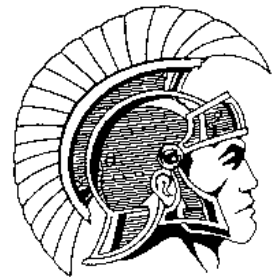


***Thornapple Kellogg  
Page Elementary  
Annual Education Report  
2010 - 2011***



Tom Enslin, Principal  
3675 Bender Rd.  
Middleville, MI 49333  
269-795-7944  
[www.tkschools.org](http://www.tkschools.org)

---

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



# Page Elementary

Mr. Tom Enslin, Principal

Page Elementary serves the fourth and fifth grade population of Thornapple Kellogg Public Schools. Since 2004, Page Elementary has made Adequate Yearly Progress (AYP). The state of Michigan has awarded Page Elementary a letter grade of “A” each of those years. We are also accredited through the Michigan State Department of Education and is not considered a specialized school.

Page Elementary creates a positive learning environment for all of the approximately 435 fourth and fifth grade students. We are accredited through the Michigan State Department of Education for our data driven school improvement process. Page students are offered a variety of co-curricular opportunities including, but not limited to, Odyssey of the Mind, Chess Club, and our Page Job Corps. Our school was honored in 2003 as a recipient of the Michigan Association of School Boards Excellence Award for our Page Job Corps career prep program. We were honored in 2008 by the International Reading Association as Michigan’s Exemplary Reading Program Award Winner.

	<u>September Official Count</u>		<u>Average Class Size</u>	
	<u>2010</u>	<u>2009</u>	<u>2010</u>	<u>2009</u>
4 <sup>th</sup> Grade	217	220	27	27
5 <sup>th</sup> Grade	221	216	28	26

<u>Parent/Teacher Conference Attendance %</u>	<u>Retention Rate</u>	
2009/10 – 99% Building-wide	2010-2011	0% Building-wide
2010/11 – 98% 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 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.

As an integral part of our district’s change/improvement initiatives, the staff at Page Elementary focuses their efforts on The Seven Disciplines for Strengthening Instruction.

- Page Elementary creates understanding and urgency around improving ALL students’ learning for teachers and community, and they regularly report on progress.
- There is a widely shared vision of what is good teaching, which is focused on rigor, the quality of student engagement, and effective methods for personalizing learning for all students.
- All adult meetings are about instruction and are models of good teaching.
- There are well-defined standards and performance assessments for student work. Both teachers and students understand what quality work looks like, and there is consistency in standards of assessment.

- Supervision is frequent, rigorous, and entirely focused on the improvement of instruction.
- Professional development is primarily on-site, intensive, collaborative and job-embedded, and is designed and led by educators who model best teaching and learning practices.
- Data is used diagnostically at frequent intervals by teams of teachers to assess each student's learning and to identify the most effective teaching practices. Teams have built time into their schedules for this shared work.

### **School Improvement Goals**

- All students will be proficient in narrative and informational writing.
- All students will read at or above grade level.
- All students will be proficient in grade-level math common core standards.

### **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**

- **Literacy Coaching**  
A full-time literacy coach works with both teachers and students. Teachers are provided training and support in guided/flexible grouping, comprehension strategies, writer's notebook, Write From The Beginning, Thinking Maps, test-taking strategies, curriculum alignment, common assessments, and CASL (Collaborative Analysis of Student Learning).
- **Book Study**  
Several books studies are in progress at Page Elementary, including The Daily 5 and several different book studies relative to grading and homework policies.
- **Reading Mentor Program**  
Page Elementary has a Reading Mentor Program to assist students who need more time developing their reading skills. Parents volunteer as mentors and are trained on comprehension and fluency strategies. These parent volunteers devote one to two hours per week to Page students as reading mentors. Students are selected for the program using Scholastic Reading Inventory (SRI) scores, MEAP data, and teacher recommendation.

## **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. Administration and staff are also currently working to incorporate the common core curriculum into our existing power standards, and expect to have full implementation by the 2012-2013 school year.

## **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. Students who do not respond favorably to intervention strategies are referred to our child study team to review strategies and plan accordingly.

## **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](http://www.tkschools.org/publications/annual_report/Documents/Parent%20Involvement%20Policy.pdf)

Page Elementary has an active PTO, which holds regularly scheduled meetings and organizes volunteer projects throughout the year, including student assemblies, fund raising, staff appreciation, field trips, and other special days.

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

You may request a printed copy of this report by contacting Mr. Mike Gelmi, Page Elementary's current principal, at 269-795-7944.