

Annual Education Report

2009
2010



Parchment Central Elementary Data

Superintendent: Matthew J. Miller
Asst. Superintendent/Curriculum: Ruth Rowe
Asst. Superintendent/Finance: Julie Chappie

2009-2010 Board of Education

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I. Overview of Building

Demographics

Central Elementary is proud to have established a number of partnerships within the community. We are a PreK-5 building housing approximately 265 students in 2008-2009. Central Elementary is Accredited without Warning by North Central Association (NCA). Central has been Accredited with NCA since 1991.

Central Elementary participates in the Aesthetic Education as well as the Education for the Arts program through KRESA. We have also established a partnership with Haven Reform Church to provide 20 of our students with mentors through the Kids Hope USA program. Parchment School District partners with Kalamazoo Township Police to provide the DARE program for students in grades K-5.

Academically Talented

The Parchment Board of Education recognizes the need for special programming for students who are academically gifted and talented. The Board is dedicated to providing program opportunities both within the district and outside the district so as to encourage those students toward maximum growth and a greater understanding of their capabilities. A pullout program is provided for grades 3, 4, and 5 which focuses on math, literature, problem solving, and research skills.

Special Education

The North Elementary staff includes two resource room teachers, school counselor, social worker, speech pathologist and teacher consultant all of whom are available to assess student needs and determine eligibility for special education programs and services. In addition, these staff members are available for consultation with teachers and parents as needed.

Speech and Language Services

Students who qualify for certification as Speech and Language Impaired are provided with Speech and Language therapy by a Speech and Language Pathologist who works with the students individually or in small groups.

Preschool Services

Pre-school age children residing in the Parchment school district may qualify for our Michigan School Readiness Program, that is housed at Northwood.

PREP

There is a half-day preschool program funded by a grant from the State of Michigan. Students are chosen based a number of factors that identify a student as being at risk of completing high school. The district PREP program is located at Northwood Elementary.

Support Programs

Vital to the success of the curriculum are services which support each student's individual progress and better plan the district's educational programs. Through pupil services, students and parents receive help from teacher consultants, psychologists, counselors, and speech therapists.

Counseling Services

North Elementary school students receive assistance from school counselors in planning their educational program, career planning, and resolving personal issues. The counselor meets with students individually and in groups to give students an opportunity to talk about their educational and personal concerns and help them in the decision-making process. The counselors coordinate their efforts with other school specialists and, if necessary, with outside agencies.

Title I

Title I provides students at North Elementary with specialized one-on-one and/or small group instruction in reading. Our title program allows students to receive concentrated instruction in areas of deficiency using research based strategies and/or programs. Students are regularly monitored to evaluate the effectiveness of the intervention.

School Assignment

Students are assigned to buildings by address and/or parent choice.

District Curriculum Overview

The District School Improvement Plan includes goals in Language Arts, Math, Science and Social Studies. Professional Development activities were held to enhance instruction in each of these areas with particular emphasis on training staff in Six Traits Writing and Collins Writing Strategies. Staff members met often by grade level and by department to review and update curriculum and share instructional strategies. The District Core Curriculum covers all of the core content areas as well as art, music, physical education and Life Management in grades K-12. The District Core Curriculum is aligned within the State Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs)

Average Class Sizes

Grade	Average Class Size
	Central
K	22
1	22
2	23
3	19
4	27
5	32

II. School Improvement Plan

School Improvement Process

North Elementary school improvement plan is developed and monitored based on student data that is gathered through district, regional and state level assessments, as well as the school report card system through the Education Yes! Self-assessment. We also follow the North Central Accreditation process, and have been accredited since 1991. We are currently working on the following goals:

- All students will show improvement in reading
- All students will improve in math at all grade levels.
- All students will be proficient in writing.

Implementation Plan

Teachers are meeting in building data review teams by grade level to review and discuss individual student data and interventions. At this time, they will also discuss progress toward school improvement goals. Interventions are documented through an Intervention Summary.

Evaluation Process

Grade level goals are reviewed at each building grade level review meeting. Progress toward goals is recorded, as well as interventions tried, and implementation plans are adjusted to meet the needs of the individual students.

Evaluation Data

Our district Student Achievement Leadership Team reviewed district and building data to identify areas in need of growth. Similar data was reviewed by our building teams, and over all goals were established. Data used to determine overall areas for growth included the MEAP assessment, NWEA assessment, and standardized district assessments. In order to disaggregate data even further, grade level teams at the elementary level reviewed the same data to determine grade level trends and classroom trends, and added data from individual student assessments such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tests and summative classroom assessments. Through this process, trends were identified and individual classroom goals were set.

As a district, our goal at the elementary level has been to gain an awareness of individual student progress. The development of this data review process over the last few years has allowed us to look at student progress on more of an individual basis, rather than at a building or district level, which has, in turn, allowed us to deliver curriculum and instruction on a more individualized level.

III. Core Curriculum

The Parchment School District has been working with the curriculum mapping process to align the curriculum with the Michigan Curriculum Framework. Our staff meets a minimum of twice a year to determine resources needed and continue to work on common assessments that align to the GLCE's and HSCE's for all of the content areas.

Through the ongoing process of looking at our data through MAPS, MEAP, PLAN, ACT and classroom assessments, we review our curriculum maps and continue to monitor that we are teaching and assessing to the Michigan Frameworks.

Our process for curriculum review consists of forming a Preschool-Adult subject centered committee, doing an in-depth study of best practices research and a rigorous study of our current curriculum as it relates to the data. We identify our student strengths and weaknesses through our data and relate it to our curriculum maps so we can make adjustments with time, resources and staff.

English Language Arts

Due to changes in the GLCE's and HSCE's we continuously review the material for English Language Arts. Our data indicates that we need to monitor and adjust our writing and informational reading.

Math

Kindergarten through 5th grade teachers are working with a math consultant to develop unit and lesson plans using the UbD framework and 5e lesson planning model.

Science & Social Studies

We have begun the review of these curriculums and are continuing the mapping process. We have purchased supplementary materials to support integration across the curriculum.

Equitable Access

Through the curriculum mapping process, special education teachers have been a part of this process in order to be able to modify the curriculum to meet the needs of all students.

IV. Student Assessment Data

Local and Norm Referenced Achievement Data

In the spring of 2004, the District contracted with Northwest Education Association to provide a normed med test which is also aligned with the Michigan State standards. The Measures of Academic Progress (MAP) test is administered in the fall and in the spring to grades 2 – 8. This provides a means for the district to measure student growth during a school year.

Reading

Grade		District		Central	
		RIT	%ile	RIT	%ile
2	Spr 2009	191	54	192	54
	Spr 2010	187	42	185	36
3	Spr 2009	199	45	198	45
	Spr 2010	197	42	200	51
4	Spr 2009	207	48	210	52
	Spr 2010	205	45	204	42
5	Spr 2009	213	39	217	43
	Spr 2010	210	43	208	37

Math

Grade		District		Central	
		RIT	%ile	RIT	%ile
2	Spr 2009	190	47	191	45
	Spr 2010	189	45	191	51
3	Spr 2009	200	40	203	41
	Spr 2010	199	38	202	48
4	Spr 2009	207	34	207	34
	Spr 2010	206	35	206	35
5	Spr 2009	214	37	214	37
	Spr 2010	213	34	210	27

IV. Parent Involvement

Parent Teacher Conference

Building	2008-2009						2009-2010					
	Number of Students Represented			% Attending			Number of Students Represented			% Attending		
	Fall	Wntr	Spr	Fall	Wntr	Spr	Fall	Wntr	Spr	Fall	Wntr	Spr
Central	265	n/a	263	97	n/a	94	267	n/a	260	97	n/a	94

Parent Involvement Policy

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes;
- B. providing a mutually supporting school and home environment which encourages learning.

The Board is committed to communicating with parents at a level and in a language they can understand, where practicable.

