



February 06, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for Southeast Kelloggsville Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. Please take time to explore the data, if you have any questions about the AER, please contact Jeremy Palmitier, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.kvilleps.org/about-us/aer/> or you may review a copy from the office at your child's school.

For the 2021-22 year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Southeast Kelloggsville was not identified by any of the above classifications.

As a school, we have several challenging issues that need to be considered when developing a school improvement plan:

Southeast Kelloggsville has a large number of students that qualify for free/reduced lunch, which is a traditional indicator that students may lack the necessary support structures in the home environment. Coupling the lack of support with those that have been exposed to trauma, a significant impact on the ability to learn is created. The district provides intervention services to address students below grade-level. We are also attempting to improve Tier I instruction in the classroom by updating curricular materials to provide teachers with the resources needed in the classroom. This year the focus was within the area of Language Arts with the purchase of a researched based reading program called Bookworms. In addition, all K-2 students are scheduled in an intervention time daily and the delivery varies per grade but

includes targeted small group instruction with students of similar abilities. Each year, we analyze data and look for ways to improve both classroom instruction and intervention programs. Intervention groups are also established based on fall NWEA scores in the Math content area. Students are afforded the opportunity to join Math Tutoring sessions outside traditional school hours based on assessment data.

Our student population is very diverse with approximately 34% of our students coming from homes where English is not the spoken language. As a result, we provide additional support for these students with EL teachers in each building. In addition, approximately 10% of staff have received their EL endorsement through a local university. Once again, we analyze data on a yearly basis to determine the effectiveness of our EL instruction. According to the local ISD we do need to increase the number of EL instructors in the building.

Additional social and emotional support to assist students and their families, including a new Social Emotional Course that is taught weekly to all students with the assistance of our newly hired counselor. Students are assigned to a specific time each day to engage in social interactions and learn how to identify and apply social skills (K-2=SOAR). Additionally, students complete a universal screener developed by KPS both in the Fall of 2022 and again in the Spring of 2023. This screener helps to identify student areas of need pertaining to social and emotional growth. SEL learning time is set aside on a weekly basis to engage in lessons from the Second Step programming.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our 3-5 year school improvement plan, a brief description of each of our district's specialized schools, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

Process for Pupil Assignment to School

Kelloggsville Board of Education Policy #5120 states that “the assignment of students to schools within this District (will) be consistent with the best interests of students and the best use of resources of this District.” Embedded in this statement are the following values: efficiency, equity, and customer service. With those values in mind, placement within grade level schools is the primary focus at the elementary level.

Students are assigned to Southeast/West based on their address location. With our Schools of Choice students, Division Avenue is used as a reference point. Students coming from districts to the east of Division are generally assigned to Southeast and those to the west are generally assigned to West Elementary. However, there may be instances where students may be assigned to a building to balance class sizes in both buildings. In the fall of 2021, the district opened a new elementary building, Central Kelloggsville Elementary. This building contains all 3rd – 5th grade students. The current Southeast and West Elementary buildings both contain all of the district's Y5's – 2nd grade students.

At all academic levels, the Board and Superintendent shall annually review and recommend changes as may be justified by:

- 1.) Considerations of safe student transportation and travel;
- 2.) Convenience of access to schools;
- 3.) Financial and administrative efficiency;
- 4.) The need to maintain racial or ethnic balance;
- 5.) The effectiveness of the instructional program;
- 6.) A wholesome and educational sound balance of student populations.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin. The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school. In addition, the district will allow nonresident students to enroll through a Schools of Choice program and will not discriminate on the basis as described in Board of Education Policy #5113.

Status of 3-5 Year School Improvement Plan

Our School Improvement Plan consists of improving student achievement in math and reading, as well as addressing the social and emotional well-being of our students. It is difficult to determine the progress of our goals due to the limited achievement data due to the pandemic. We have added staff in each goal area to assist in our improvement.

Southeast Kelloggsville Elementary Goals and Activities 2022-23

Reading Goal: 60% of all K02 students that attend Southeast will meet or exceed their projected growth on the Reading NWEA assessment for Fall 2022 to Spring 2023. (Currently at 47%)

Math Goal: 50% of all K-2 students that attend Southeast will meet or exceed their projected growth on the Math NWEA assessment for Fall 2022 to Spring 2023. (Currently at 34%)

Whole Child Goal (SEL): All K-2 students at Southeast will increase their score on the universal screener on Social Emotional Learning from Fall 2022 to Spring 2023.

Please click to view more information and details associated with the building's school improvement plan and activities implemented to reach those goals: <https://www.kvilleps.org/>

Specialized School

Students with disabilities are provided a full continuum of services in the least restrictive environment as determined by an Individualized Educational Planning Committee. Most students receive their instruction within the Kelloggsville Public School system however, if a specialized program is deemed appropriate, programs are available throughout the county. In addition, Kelloggsville's 54th Street Academy provides a program which allows students in grades 9-12 the opportunity to earn additional or needed credits towards a high school diploma with a blended/digital learning environment. Kelloggsville Virtual School was created during the pandemic and opened in the fall of 2021 for students in grades K-12. This program provides a virtual and flexible learning option using a challenging curriculum and is taught by local certified Kelloggsville teachers.

Core Curriculum

The state academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. They are used as a framework for curriculum development and provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards.

You will find information on the State's academic standards adopted by the State Board of Education at the link listed below. The curriculum adopted by the State Board of Education continues to meet and exceed the requirements in accordance with Public Act 25. All teachers are expected to follow these curriculums and school principals monitor implementation by classroom observations that take place throughout the school year. Further details about the district's core curriculum is posted on our school website:

<https://www.kvilleps.org/about-us/curriculum--assessment/>

Student Achievement

Southeast Kelloggsville Elementary provides standardized testing programs to support the learning of all students, as well as instructional improvements.

The district used NWEA Benchmark Assessment to measure growth on a yearly basis. Below, you will find Spring 2021 Data:

	Lo	Lo-Avg.	Avg.	Hi-Avg.	Hi
Grade/Subject	< 21%ile	21-40%ile	41-60 %ile	61-80%ile	>80%ile

K-Math	19%	22%	19%	18%	22%
K-Reading	24%	21%	14%	12%	28%
1st- Math	22%	28%	21%	21%	8%
1st- Reading	19%	26%	28%	13%	15%
2nd- Math	39%	32%	14%	10%	5%
2nd- Reading	36%	19%	20%	11%	13%
3rd- Math	45%	20%	13%	17%	5%
3rd- Reading	27%	25%	20%	17%	11%

The district used NWEA Benchmark Assessment to measure growth on a yearly basis. Below, you will find Spring 2022 Data:

	Lo	Lo-Avg.	Avg.	Hi-Avg.	Hi
Grade/Subject	< 21%ile	21-40%ile	41-60 %ile	61-80%ile	>80%ile
K-Math	20%	23%	26%	18%	14%
K-Reading	21%	32%	29%	9%	9%
1st- Math	32%	25%	20%	15%	8%
1st- Reading	30%	37%	8%	14%	11%
2nd- Math	32%	25%	25%	9%	8%

2nd- Reading	40%	16%	18%	141%	14%
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For detailed assessment information for all students please visit <https://bit.ly/36eX4IZ>

Parent-Teacher Conference Participation Rates

Parent/guardian attendance at parent-teacher conferences is a crucial component in student success. The following number/percent of parents participated in parent-teacher conferences for 2020-21 and 2021-22:

2020-21

No 2020 Fall Conferences were held due to the pandemic.

2021 Spring Conference attendance rates = 94%

2021-22

2021 Fall Conference attendance rates = **100%**: **74%** In Person **26%** Virtual

2022 Spring Conference attendance rates = **96%**: **58%** In Person **38%** Virtual **4%** Not reached

Kelloggsville Public Schools is a diverse educational community that fosters personal growth through individualized student attention, a uniquely inclusive culture, and a highly committed and caring staff. We will embrace and model a community that values diversity, learning, caring and respect and all students will become productive citizens equipped with a global perspective and the skills to meet their full potential. We thank you for being an important part of our school family and community. Your ongoing support and role in the success of Southeast Kelloggsville is appreciated.

Sincerely,

Jeremy Palmitier

Jeremy Palmitier, Principal

Southeast Kelloggsville Elementary