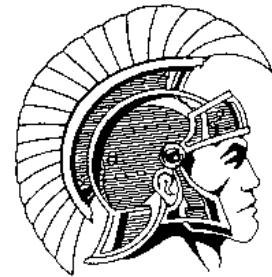


***Thornapple Kellogg
School District
Annual Education Report
2010 – 2011***



Gary Rider, Superintendent
11051 Green Lake Road
Middleville, MI 49333
269-795-5521
www.tkschools.org

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

Letter from the Superintendent ...

August 15, 2011

It is our pleasure to present you with our 2010-2011 Annual Report. This report provides you with information about our school district and highlights our points of pride from the last school year. Everyone who is part of the Thornapple Kellogg School community, the Board of Education, support staff, teachers and administrators all take great pride in providing an outstanding, quality, educational program for the students we serve. We are committed to our District Mission: "To encourage and develop the positive potential of each student" and to Thornapple Kellogg Schools being a place "Where Kids Come First".

The Thornapple Kellogg Schools have become curriculum leaders throughout West Michigan. Our approach in developing "Power Standards" and "Instructional Models" has been used in presentations throughout West Michigan, and members of our staff train teachers from other Kent ISD schools. We continue to critically analyze our performance and work to be on the leading edge of change. Through the tremendous hard work of everyone involved, these efforts will continue to have a positive effect on student achievement at TK.

The annual education report contains the following information:

Student Assessment Data – Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Thornapple Kellogg School District made AYP, as did all of our schools with the exception of our Alternative Education program. We did not test the required 95% of our alternative students due to student attendance issues. Our plan is to develop procedures to ensure that at least 95% of our alternative education students are present to take the full test.

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards

We invite you to review information in this report about student achievement, curriculum development, school accreditation, parent participation, retention rates, drop-out rates and other factors related to the school improvement process. We are very proud of the work of our staff, the performance of our students and the trajectory of our improvement.

A critical component to this success has been the ongoing support of our community. Your support is a tremendous resource and catalyst for our continuous improvement. Thank you again, for your trust in us as we work collaboratively with you to prepare your children for a complex and quickly changing world. Please feel free to call me at 269-795-5521 if you have questions regarding this Annual Report or suggestions for improving Thornapple Kellogg Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Rider". The signature is written in a cursive style with a horizontal line underlining the name.

Gary Rider

Thornapple Kellogg 2010-2011 Points of Pride

- HS, MS, and elementaries received “A’s” on State Report Card
- Achievement scores among the highest in the area
- Great reputation as instructional leaders in the Kent ISD
- Received Adequate Yearly Progress at all schools
- Literacy coaches
- Newly renovated buildings throughout the district
- Updated security systems at all buildings
- Writing initiatives district-wide
- E2020 Credit Recovery Summer School offered at HS
- Articulation agreement with Davenport College
- Numerous school-to-work initiatives
- Highly qualified teachers meet the needs of students through multiple methods using an aligned curriculum
- HS Advanced Placement test scores above state and global averages
- Advanced courses for HS credit offered at MS
- K-12 Character Education Program
- Teen Leadership offered at HS and MS
- Continued focus on “Capturing Kids’ Hearts”
- Lee, Middle School, and High School all won KISD awards for being Green Schools
- Lee elementary finished in the top state wide with Jump Rope for Heart
- Page elementary 5th grade participated in Starbase
- Odyssey of the Mind team qualified for world competition and placed third
- Award winning music and band programs
- Positive Behavior support group
- Award winning Science Olympiad program
- Strong course offerings in the fine arts and vocational areas with many student opportunities
- State of the art technology at all buildings
- Many co-curricular activities such as Student Council, Science Olympiad, Odyssey of the Mind, National Honor Society, Environmental Action Council, Business Professionals of America, MITES, Art and Foreign Language clubs, and many more
- English as a Second Language program
- Successful athletic program offering twenty sports
- State of the art public library on campus
- Fitness center and pool that are open to the community
- Improved website – www.tkschools.org
- Community involvement – Day of Caring, Food Drives, Girls Basketball Pink Game, and many other events
- Member of Kent Intermediate School District



Mr. Gary Rider, Superintendent
Mr. Tom Enslin, Assistant Superintendent
10051 Green Lake Road, Middleville, MI 49333
269-795-5521

2010 – 2011 District Profile:

125 Square Miles
3004 Students
308 Employees
\$7146 State Funding Per Student

Thornapple Kellogg Public School (TK) is located in a rural district amongst the rolling hills of northwestern Barry County. While the majority of school land is located in Barry County, portions of the district are also located in Allegan, Kent, and Ionia Counties. The Thornapple Kellogg School District belongs to the Kent Intermediate School District, which provides the district many professional development and support opportunities. TK is a mid-size (class B) district within the intermediate system. We are able to share all services, athletic experiences, vocational education, advanced technical education, and transportation within the KISD region.

The Thornapple Kellogg School District uses best practice and current research in curriculum development and school improvement. Efforts have centered on accomplishments with which all staff can identify and see as improvements. We align instruction and assessment with State Grade Level Content Expectations, and we have implemented an internal process (called Power Standards) for prioritizing standards and for assessment development.

The Thornapple Kellogg School Board approved the following School Improvement goals identified and developed by the Strategic Planning Committee:

- All students will demonstrate academic excellence by achieving or exceeding one year's growth in one year's time.
- All students will become effective communicators by demonstrating competencies in reading, writing, speaking, and listening
- All students will benefit from staff implementing best practices
- All students will develop positive life-long social/emotional skills in a safe and secure school/community environment.
- All students will develop a career plan that includes access, exposure, and experiences to current career information.

Our schools provide supplementary Title I instruction for students who need additional time to achieve a higher level of success in core curriculum skills at the K – 5 and 9 – 12 levels. A combination of pull-out, and inclusion programs are delivered to students serviced. All students remain in the classrooms during core-curriculum instruction. The newly developed outcomes are in the program. Thornapple Kellogg does not have any specialized schools.

When student data is reported, gender and equity issues are considered in planning, development implementation and evaluation of our school improvement efforts. All of our schools are fully accredited by the State, and our elementaries, Middle School, and High School received an "A" and met Adequate Yearly Progress.

Mission Statement

The mission of the Thornapple Kellogg Public Schools system is:

To encourage and develop the positive potential of each student.

Shared Vision

I. Student Learning

- We will see additional support for all students
- We will see expanded curricular opportunities in Pre-K – 12
- We will see developmentally appropriate scheduling in all buildings
- We will see expanded technology use
- We will see the majority of the student body engaged in before and/or after school activities
- We will see teaching strategies that are based on current research and best practices

II. Leadership

- We will see an organized development and fostering of leadership skills in students, staff, and community members
- We will see a Board of Education whose main priority is a commitment to students
- We will see collaborative decision making processes that foster ownership and leadership

III. Community Involvement

- We will see parents actively involved with their children's academic, social, and emotional progress
- We will see mutual partnerships with parents, businesses, service organizations, government, and agencies
- We will see expanded use of all facilities and services for community activities
- We will see organized interactive volunteer programs
- We will see parental/community input in the decision making process

IV. Resources

- We will see a foundation which pursues and obtains additional resources
- We will see a budget based on research and evaluated priorities
- We will see expanded use of internal and external assets and human resources

Educational Beliefs of the Thornapple Kellogg School and Community

- We believe that all students are learners.
- We believe that our first priority is satisfying students' educational needs, while nurturing moral character.

- We believe that each child is unique and learns in different ways and requires varying amounts of time and support.
- We believe that in order to be effective, the curriculum must be aligned Pre-K through 12.
- We believe that our instruction must be based on research and on best knowledge.
- We believe that a risk-free environment must be provided for students and staff.
- We believe that increased performance results from high expectations of students, staff, parents, and community.
- We believe that in order for excellence in education to occur, there must be ongoing involvement and dialogue among students, staff, parents and community.

Average Class Size

| | <u>2010-2011</u> | <u>2009-2010</u> | | <u>2010-2011</u> | <u>2009-2010</u> |
|--------------|------------------|------------------|----------------|------------------|------------------|
| Kindergarten | 21 | 23 | Sixth Grade | 28 | 27 |
| First Grade | 23 | 22 | Seventh Grade | 28 | 29 |
| Second Grade | 24 | 23 | Eighth Grade | 28 | 28 |
| Third Grade | 27 | 23 | Ninth Grade | 28 | 28 |
| Fourth Grade | 27 | 27 | Tenth Grade | 28 | 28 |
| Fifth Grade | 28 | 26 | Eleventh Grade | 28 | 28 |
| | | | Twelfth Grade | 28 | 28 |

Retention Rate

| <u>2010-2011</u> | | <u>2009-2010</u> | |
|-------------------|-------|-------------------|------|
| McFall Elementary | 2% | McFall Elementary | 2% |
| Lee Elementary | .005% | Lee Elementary | .05% |
| Page Elementary | 0% | Page Elementary | 0% |
| Middle School | 0% | Middle School | 0% |
| High School | .01% | High School | 0% |

Parent Teacher Conference Attendance

| <u>2010-2011</u> | | <u>2009-2010</u> | |
|-------------------|------|-------------------|-----|
| McFall Elementary | 96% | McFall Elementary | 98% |
| Lee Elementary | 99% | Lee Elementary | 98% |
| Page Elementary | 99% | Page Elementary | 98% |
| Middle School | 56% | Middle School | 77% |
| High School | 42 % | High School | 32% |

School Improvement

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 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.

Role of the School Improvement Team

The District School Improvement Team participates in the development, implementation, and evaluation of:

- The writing and review and the district strategic plan
- District Mission Statement
- broad district-wide goals based on academic outcomes for all students
- curriculum alignments with building and district goals
- evaluation process for the building school improvement plan
- district professional development plans
- utilization of community resources and volunteers
- role of adult and community education, libraries and community colleges in the learning process
- participatory decision making process
- description of the adult roles for which graduates will need to be prepared
- identified skills and education needed to fulfill these adult roles

The Thornapple Kellogg Public School District has established a decision making model which guides the collaborative work of all members of the school community.

Decision making model and definitions of terms are as follows:

- Administrative decisions are those decisions made by the administrator, principal, and/or superintendent with or without the input of other building employees. If a concern is taken to the

administration, an administrative decision is made (i.e., safety issues, compliance with rules and regulations, budget).

- Committee decisions take place when concerns are taken to an established committee. The committee is empowered to reach consensus and/or make a recommendation and/or reach consensus (i.e., curriculum issues, building level discipline, staff development, etc.).
- Staff meeting decisions takes place when a concern is taken to a staff meeting. It may be referred to a committee for study, consensus may be reached at the meeting, or staff may decide by a majority vote.
- If a concern is taken to the P.T.O., the parents' give the staff input or makes a decision by majority vote (i.e., fund-raisers, carnival, and open house).

This process has been identified within the parameters of the District Goals established by the Board of Education. The District Team and each building team have adopted the process, which ensures that all stakeholders in the district use it.

Administrative Support

The Board of Education was involved in policy level decision related to the planning and allocation of the following:

- Money
- Time
- Space Allotment
- Professional Development Resources
- Development of Strategic Plan

District level management has been supportive of school improvement planning and implementation by scheduling/allocating adequate:

- Money
- Time
- Space Allotment
- Professional Development Resources
- Development of Strategic Plan

The building level administration does the following:

- Utilizes district policies and building level practices based on successful evidence from research.
- Coordinates implementation of legislated programs such as school improvement.
- Development and implementation of strategic plan.

School Improvement Goals

- All students will be proficient in ELA (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.

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: [Parent Involvement Policy.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 PTO, Parent Advisory Committees, and Boosters organizations that are always looking to increase their members for valued input and help.

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 Thornapple Kellogg students) relevant to Thornapple Kellogg School District:

http://www.tkschools.org/publications/annual_report/AER%202011/District-wide%20AER.pdf

You may request a printed copy of this report by contacting Mr. Tom Enslin, Assistant Superintendent, at 269-795-5522.