

# Kenbrook Elementary School

32130 Bonnet Hill Road • Farmington Hills, Michigan 48334 • 248.489.3711

## 2007-2008 Annual Report

### Principal:

Margaret McKinley

### About Our School

Kenbrook Elementary School serves 419 students (206 females, 213 males) in grades K-5. There are 27 professional teaching staff members and appropriate staff to meet special needs.

### School Mission Statement

The Kenbrook community will provide a safe environment in which all members become reflective problem solvers and lifelong learners while developing pride in themselves and respect for each other, now and in the future.

### Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2007-2008 98.3 %

2006-2007 100 %

Females 99.02 %; Males 97.6 %

### Graduate Profile

Graduates will be:

- Collaborative Team Members
- Effective Communicators
- Healthy Individuals
- Knowledgeable Thinkers
- Lifelong Learners
- Quality Producers
- Responsible Citizens
- Thoughtful Problem Solvers

### Education YES!

Adequate Yearly Progress Status (AYP)

2007-2008 Met AYP

2006-2007 Did not meet AYP

Composite Grade

2007-2008 A

2006-2007 B

### Kenbrook School Improvement Goals

- All students will improve in their ability to critically read and comprehend a variety of printed materials across the curriculum.
- All students will improve in written expression across the curriculum.
- All students will improve in mathematical skills and problem solving across the curriculum.

### Progress on School Improvement Goals

#### Reading

Staff continued our literacy training in Guided Reading Groups and essential components of Reader's Workshop. Through grade level discussions and staff meetings, we continued to learn about and implement individual student conferencing skills. At after school trainings, staff met to continue learning reading strategies such as: book dialogues, strategies for retelling, summarizing and comparing text. Additional review of assessment data helped staff focus on developing school-wide interventions through SMART goals and plans. Grade level professional dialogue focused on using reading data to determine individual and group reading interventions.

#### Writing

Using student rubrics to assess writing, staff aligned assessments with the writing curriculum expectations. Staff also were involved in training in the "Small Moments" method and book discussions about the Lucy Caulkins book- Firsthand: Units of Primary Study. Writing prompts given school-wide produced student anchor papers to use as samples for assessing student writing. As writing data was analyzed, we determined that school wide writing prompts would support students' ability to respond to text in many curriculum applications. A "Conferring Group" of staff members met monthly to share strategies and support ideas for helping teachers become more effective at having individual learning conferences with students.

#### Math

Staff continued to implement mathematical problem solving strategies using Math Pentathlon Games and Grade Level Investigations. Math differentiation strategies for all students supported our struggling students, as well as our talented math students. Math computational skills continued to be a focus on math instruction and practice at each grade level as staff reviewed data and determined appropriate interventions. Students had the opportunity to apply mathematical skills by competing in Math Olympiad and Math Pentathlon tournaments.

### District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the state standards and content expectations. Standardized tests are used to compare student performance against state (Michigan Educational Assessment Program and Michigan Merit Exam) and national (ACT Series) results. In addition to standardized tests, end of grade/term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes.

## Michigan Educational Assessment Program (MEAP)

MEAP scores shown below represent the percent of students that met or exceeded the state standard.

	Ken. 07-08	State 07-08	Ken. 06-07
<b>Grade 3</b>			
<b>Math</b> (F 95; M 100)	97	90	95
<b>ELA Composite</b> (F 98; M 90)	94	81	91
<b>Grade 4</b>			
<b>Math</b> (F 91; M 94)	93	86	98
<b>ELA Composite</b> (F 88; M 81)	84	76	90
<b>Grade 5</b>			
<b>ELA Composite</b> (F 92; M 82)	87	78	96
<b>Science</b> (F 90; M 93)	92	82	89
<b>Math</b> (F 93; M 91)	92	74	86

## Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School
- Farmington Central High School
- Farmington Community School – Adult Education Program
- Oakland Technical Center
- Visions Unlimited

## Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District.

2006 - 2007	87.13
2005 - 2006	87.74

## Elementary School Curriculum Development

Curriculum maps (K-12) continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each elementary grade level, K-5. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Elementary science and social studies Michigan Grade Level Content Expectations were revised this spring at the State level. The process of curriculum adjustment and mapping has begun in these areas. Research-based strategies are incorporated into the maps as learning and teaching tools. Reader and writer's workshop continues to be a district direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card was developed and utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

## National Education Legislation

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This law represents the President's education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Education YES! Accreditation System to meet the needs of all our learners.

## School Accreditation at Kenbrook Elementary School

Farmington Public Schools is engaged in a variety of activities relative to school accreditation. All elementary, middle and high schools are accredited by the North Central Association Commission on Accreditation and School Improvement. Alameda and Farmington Community School Early Childhood Programs are accredited by the National Association for the Education of Young Children. Based on the successful completion of a five-year improvement process, which demonstrated gains in student achievement, Kenbrook Elementary School has finished the NCA Performance Accreditation five year cycle. The final year of NCA focused on documenting the school improvement process at the end of the five year cycle. This year's school improvement process will focus on NCA district accreditation and state required building school improvement plans.

In 2002, the Michigan Board of Education approved a new state accreditation system after receiving input from diverse audiences across the state, including educators, parents, business and labor. Under Education YES! (Yardstick for Excellent Schools), schools will receive grades of A, B, C, D-Alert, or Unaccredited. The system takes multiple measures into account when grading schools. These factors include MEAP (elementary and middle school) and MME (high school) achievement data and school performance indicators. MEAP and MME data are used for achievement status and achievement change scores and make up two-thirds of the Ed YES! Report Card grade. The other one-third of the grade comes from the Indicators of School Performance which are reported out by strand and include; Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management.

## Points of Pride

1. Kenbrook first grade teacher, Kathy Olenczuk, was honored as Farmington's Elementary School Teacher of the Year. She also was honored as Oakland County Elementary Teacher of the Year. Kenbrook now has three teachers who have been recognized as Teacher of the Year. We are proud of all professional staff, who continue to participate in many after-school workshops and training opportunities that support professional learning. We are lifelong learners as we have researched practices based on proven strategies, best practice literacy techniques, and improving those processes and programs currently used throughout our school.
2. Kenbrook Elementary School has a program we call Community Circles. We were recognized by the *Oakland Press* as having one of the top 10 educational programs in Oakland County for the Oakland Press Excellence in Education award. Based on several educational programs that help build a strong community of learners, our program involves students in first through fifth grades who become a "Circle" for the entire time they attend Kenbrook. Fifth graders take on leadership roles as they help support younger students in building successful social and academic behaviors. Younger students learn to become a part of a learning community where their voices are important and valued—and where they feel connected to students in different classrooms and in different grade levels. This year we worked on "Bullying" curriculum at our Community Circles and have found that we have been able to address many strategies that support positive student behaviors as a result of these Community Circles.
3. Kenbrook completed the last year of our NCA cycle with a final report. We made some impressive gains in the goal areas, and were able to describe a variety of research-based practices that support the success of our students. One very exciting outcome of our involvement with the NCA process was the increased professional dialog between colleagues on educational issues. From these dialogs staff members have taken on leadership roles in informal staff development opportunities (ex. Conferring Group to support skills in literacy conferencing with students; Videotaping of literacy mini-lessons for discussion and dialog).
4. Kenbrook test scores and assessments remain consistently high, especially in our school improvement goal areas. As we review data, we take a proactive stance in addressing the academic, emotional and behavioral needs in students. We develop SMART goals that reflect the data trends of students and address needs through carefully designed interventions. Our intervention model supports students in school-wide, grade level, classroom, and individual methods.

## Challenges We Face

1. We expect to continue our improvement in our students' abilities to build schema for understanding text; make connections while reading; and compare/contrast text. As we improve our conferring skills with students, we will be able to better assess student thinking. This, in turn, will help guide our assessment of their growth and progress and will enable us to tailor instructional practices and resources more individually to ensure even greater literacy success. Future plans include:
  - Alignment of reading Grade Level Content Expectations and assessments
  - Updated pacing guide
  - Ongoing dialog for staff training in specific reading strategies
  - Continual monitoring of demographic data trends for review and response
2. Writing continues to be our greatest academic challenge, specifically the students' ability to generate relevant details on a specific topic. Writing is typically the most challenging developmentally for primary-aged students. Additionally we find that it is the one area most affected by summer regression, so each fall we find ourselves spending large amounts of time and effort reviewing and remediating. We expect to continue our improvement in our students' ability to use their ideas, sentence fluency and organization of writing across the curriculum. As we improve our conferring skills with students, we will be able to better assess how students think in writing. This, in turn, will help guide our assessment of their growth and progress and will enable us to more individually tailor instructional practices and resources to ensure even greater writing success.

We will continue to focus our efforts to improve students' writing. Future plans include:

  - Strategize interventions to address summer regression in writing
  - Continued staff development on Writers' Workshop and Caulkins units of study
  - Continued development and refinement of common language and practices
  - Continued collection of anchor papers and student samples to use instructionally and to assess growth and progress in writing
3. Kenbrook continues to view the larger class sizes as a challenge for teachers and students. With the growing diversity of our students' abilities and needs, it becomes increasingly difficult to respond to the unique needs of students in classrooms with large class sizes. Additionally, the academic demands of the No Child Left Behind Act challenge us to individually assure mastery of grade level content for each child, which is difficult to do with larger class sizes.