

# Kearsley Community Schools Annual Report 2014-2015



The Kearsley Community School District is committed to educational excellence. Our mission: to guide students to become literate, lifelong learners and contributing members of society.

April, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Kearsley Community School District. The AER addresses the complex reporting information required by Federal and some requirements of State laws; however, our staff is available to help you understand this information. Please contact Patti Yorks, Superintendent, for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site [www.kearsleyschools.org](http://www.kearsleyschools.org) or you may review a copy in the principal's office at your child's school.

The report contains the following information:

**Student Assessment Data** – Elementary or middle school assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (Mi-Access or MEAP-Access)

- The combined report that is posted in addition to this cover letter provides achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.
- Achievement progress within schools and comparisons to district and state achievement is also included in the combined report.
- For information regarding individual building data and achievement progress, refer to each individual building AER. The link to the building annual reports can be found at [www.kearsleyschools.org](http://www.kearsleyschools.org).

**Accountability Scorecard – Detail Data and Status**

Due to the transition from MEAP tests to the M-STEP test, the accountability portion of the AER is limited to assessment participation and graduation/attendance rates. Full accountability reporting will resume with the 2015-16 AER.

**Teacher Qualification Data**

The attached combined report identifies teacher qualifications at district and school levels. There are no core academic classes taught by teachers not considered highly qualified to teach such classes. 100% of teachers are highly qualified as defined by the State.

### **NAEP Data (National Assessment of Educational Progress)**

- State results of the national assessment in mathematics and reading every other year in grades 4 and 8 are also located in the attached combined report.

### **District Goals for the 2014-2015 school year are as follows:**

All students in Kearsley Community Schools will become proficient readers and writers.

All students in Kearsley Community Schools will be proficient in mathematics

All students in Kearsley Community Schools will be proficient in the areas of Science and Social Studies.

### **District School Improvement**

School improvement at Kearsley is a never-ending process. The school improvement process is mandated by the State of Michigan, as is the reporting of data and its dissemination to the public. In addition, the No Child Left Behind federal legislation and Michigan Accountability Scorecard also have implications on the school improvement process and the data that are reported to the public.

The Kearsley School improvement model provides a framework for schools to meet high standards and engage in continuous improvement.

Each building in our district is unique and has its own school improvement plan. These plans address the needs of individual buildings while at the same time, work toward achieving the goals of the district. Building teams meet regularly to implement these plans to increase student achievement. The District School Improvement Team meets regularly to coordinate school improvement efforts and to provide networking between buildings. This annual report is prepared each year to communicate the district's progress to the community.

Yearly at spring conferences, a perception survey is given to parents to assess their perceptions of the district. In addition, staff and students are also surveyed yearly to provide insight into the perceptions of these stakeholders. The district and all buildings were given favorable results from the surveys. In addition, students in grades 3, 5, 8 and 11 were surveyed regarding their perceptions in the areas of learning, climate, and communication. Staff members were also surveyed through ASSIST, the state school improvement site. Data is used by school improvement teams to provide insight into areas of action.

A new state assessment test, M-STEP, was administered online in the spring of 2015 in grades 3-8 and 11. These results give the district even more data to use to target instruction for all students. Results of these tests are found in the combined

report that is linked with this cover letter. It is our goal to continue to strive for excellence for all students.

It is the goal of the district to have 90% of all third grade students reading at or above grade level. Students in grades K-3 are assessed throughout the year in reading using the Developmental Reading Assessment. Below are results for the last four years.

**2014-2015      90% Reading Goal**  
**District Developmental Reading Assessment (DRA2)**

| <b>Kindergarten</b>    | 11-12 | 12-13 | 13-14 | 14-15 |
|------------------------|-------|-------|-------|-------|
| DRA Level 3 and Above  | 73%   | 79%   | 82%   | 80%   |
| Below DRA Level 3      | 27%   | 21%   | 18%   | 20%   |
| <b>First Grade</b>     |       |       |       |       |
| DRA Level 16 and Above | 60%   | 62%   | 58%   | 66.5% |
| Below DRA Level 16     | 40%   | 38%   | 42%   | 33.5% |
| <b>Second Grade</b>    |       |       |       |       |
| DRA Level 28 and Above | 59%   | 53%   | 55%   | 54%   |
| Below DRA Level 28     | 41%   | 47%   | 45%   | 46%   |
| <b>Third Grade</b>     |       |       |       |       |
| DRA Level 38 and Above | 54%   | 71%   | 45%   | 59.4% |
| Below DRA Level 38     | 46%   | 29%   | 55%   | 40.6% |

These results represent the percent of students reading at or above the identified level in the spring on the DRA2 (Developmental Reading Assessment).

This is the fifth year of the district 90% Math Goal. That goal states “Ninety percent of Kearsley Community Schools students will master course content expectations for Algebra 1 by the end of ninth grade.” To help address this goal, teams of teachers have been meeting to identify major areas of focus, to create a new scope and sequence for curriculum aligned to the Michigan State Standards, to develop and implement district grade-level assessments, to identify interventions for struggling students and to develop a calendar of instruction for each grade level.

**90% Math Goal  
Students Passing Algebra 1**

| <b>Course</b>              | <b>Total Students</b> | <b>Percent Passed</b> |
|----------------------------|-----------------------|-----------------------|
| <b>2013-2014</b>           |                       |                       |
| <b>Algebra 1 9th Grade</b> | 308                   | 72.5%                 |
| <b>Algebra 1 8th Grade</b> | 57                    | 89%                   |
|                            | 365                   | <b>75%</b>            |
| <b>2014-2015</b>           |                       |                       |
| <b>Algebra 1 9th Grade</b> | 263                   | 76%                   |
| <b>Algebra 1 8th Grade</b> | 55                    | 95%                   |
|                            | 318                   | <b>79%</b>            |

**Staff Development**

Ongoing staff development is an essential ingredient of effective schools. During the 2014-2015 school year Kearsley Community Schools continued to offer many opportunities for professional development. Varying formats were utilized, including staff meetings, after school meetings, and outside workshops or conferences. Teachers met in various configurations as well, including full staff, by grade level, by department/subject area, and by grade spans.

An important staff development component for teachers takes place during district level curriculum work. These sessions, led by district curriculum coordinators and curriculum specialists, offer the opportunity for staff to increase understanding of curriculum expectations within departments and/or grade levels, as well as the opportunity to collaborate on common activities and assessments for students within the same grade and/or course. Curriculum work continues to be a high priority during the 2014-2015 school year as the Michigan State Standards were integrated into curriculum documents and aligned assessments were developed.

The K-5 and 6-8 Literacy Coaches and the K-5 Math Coach worked with staff members and paraprofessionals modeling instructional strategies, assisting with

analyzing assessment data and providing support in identifying targeted strategies to meet individual student needs. The elementary and middle school focus continued to be on the Reader's Workshop format through lab classrooms and lesson study. The High School English department began an intensive exploration of Balanced Literacy and Instruction with a focus on reading and writing workshop. Math was also a target area for the elementary and middle school. Staff continues to work on alignment and pacing to meet Michigan State Content Standards and to support the district 90% math goal. Part of the curriculum / professional development work has been creating and refining assessments to measure skills in these areas. The high school staff continued collaboration to refine alignment of curriculum course expectations and common assessments. Refining assessments and standards-based grading will be a focus for the upcoming year.

Three full-day sessions and several hours in after school sessions for professional development were built into the school calendar. Various topics were studied at different levels, including the curricular topics already mentioned. K-12 staff utilized many of the half days to collaborate on the building school improvement plans. This included analyzing data, identifying areas of concern, and implementing the action plan to address those areas. Professional development in the area of interventions in reading and math occurred for staff with additional training anticipated.

District-wide training occurred on the topic of Bullying. District counselors led sessions on this topic with transportation and food service personnel. A district Positive Behavior Support Team continues to support follow-through within the buildings for staff and students. Each building renewed efforts to revise Positive Behavior Support plans for the current needs of staff and students.

Kearsley joined neighboring districts (Davison, Kearsley, Clio, Lakeville, Atherton) to offer a variety of professional development experiences to teaching staff during the summer of 2015. Topics include assessment, technology, math instruction, close and critical reading, flipped classrooms, standards referenced grading, brain based learning, and much more. This consortium model allows the offering of multiple professional development experiences in a coordinated and cost-efficient manner.

Training for non-certified staff also occurred. Bullying awareness and conflict resolution training was held for all monitors, aides and bus drivers. Technology employees were trained in Synergy, Smart Board technology, Data Wise, and STAR technology initiatives.

The format and content of these professional development sessions allow for teachers across grades and subject areas opportunities to continue to build skills and stay current with tools and strategies to support district initiatives and to better meet the varying needs of our students.

## ***State Assessments***

During the 2014-15 school year, Michigan rolled out a new assessment program called M-STEP (Michigan Student Test of Educational Progress). The Spring 2016 M-STEP is a 21<sup>st</sup> Century test given primarily online each spring and is designed to gauge how well students are mastering state standards. These standards, developed *for* educators *by* educators, broadly outline what students should know and be able to do, by subject and grade level—and ultimately how ready they are to enter the workplace, career education training and college.

M-STEP is a summative assessment and is administered to students in the following grades and subjects: English language arts and mathematics is assessed in grades 3–8; science in grades 4, 7 and 11; and social studies in grades 5, 8 and 11.

The Michigan Merit Examination (MME) is the general assessment for students in grade 11. The MME includes: A free ACT with Essay which serves as both a college entrance exam and the M-STEP English language arts and mathematics assessments; M-STEP science and M-STEP social studies components; and, the ACT WorkKeys.

M-STEP provides an important snapshot of student progress at a state, district, and building level. M-STEP results when combined with classroom work, report cards, local district assessments and other tools, offer a comprehensive view of student progress and achievement.

## ***Curriculum Development***

Michigan defines “core curriculum” as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the Michigan Education Assessment Program (MEAP). Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, foreign language, physical education, and technology.

Curriculum writing is an ongoing process. The continuing development of curriculum is based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the Kearsley Curriculum Council (KCC) process to organize curriculum efforts and to provide communication across grade levels, buildings and departments.

Curriculum committees have been established for each content area. Each committee studies current issues, reviews and updates district curriculum, and examines materials (current and new) needed to deliver this curriculum. After

implementation of curriculum and materials, committees monitor progress and make adjustments before beginning the KCC cycle again.

Core committees are revisiting developed curriculums to ensure alignment with the new Michigan State Curriculum Standards. In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the Kearsley Curriculum committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at 810-591-7618 or [ayorks@kearsleyschools.org](mailto:ayorks@kearsleyschools.org).

### ***Language Arts Curriculum***

An aligned language arts program has been implemented in grades K-12. Reading curriculum and instruction focuses on the development of reading skills and strategies as well as the ability to analyze, evaluate, and respond to literature. Students work with a variety of text materials, developing the tools necessary to access and create meaning from both narrative (story) and expository (informational) selections. Emphasis has been placed on being strategic readers, learning how to navigate different text formats and genres. The writing process is also a key focus of the language arts program, as well as writing for different purposes and audiences. Attention continues to be given to the importance of writing within all content areas.

During the 2014-2015 school year, teams of teachers in grade K-8 continued to work on aligning the curriculum and materials with Michigan K-12 Standards. The Michigan K-12 Standards guide the focus of district study of story types/genres, writing forms, and grammar elements among other language arts components. State assessments also guide curriculum and instruction, with reading assessments of narrative and informational text. The MAISA (Michigan Association of Intermediate School Administrators) Language Arts materials have been adopted by the Kearsley district in grades K-8. Curriculum work focuses on unpacking the lessons, pacing the units of student, and developing common assessments. Emphasis continues on both reading and writing conferring to target student skill development. All grade levels continue to look at common assessments to gather data to inform curriculum and instruction.

Kearsley Community School District teachers in grades K-8 continue to implement reading workshops in their classrooms. This method of instruction allows for students to receive instruction and select books at their own level. During the 2014-2015, teachers continued to participate in Lab Classroom professional learning. This lesson study format allowed teachers to visit model classrooms within the district with a focus on reading workshop. Teachers then debriefed and made plans for implementation in their own classrooms.

Teachers in grades K-5 continue to develop a deeper understanding of the Developmental Reading Assessment (DRA2) and its impact on instruction. This assessment gives important reading data across classrooms, buildings and grade levels. More importantly, the assessment guides reading instruction as teachers are able to target small group reading lessons based upon information gathered through the DRA2.

During the 2014-2015 school year, teachers continued to implement the Words Their Way program in grades K-5. This program helps students to understand how words work from letter recognition and phonics to spelling patterns, affixes, and word origins. Students are assessed within the program, and small, flexible instructional groups are formed based on individual student abilities and challenges. This program develops skills and understanding in both reading and writing.

This year, ninth grade English teachers began to implement the reading workshop approach in their classrooms with an emphasis on student self-selected independent reading and conferring. Building student reading strategies was also an important focus this year for the high school English department. A student's ability to think critically and make meaning from varied text is a key to success, not only in language arts, but also across the core curriculum areas. Honors and AP classes will also be revisited in the coming year.

### ***Science Curriculum***

Curriculum is aligned to the State Content Expectations for grades K-12. Further curriculum revision continues to be needed as we await the approval of the Next Generation Science Standards by the Michigan Board of Education. The K-8 M-STEP assessment was administered for the first time in the spring of 2015, with science assessed at grades five, eight and eleven. Science teachers have made many adjustments to curriculum and instruction in order to meet the expectations established by the No Child Left Behind federal legislation and State requirements.

In 2014-2015, representation from all science levels participated in county efforts to develop awareness of the Next Generation Science Standards and the related Science and Engineering Practices. These tools were developed in a multi-state effort and are under consideration for adoption by the State of Michigan to replace the existing GLCE's and HSCE's. All grade levels are reviewing Next Generation documents as well as awareness and implementation timelines that will be put into place pending State adoption as well as proposed state assessment adjustments. The focus this year is on the science and engineering practices including inquiry and modeling. Beginning this transition and expanding Science Literacy efforts are expected to be the major areas of focus for the Kearsley Science Department K-12 in 2015-2016 and in upcoming years as State curriculum and assessment expectations undergo major revisions.

At the high school level, teachers continued the successful implementation of curriculum materials to meet the district's three-year science requirement. A Michigan high school student is required to take biology; physics or chemistry; and

a third science course (Chemistry). Content expectations (HSCE's) have been provided by the State for each of these courses. Teachers continue to analyze curriculum, materials, and instruction in response to state graduation requirements. We have also worked to update common assessments for each of the required courses, aligning the exams to the HSCE's.

All grade levels K-12 continued to examine the Core Curriculum Literacy Standards for Science during the 2014-2015 school year.

### ***Math Curriculum***

A new K-5 Math Coach/Curriculum Specialist was hired in the fall of 2014. The K-5 Math Coach will model, coach and instruct in best practice instructional methods to improve student math proficiency. A major focus of our mathematics curriculum work during the 2014-2015 school year was the continuation of efforts to revise and align the math curriculum and assessments with the Michigan State Content Standards. Teachers continue to implement the Georgia math units in grades K-5. Professional development continues to focus on numeracy, number sense and the math workshop model. The implementation of these new standards and the 8 mathematical practices will continue to be the focus during the 2015-2016 school year.

As a district, math data was analyzed in an effort to determine how to best support students in math. Intervention programs have been implemented to address the needs of our most struggling learners. More professional development will be provided next year to support staff in the continued implementation of math workshop and workstations, new math units of study, common math assessments, and tiered math interventions. In addition, students will be provided seventy minutes of math instruction and intervention or enrichment throughout the school day.

The high school has fully implemented a series of mathematics textbooks from Glencoe Publishing. The titles of these programs are Algebra: Concepts and Applications, Algebra 1, Geometry: Concepts and Applications, Geometry, Algebra 2, and Advanced Mathematical Concepts: Precalculus with Applications. This range of materials was chosen to better meet the learning needs and goals of our diverse Kearsley High School students. Eighth grade and high school Algebra I teachers continued to develop common assessments and curriculum materials for use at the middle school and high school. Teachers of Applied Geometry, Algebra 2, Algebra 2a and 2b worked to unpack the Core Curriculum State Standards and revise the existing curriculum documents to better align with the new standards.

Teachers shared resources and assessments and discussed pacing issues. A focus on integrating more real world and application problems in the classroom was a topic of discussion during department meetings and will continue to be addressed in the upcoming school year. All core math courses and applied math courses in grades 9, 10, and 11 have been aligned to the Michigan Content Standards.

Common exams have also been aligned to the standards and are assessed using Illuminate.

In response to the increased graduation requirements by the State of Michigan, Kearsley Schools has implemented a 90% mathematics goal. That goal states, "Ninety percent of Kearsley Community Schools students will master course content expectations for Algebra 1 by the end of ninth grade." To help address this goal teams of teachers have been meeting to identify major areas of focus, a scope and sequence for curriculum, a calendar of instruction for each grade level, and assessments for each major area of focus. This project will continue during the 2015-2016 school year as we monitor our progress toward preparing our students to be successful in Algebra 1.

### ***Social Studies Curriculum***

Social Studies curriculum development at all levels K-12 continues to be focused on the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content Expectations) and their impact on curriculum and instructional alignment. Focus this year was placed on understanding the Literacy Standards and the impact on classroom instruction. The Michigan Citizenship Consortium Curriculum has been used as a framework for curriculum at Kearsley. This framework allows for an aligned curriculum K-11 in social studies with each year building a foundation for students for the next year.

During the 2014-15 school year, the instructional units and supplementary materials continued to be implemented in grades K-7 and used as a framework for 8<sup>th</sup> grade US history, 9<sup>th</sup> grade US History and Geography, 10<sup>th</sup> grade World History and Geography, and 11<sup>th</sup> grade Civics and Government and Economics.

At the high school, common exams have been created for US History and Geography, World History and Geography, Civics and Government, and Economics. Courses have been aligned with the High School Content Expectations. A new AP World History course was implemented during the 2014-2015. The student text, Ways of the World by Strayer was purchased for the course. Plans to update AP Government and AP Economics will occur during the 2015-2016 school year for implementation in the 2016-2017 school year.

### ***Non-Core Curriculum***

Students are fortunate at Kearsley to be offered a variety of opportunities outside of core academic content. Kearsley World Language teachers have revised district curriculums to balance the focus between written and spoken communication within a language other than English, listening and reading comprehension within the target language, and understanding of cultural elements related to these languages and the countries/regions that speak them. Focus has been on creating meaningful contexts for developing and using these student skills to prepare students for real-world application.

In recent years, Michigan world language requirements were adopted requiring that *all* students successfully complete two years of study in a selected world language, demonstrating proficiency at the “novice-high” range. This has been a curriculum and instructional transition for Kearsley. World languages have consistently been offered as elective courses, though changes have now been made to the expectations and course progressions in Spanish and French focusing on the new State performance targets and the broader student participation. Assessments have also been revised to meet these guidelines. Spanish and French has also been offered as an elective for eighth grade students. High school credit is granted to students who successfully complete the World Language course in eighth grade.

Teachers of Career Technical Education continued work on aligning curriculum and materials to meet the course content expectations identified for Michigan students and to avoid duplication from grade to grade. CTE courses at Kearsley High School are aligned to the State Content Expectations. Work to align segments in each of the courses including BMA, Marketing, Drafting, and Accounting has been completed. Text materials are reviewed and purchased on a five-year cycle.

We are proud of the efforts of all staff at Kearsley to focus on student learning and success. Together we can make a difference.

Sincerely,  
Patti Yorks  
Superintendent, Kearsley Community Schools