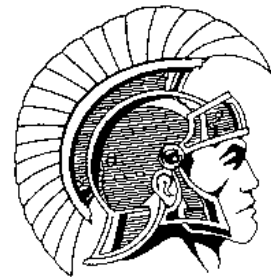


***Thornapple Kellogg  
Alternative Education  
Annual Education Report  
2010-11***



Mari Price, Director  
507 W. Main St.  
Middleville, MI 49333  
269-795-5571  
[www.tkschools.org](http://www.tkschools.org)

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*The Annual Education Report provides key information on the 2010-11 educational progress for the Thornapple Kellogg Alternative Education.*



Alternative Education  
Mari Price, Director

Thornapple Kellogg Alternative Education serves the needs of students in grades 9 through 12.

In 2010-11, TKAE did not make Adequate Yearly Progress (AYP), and has not been identified by the state for improvement. The reason for not making was that the required 95% of the enrolled TKAE students did not take the required MEAP/MME test due to attendance issues. We are in the process of developing a procedure that will ensure that the required number of students complete testing. Our alternative education teacher is considered highly qualified.

TKAE is not considered a specialized school. However, students at TKAE have available to them the opportunities for educational programs at the Kent Career/Technical Center. Students may participate in numerous co-curriculars such as Odyssey of the Mind, Science Olympiad, Business Professional of America, Michigan Industrial and Technology Educational Society, and many more academic programs. We also offer students opportunities on 48 athletic teams.

	<u>Fall Official Count</u>	
	<u>2010</u>	<u>2009</u>
9 <sup>th</sup> Grade	0	0
10 <sup>th</sup> Grade	0	2
11 <sup>th</sup> Grade	5	7
12 <sup>th</sup> Grade	12	15

### **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 2009-10 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 2009-10 and 2010-11 school years 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 2011-12 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.

Most of our school improvement efforts focused around curriculum mapping and the *Michigan Merit/Common Core Curriculum*. Staff development and staff meetings were devoted to finding new approaches and strategies to bring rigor, relevance, and relationships into the classrooms to allow for even greater student achievement. The use of data to analyze student achievement was essential in this process.

During the curriculum mapping process, we were able to prioritize our standards to spend more time with our students on the essential learning goals. We have been utilizing our instructional model to analyze and improve teaching in the classroom. Our curricular focus on the *Michigan Merit/Common Core Curriculum* will persist and the *Michigan Merit Exam* will be one tool we measure ourselves by in this area.

### **School Improvement Goals**

- All students will be proficient in Reading at/or above the grade level.
- All students will be proficient in Writing at/or above the grade level.
- All students will be proficient in Mathematics at/or above the grade level.

### **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/High School 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 interventions 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 Improvement Initiatives from the 2010-11 School Year**

- Articulation agreements between local colleges/universities for our students to receive credits
- More academic co-curricular offerings for our students
- Teaching staff focus on common formative and performance assessments
- Concentration on the national *Career Readiness Certificate*
- Communication improvement through added student progress reports, increased counseling contact, orientations, online grading/progress (*PowerSchool*), Honeywell Instant Alert System, curriculum night, parent advisory meetings, better website utilization, increased written communications, etc.
- Data use to improve student achievement including the *Kent Intermediate School District's Data Warehouse*
- Increased school-to-work student opportunities like internships; School-to-Work Coordinator to provide students more opportunities in this area
- Work with the *Kent Intermediate School District Change Network* to improve daily classroom instruction
- K-12 articulation efforts
- *International Center for Leadership in Education Model Schools* participation
- Data analysis to organize information to improve student achievement

- Student participation in reading/writing improvement classes and extended time math courses
- Concentration on curriculum mapping through the Power Standards process
- Literacy coach to help coordinate literacy efforts for our students
- *Michigan Merit/Common Core Curriculum* alignment and implementation
- *Michigan Merit Exam* test preparation including ACT
- Staff participation in the *Flippen's Group Capturing Kids' Hearts*
- Summer and after school programs for students to recover credits and exploring content recovery
- Targeted students with special needs to improve their achievement
- Improve student achievement and instruction through departmental professional learning communities, classroom visits, school visits, and use of our instructional model
- Technology advancements

## **Core Curriculum**

Thornapple Kellogg High School is aligned to the Michigan Merit Curriculum and working toward Common Core Curriculum alignment.

### **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/HSCE's, Common Core Curriculum, 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/HSCE'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](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/Alternative%20Ed%20AER.pdf](http://www.tkschools.org/publications/annual_report/AER%202011/Alternative%20Ed%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 TAKE students) relevant to TK Alternative Education.

You may request a printed copy of this report by contacting Mr. Brian Balding, current director of Alternative Education at 269-795-5433.