

Annual Education Report

2009
2010



Parchment Northwood Elementary Data

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

2009-2010 Board of Education

President: Steve Gibson

Vice President: Nancy Lenz	Secretary: Dale Pominville
Treasurer: Joel Shaffer	Trustee: Deb Bryant
Trustee: Rhonda Newman	Trustee: Rob Thayer

I. Overview of Building

Demographics

We are a PreK-5 building housing approximately 250 students in 2009-2010. Northwood Elementary is Accredited without Warning by North Central Association (NCA). Northwood has been Accredited with NCA since 1991. Northwood Elementary is proud to have established a number of partnerships within the community.

Northwood Elementary participates in the Aesthetic Education as well as the Education for the Arts program through KRESA. We have also established a partnership with pre-interns at Western Michigan University who service over 40 students each year in math and reading support.

Northwood Elementary was also fortunate to have been awarded the Mi-Champions grants through the MACUL institute, which allowed a team of teachers to attend two years of the MACUL conference free of charge. The grant also gave the entire Northwood staff the opportunity to receive expert training in technology integration from the MACUL institute.

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
	Northwood
K	20
1	19
2	19
3	25
4	25
5	25

II. School Improvement Plan

School Improvement Process

The Northwood 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 fluency and comprehension at all grade levels.
- All students will increase skills in mathematics skills at all grade levels.
- All students will show improvement in writing across the curriculum.

Implementation Plan

Teachers meet in bldg data review teams by grade level to review and discuss individual student data and interventions every six to eight weeks. They also meet in grade level content area teams to review student data and plan for instruction every two weeks. 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 have 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 students' 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

Math is currently under review. We have also worked extensively with a regional math consultant as K-5 teachers and administrators to develop unit and lesson plans using the Universal By Design framework and the 5 E 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		Northwood	
		RIT	%ile	RIT	%ile
2	Spr 2009	191	54	187	43
	Spr 2010	187	42	191	53
3	Spr 2009	199	45	198	40
	Spr 2010	197	42	197	42
4	Spr 2009	207	48	209	52
	Spr 2010	205	45	205	45
5	Spr 2009	213	39	213	52
	Spr 2010	210	43	212	50

Math

Grade		District		Northwood	
		RIT	%ile	RIT	%ile
2	Spr 2009	190	47	189	45
	Spr 2010	189	45	192	54
3	Spr 2009	200	40	200	41
	Spr 2010	199	38	200	42
4	Spr 2009	207	34	209	42
	Spr 2010	206	35	206	35
5	Spr 2009	214	37	215	39
	Spr 2010	213	34	217	44

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
Northwood	183	n/a	191	86	n/a	84	192	n/a	190	87	n/a	86

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.