2009</u>
6 th Grade	219	214	27	28
7 th Grade	230	205	29	28
8 th Grade	221	223	28	28

<u>Parent/Teacher Conference Attendance</u>		<u>Retention Rate</u>	
2010-2011	56% Building-wide	2010-2011	0% Building-wide
2009-2010	77% Building-wide	2009-2010	0% 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 continues to utilize 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.

We examined student performance on specific assessments, took information from staff, student, and parent surveys, and then analyzed the strengths and weaknesses of each academic area. We then triangulated each identified goal area by

using multiple sources of data to support and clarify each performance goal. Student achievement is our number one priority.

We have planned an interdisciplinary approach to our goals – realizing that enhancement of reading and writing skills will benefit all curricular areas.

School Improvement Goals

- All students will be proficient in reading comprehension at or above grade level.
- All students will improve writing in a variety of contexts.
- All students will be proficient in mathematics.

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

Staff members have participated in Capturing Kids' Hearts training, Power Standards training, Crisis Prevention and CPR training, and other in-services.

We have planned an interdisciplinary approach to our goals – realizing that enhancement of reading and writing skills will benefit all curricular areas.

This is a carefully constructed plan. Our planning/analysis is an annual event. During this time, we will continue to monitor and carefully analyze our strategies that were designed to improve student performance in our core areas.

As we receive our MEAP data from the tests taken in the previous year, we will do a careful data analysis of an item-by-item scan. If need be, we will then re-redesign any intervention that does not seem to be achieving our specific goal of academic improvement for students.

Our school improvement plan was no different than last years, it's part of a systemic examination of the school improvement process. Our entire district utilizes the same process, thereby insuring a careful continuation of curricular development.

We have created a "*Homework Club*" tutoring program that matches academic-specialized instructors working with at-risk and reluctant learner identified students. Although all students are eligible to participate, students who are below a "C-" average grade and have three missing assignments are strongly encouraged to attend.

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

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. We have an active Parent Advisory Committee that is always looking to increase their members for valued input.

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/Middle%20School%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 TKHS students) relevant to TK Middle School:

You may request a printed copy of this report by contacting Mr. Mike Birely, Middle School Principal, at 269-795-3349.