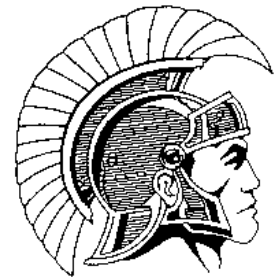


***Thornapple Kellogg
McFall Elementary
Annual Education Report
2010 – 2011***



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



McFall Elementary

Mr. Jon Washburn, Principal

McFall Elementary School serves the kindergarten and first grade population of Thornapple Kellogg Schools. McFall's accreditation is determined by the MEAP results of Lee Elementary serving second and third grade students, and Page Elementary which serves the fourth and fifth grade students. McFall continues to achieve adequate yearly progress (AYP) based on State requirements for student achievement. All teachers meet certification requirements and are considered highly qualified.

	<u>Fall Official Count</u>		<u>Average Class Size</u>	
	<u>2010</u>	<u>2009</u>	<u>2010</u>	<u>2009</u>
Young-fives	50	60	25	20
Kindergarten	213	233	21	23
First	225	222	23	22
EC SE	32	39	16	20
Categorical SE	11	11		

Parent/Teacher
Conference Attendance %
 2010/11 – 96% Building-wide
 2009/10 – 98% Building-wide

Retention Rate
 2010-2011 2% Building-wide
 2009-2010 2% 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 2010/2011 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.

Through an analysis of student mastery data from Benchmark Assessments in reading and math, the McFall staff identified target areas for improvement which will also impact improvements in the core areas of social studies and science. Our school improvement plan has been approved.

School Improvement highlights of this past year

- All McFall kindergarten and first grade students were assessed in reading development several times during the year and those needing extra instruction to master basic skills were given intervention lessons.
- Title I Coordinator/reading teacher and aide assisted the first grade staff to target students requiring learning interventions and provided individual and small group instruction.

School Improvement Goals

- All students will be proficient in reading comprehension at or above grade level.
- All students will demonstrate developmentally appropriate writing skills that will equate to the “McFall version” of the MEAP writing assessment(s).
- All students will be proficient in math GLCE’s.

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 in-serviced during the 2010-2011 school year in the following:

- With the help and guidance from one of the district Literacy Coaches, the McFall staff was trained in the development of Engaging and Formative Classroom Assessments in both Math and Language Arts.
- McFall staff was introduced to Common Formative Assessment training via our Literacy Coach during the spring of 2011.
- McFall teachers were taught Thinking Maps as part of our writing initiative.
- McFall students were regularly screened with Michigan Literacy Progress Profile (MLPP) assessments to measure individual growth in mastering expected literacy outcomes.

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.

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:

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 McFall students) relevant to McFall Elementary: http://www.tkschools.org/publications/annual_report/AER%202011/McFall%20AER.pdf

You may request a printed copy of this report by contacting Mr. Jon Washburn, McFall Elementary Principal, at 269-795-3637.