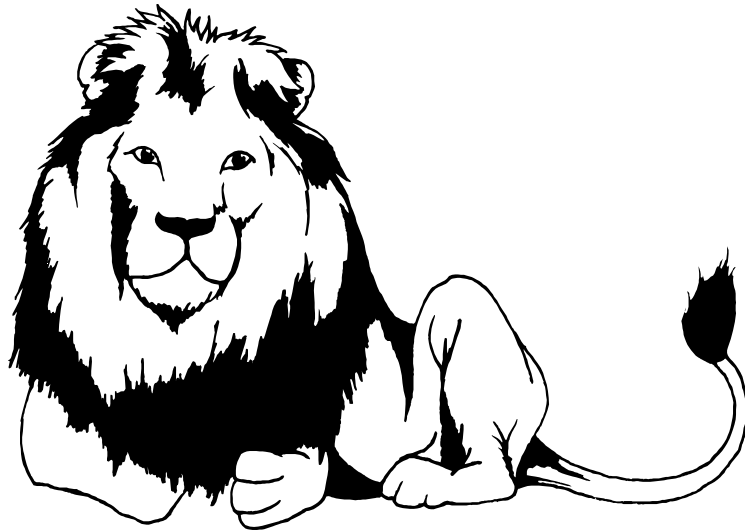


**THORNAPPLE KELLOGG SCHOOLS**

**LEE ELEMENTARY**



**ANNUAL REPORT  
2008-2009**

**Tim Shaw, Principal**

# Annual Education Report

## Overview of School

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 grade MEAP assessments in English/Language Arts (ELA) and mathematics. We are very proud of their scores still being among the highest in Kent County. Lee Elementary continues to achieve adequate yearly progress (AYP) based on State requirements for student achievement, receiving an "A" rating.

## Accreditation Status

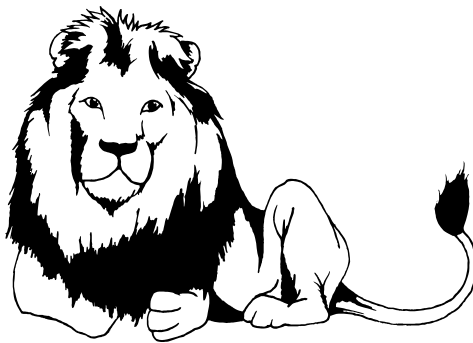
Lee continues to achieve adequate yearly progress (AYP) based on State requirements for student achievement. Lee has achieved AYP for 05-06, 06-07, 07-08, and 08-09 school years.

## Average Class Size

Second Grade – 22.0

Third Grade – 24.6

## Lee Elementary Logo



Lee Elementary participates in the following activities: Six Odyssey of the Mind Teams, Science Fair, Green School designation, Student Council, "Jump Rope for Heart" – 2nd in the State of Michigan with over \$23,000 donated, various assemblies and field trips, in-district swimming program, roller skating, Field Day, Character awards assemblies, Camp Read A-Lot reading night, Jump Start morning mind/body program, multiple enrichment classes (such as cooking, birdhouse building, knitting, etc..) as well as many other activities and events.

# School Improvement Plan

Through an analysis of student mastery data from the Michigan Literacy Progress Profile, MEAP, and KC-4 math assessments the Lee staff identified target areas for improvement in language arts and math which will also impact improvements in the core areas of social studies and science.

## School Interventions and Professional Development

1. Curriculum mapping for English/Language Arts for 2<sup>nd</sup> and 3<sup>rd</sup> grades
2. Teachers prioritized Power standards in ELA, Math, Science, and Social Studies
3. RTI (Response to Intervention) implementation in 2<sup>nd</sup> grade – all students.
4. RTI (Response to Intervention) targeted implementation in 3<sup>rd</sup> grade – struggling readers.
5. Math Pilot Program with 2 teachers from both 2<sup>nd</sup> and 3<sup>rd</sup> grade.
6. Teachers assigned to collaborative grade level teams that interact for the purpose of improving teaching and learning.
7. Implement Words Their Way spelling program in both 2<sup>nd</sup> and 3<sup>rd</sup> grades.
8. Utilized Instructional Model for feedback to teachers on instructional practice.
9. RTI (Response to Intervention) training for 2<sup>nd</sup> and 3<sup>rd</sup> grade staffs.
10. Full time literacy coach and aide
11. Continued training of teachers in Capturing Kids Hearts Workshop/philosophy.
12. Two teachers trained in Capturing Kids Hearts Momentum Workshop.
13. Classroom visits from Saugatuck as well as visits to fellow classrooms.

### English/Language Arts

All students will be proficient in English/Language Arts.

### Math

All students will be proficient in Math.

### Science

All students will be proficient in Science.

### Social Studies

All students will be proficient in Social Studies.

The process for school improvement is being driven by a few large district initiatives. These initiatives are:

- Curriculum mapping (Power standards)
- Collaboration (ending isolation)
- Integrating the Instructional Model into the classroom

Grade level teams met on a weekly basis to discuss teaching and learning issues. The main focus of this year was curriculum mapping via the power standards mapping process. The product of these meetings is an agreement between staff on what and when material will be covered as well as how it will be assessed. Although this is extremely valuable, the real value of mapping is in the process. Specifically, the time allocated this year for professional conversations allowed staff to develop a deep understanding of the curriculum and how it can be integrated throughout the day and year to add relevance and rigor to student learning. Response to Intervention was also a big topic this year. The importance of this work is to identify struggling readers and provide them the help necessary to improve. Lastly, the Instructional Model helps clarify the best practices used to teach the curriculum map and will continue to be a work in process as teachers add new best practices that are research based.

## MEAP Test Score Percentages

<b>Thornapple Kellogg Schools - Lee Elementary</b>								
<b>3<sup>rd</sup> Grade MEAP - Reading</b>								
<b>Student Group</b>	<b>Year</b>	<b>% of Students Advanced (Level 1)</b>	<b>% of Students Proficient (Level 2)</b>	<b>% of Students Partially Proficient (Level 3)</b>	<b>% of Students Not Proficient (Level 4)</b>	<b>% of Lee Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of KISD Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of State Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>
<b>All Students</b>	08	54	40	6	0	94	88	86
	07	40	52	8	0	92	89	86
<b>Male</b>	08	52	39	9	0	91	87	85
	07	38	52	10	0	90	87	84
<b>Female</b>	08	56	42	3	0	97	89	88
	07	42	51	6	1	93	90	89
<b>Economically Disadvantaged</b>	08	37	50	13	0	87	86	79
	07	31	53	17	0	83	80	79
<b>Students with Disabilities</b>	08	27	55	18	0	82	64	63
	07	0	79	21	0	79	65	63
<b>3<sup>rd</sup> Grade MEAP - Writing</b>								
<b>Student Group</b>	<b>Year</b>	<b>% of Students Advanced (Level 1)</b>	<b>% of Students Proficient (Level 2)</b>	<b>% of Students Partially Proficient (Level 3)</b>	<b>% of Students Not Proficient (Level 4)</b>	<b>% of Lee Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of KISD Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of State Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>
<b>All Students</b>	08	0	73	24	2	73	66	61
	07	1	68	28	3	69	64	57
<b>Male</b>	08	0	67	20	0	67	61	56
	07	1	58	37	4	59	61	53
<b>Female</b>	08	0	80	20	0	80	71	66
	07	1	77	21	2	78	67	62
<b>Economically Disadvantaged</b>	08	6	65	30	6	65	57	48
	07	31	53	17	0	83	51	45
<b>Students with Disabilities</b>	08	0	45	27	27	45	35	31
	07	0	36	57	7	36	34	30

**Thornapple Kellogg Schools - Lee Elementary**  
**3<sup>rd</sup> Grade MEAP - ELA**

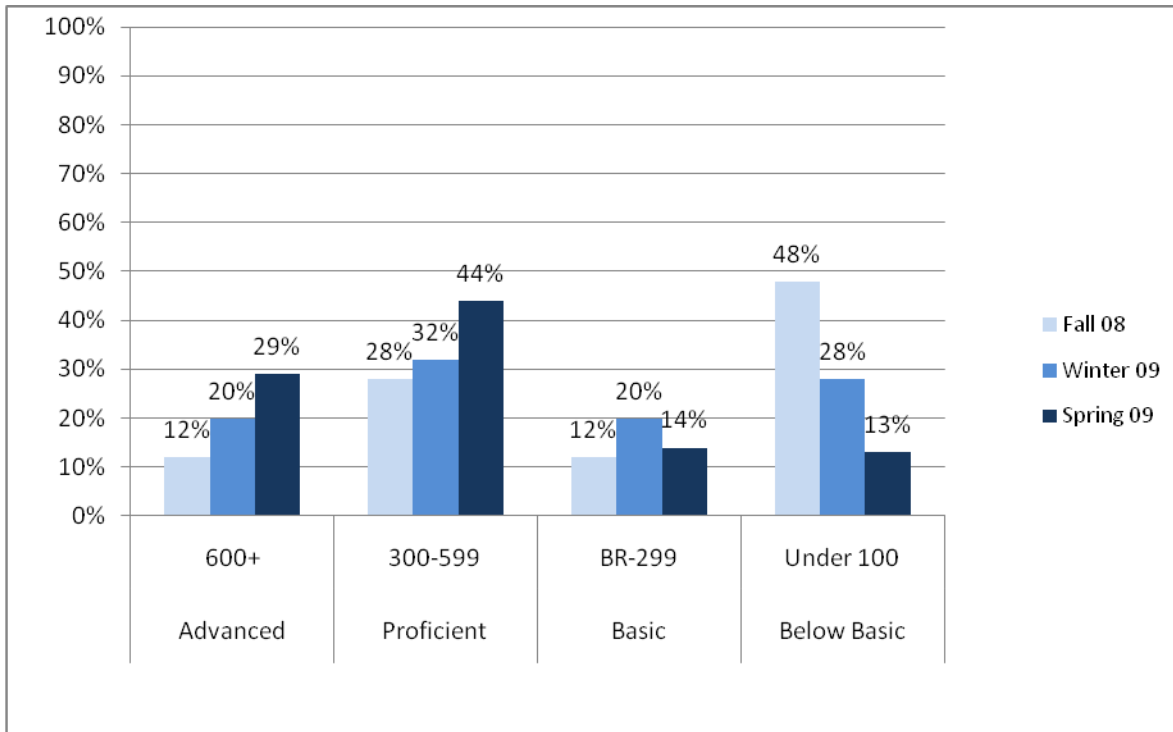
<b>Student Group</b>	<b>Year</b>	<b>% of Students Advanced (Level 1)</b>	<b>% of Students Proficient (Level 2)</b>	<b>% of Students Partially Proficient (Level 3)</b>	<b>% of Students Not Proficient (Level 4)</b>	<b>% of Lee Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of KISD Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of State Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>
<b>All Students</b>	08	23	70	7	0	93	85	83
	07	22	66	12	0	88	84	81
<b>Male</b>	08	25	65	10	0	90	83	81
	07	17	66	17	0	83	82	78
<b>Female</b>	08	22	74	4	0	96	87	86
	07	26	66	8	0	92	87	84
<b>Economically Disadvantaged</b>	08	11	76	13	0	87	82	74
	07	15	64	21	0	79	74	71
<b>Students with Disabilities</b>	08	27	45	27	0	73	56	55
	07	0	57	43	0	57	57	53

**3<sup>rd</sup> Grade MEAP - Math**

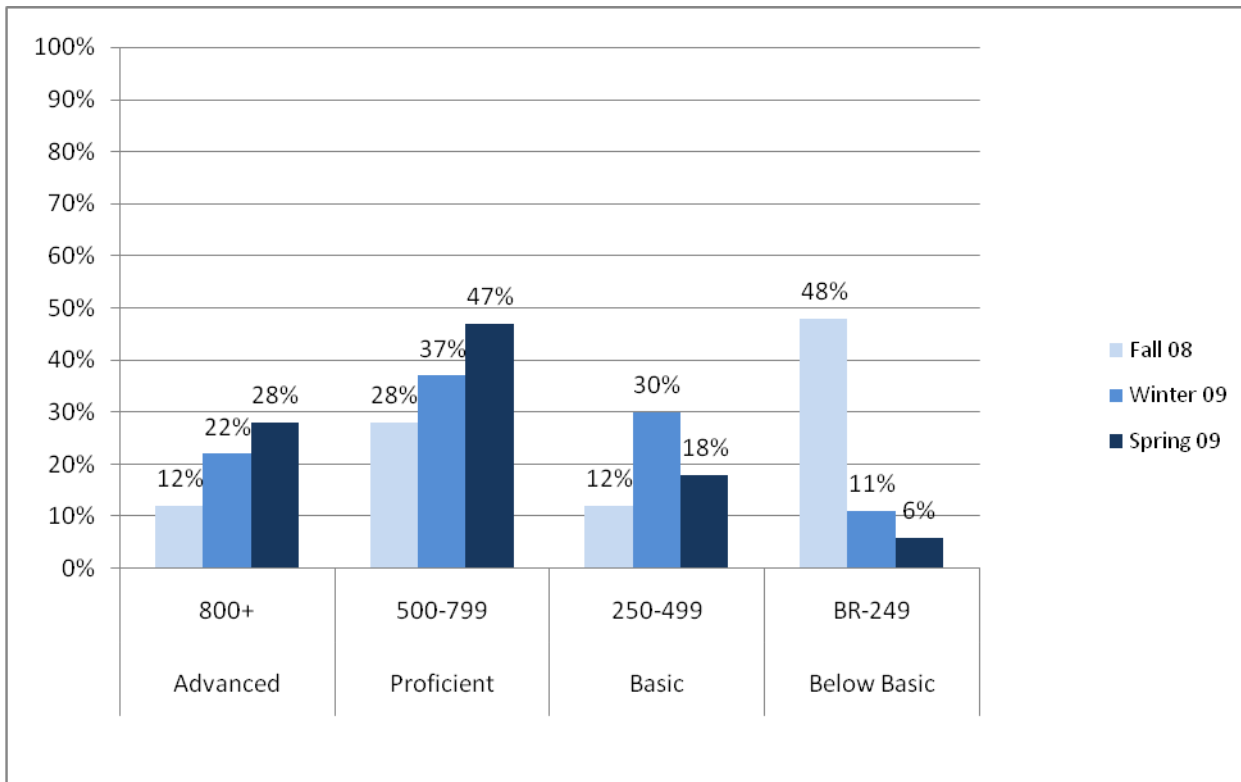
<b>Student Group</b>	<b>Year</b>	<b>% of Students Advanced (Level 1)</b>	<b>% of Students Proficient (Level 2)</b>	<b>% of Students Partially Proficient (Level 3)</b>	<b>% of Students Not Proficient (Level 4)</b>	<b>% of Lee Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of KISD Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>	<b>% of State Students Advanced &amp; Proficient (Levels 1 &amp; 2 combined)</b>
<b>All Students</b>	08	77	22	1	0	99	93	91
	07	70	29	1	0	99	92	90
<b>Male</b>	08	75	23	2	0	98	93	92
	07	73	24	3	0	97	93	90
<b>Female</b>	08	79	20	1	0	99	93	91
	07	67	33	0	0	100	92	90
<b>Economically Disadvantaged</b>	08	60	36	4	0	96	92	86
	07	63	35	3	0	97	86	84
<b>Students with Disabilities</b>	08	50	50	0	0	100	79	80
	07	36	64	0	0	100	77	77

## Lee Elementary 2008-2009

### 2<sup>nd</sup> Grade: 2008-09 SRI Results



### 3<sup>rd</sup> Grade: 2008-09 SRI Results



## 2008 – 2009 Adequate Yearly Progress

### English/Language Arts

Lee Elementary has made AYP and we are not identified for improvement.

4 <sup>th</sup> Grade Reading/Language Arts Results				
Met Adequate Yearly Progress Goals?		Identified for Improvement?		Appeal of AYP Determination?
07-08	08-09	07-08	08-09	
Yes	Yes	No	No	

### Math

Lee Elementary has made AYP and we are not identified for improvement.

4 <sup>th</sup> Grade Mathematics Results				
Met Adequate Yearly Progress Goals?		Identified for Improvement?		Appeal of AYP Determination?
07-08	08-09	07-08	08-09	
Yes	Yes	No	No	

## Parent Involvement

### Parent-Teacher Conference Attendance

<u>Fall 2008</u>	<u>Spring 2009</u>
2 <sup>nd</sup> 97%	2 <sup>nd</sup> 96%
3 <sup>rd</sup> 97%	3 <sup>rd</sup> 98%

The Thornapple Kellogg School District has adopted a Parent Involvement Policy. This policy is available by calling the Administration office at 269-795-5521.

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, and special student programming.
- Individual parent volunteers serving as classroom instructional assistants.
- Evening programs including Camp Read-A-Lot, program information forums, and family field trips.
- Parent volunteers teaching Junior Achievement units.
- Parent volunteers assisting in RTI (response to intervention) lessons.

## **Core Curriculum**

### **Curriculum Development Process**

Student's progress is individually tracked through common assessments such as MLPP, SRI, DIBELS, PSI, and MEAP. 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.

### **Curriculum Process Related to Title I Students**

Students in grade K-3 receive instruction in Michigan Core Curriculum content areas of science, reading, writing, social studies and mathematics through the use of the State GLCE's (grade level content expectations) as well as teacher developed curriculum maps.

Classroom teachers and the literacy coach provide necessary plans and strategies for Title I instruction. These strategies will reflect goals as stated in the School Improvement plan. Title I students may be given extra time and support to ensure their academic goals are met.

The Michigan Core Curriculum objective will be taught to all students. The students will be assessed using the assessment component of the Core Curriculum.

### **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. We are committed to curriculum mapping on a yearly basis to ensure a vibrant and fresh curriculum. This year all curriculum was mapped using the power standards process. Next year we will be working on the integration of Science and Social Studies into the map. 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 will continue to be incorporated into our assessment methods.

The staff continues to work on aligning the curriculum with the state grade level content expectations 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 district school improvement committee.
- ❖ 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:**

All students are measured for cognitive goal achievement by use of state grade level content expectations in reading, writing, math, science and social studies.

All 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, RTI interventions, working with a reading teacher and/or summer school or Saturday school.

Before and after school tutoring is available for identified students. Para-educators work with identified students in the classroom to offer additional support. Summer school is also offered K-8.

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.

State grade level content expectations and power standards have been implemented for the four core areas.

### **Average Daily Attendance Rates**

2008/2009	96%
2007/2008	97%

### **Retention Rate for 2008/2009**

2 <sup>nd</sup>	.01%
3 <sup>rd</sup>	.01%

## Teacher Qualifications 2008-2009

### District-Level Teacher Quality Reporting

	B.A.	B.A. + 18 Credit Hours	M.A.	M.A. + 30 Credit Hours	Ph.D.
Professional qualifications of all public elementary and secondary teachers in district	25	37	91	4	0

Percentage of public elementary and secondary school teachers in district with emergency certification	0
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	District Aggregate	High-poverty Schools (<47% free meals)	Low-poverty Schools (>15% free meals)
Percentage of core academic subject elementary and secondary school classes <b>not</b> taught by Highly Qualified Teachers	0	0	0

### School-Level Teacher Quality Reporting

	B.A.	B.A. + 18 Credit Hours	M.A.	M.A. + 30 Credit Hours	Ph.D.
Professional qualifications of all public elementary and secondary teachers in district					
Elementary	13	20	36	2	0
Middle School	4	9	23	2	0
High School	8	8	32	0	0

Percentage of public elementary and secondary school teachers in district with emergency certification	0
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	School Aggregate
Percentage of core academic subject elementary and secondary school classes <b>not</b> taught by Highly Qualified Teachers	0

Thornapple Kellogg School District is pleased to be able to state that all of their teachers are highly qualified under No Child Left Behind. Parents have the right to know the particular teacher qualifications of his/her child's teacher(s). Parents may call the Administration office at 269-795-5522 to inquire about a teacher's qualifications.