

February 4th, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Kelloggsville Public Schools. The AER addresses the complex reporting information required by federal and state laws. Our staff is available to help you understand this information. Please contact Jeffrey Owen, Assistant Superintendent of Curriculum & Instruction should you have questions.

The AER is available for you to review electronically by visiting <u>the AER website</u>. Each school will also be communicating their own AER to parents directly. These reports contain the following information.

## **Student Assessment Data**

Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.

Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

## **School Accountability Data**

Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales.

Reports school identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support.

## **Educator Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders.
- Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

# NAEP Date (National Assessment of Educational Progress)

Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

# **Civil Rights Data**

Provides information on the school quality, climate and safety.

Review the table below listing our schools. For the 2023-24 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 2022-23. 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
West Elementary	No Label	There has been a focus of improving Tier I instruction in both reading and math. Staff have received extensive training in how to effectively implement the curriculum in each of these core areas. For students below grade level, there are interventions that take place during the school day, or in after-school tutoring and summer school programs. West also has a high level of EL students. To address the needs of these students, new curricular resources have been purchased and used during the 23-24 school year. We also realize that in order for students to excel in the classroom, their social and emotional health must also be addressed. To accomplish this goal, there is a full time Counselor and Mental Health Clinician available to assist when needed. In addition, students receive regular SEL instruction through the Second Step Program. The building is also using the PBIS model to reduce disciplinary referrals as well as to recognize students making good choices.
Southeast	No Label	There has been a focus of improving Tier I instruction in both

Elementary		reading and math. Staff have received extensive training in how to effectively implement the curriculum in each of these core areas. For students below grade level, there are interventions that take place during the school day, or in after-school tutoring and summer school programs. Southeast also has a high number of EL students. To address the needs of these students, new curricular resources have been purchased and used during the 23-24 school year. We also realize that in order for students to excel in the classroom, their social and emotional health must also be addressed. To accomplish this goal, there is a full time Counselor and Mental Health Clinician available to assist when needed. In addition, students receive regular SEL instruction through the Second Step Program. The building is also using the PBIS model to reduce disciplinary referrals as well as to recognize students making good choices.
Central Kelloggsville Elementary	No Label	There has been a focus of improving Tier I instruction in both reading and math. Staff have received extensive training in how to effectively implement the curriculum in each of these core areas. For students below grade level, there are interventions that take place during the school day, or in after-school tutoring and summer school programs. Southeast also has a high number of EL students. To address the needs of these students, new curricular resources have been purchased and used during the 23-24 school year. We also realize that in order for students to excel in the classroom, their social and emotional health must also be addressed. To accomplish this goal, there is a full time Counselor and Mental Health Clinician available to assist when needed. In addition, students receive regular SEL instruction through the Second Step Program. The building is also using the PBIS model to reduce disciplinary referrals as well as to recognize students making good choices.
Kelloggsville Middle School	No Label	Staff have focused on improving student achievement in the areas of science, math, and reading. Student data from common assessments, PSAT and M-Step scores are analyzed in the four core areas and NWEA scores are analyzed in reading, math, and science. M-Step content areas show that KMS is under MDE proficiency targets in many areas. School Improvement goals have been set that focus on achieving

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		increases in those areas. With a 100% free/reduced student population and 35% coming from homes where English is not the posten language, additional supports have been provided and are in place to ensure that students are successful. Academic/PRIDE time has also been added during the school day to help with academic achievement along with social emotional learning to increase building positive relationships. Staff are also receiving professional development in the areas of Diversity, Equity and Inclusion. Social and Emotional Learning is a key component with the Second Step program being implemented with fidelity as well as counselors providing necessary support to students in both individual and small group formats. Restorative Practices are being implemented on a regular basis through a highly trained clinical from the Dispute Center of West Michigan. The building is also using the PBIS model to reduce disciplinary referrals as well as to recognize students making good choices.
Kelloggsville High School	ATS	Kelloggsville High School was identified as an Additional Targeted Support (ATS) school. The EL student sub-group's overall index was in the lowest 5% of all schools in the state. In addition, the Black/African American student subgroup was in the bottom 25% of all applicable components. KHS is currently working to develop and complete a needs assessment, working with a liaison from the MDE. In addition, an improvement plan to address improving student outcomes by making systemic changes for each subgroup of students that was the subject of the ATS identification will also be developed. In addition, SMART Goals in Reading, Math, and SEL have been set and staff are working to implement them with fidelity and additional support for students needing intensive remediation are in place. Staff at KHS are consistently researching and implementing ways to improve student achievement through a variety of objectives and goals put into place by the School Improvement team. Staff are receiving specific professional development to help at-risk students and ELL Students master content at the appropriate grade level. SEL components are also in place to improve the overall climate of the building.
54th St.	No Label	There is a greater differential in direct instruction allowing for
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Academy		students to find the right fit for their learning styles at a greater rate. Class sizes were also reduced in the process allowing more students access to direct instruction. Blended learning still occurs in certain areas of the learning process and students that have gained more awareness in their self- guided instruction are reaping the benefits. Challenges still exist for students new to the program, as they have in the past. PBIS initiatives have proven to create a positive school climate as students earn rewards for showing PRIDE. Students that have more than one full year in the program have seen the most success and this continues to be the pattern. Greater support outside the building shows turn- around and, ultimately, achievement at a higher rate. Many of the students here have also been exposed to trauma, which has an impact on their ability to learn. In support, staff are also receiving professional development in the areas of Diversity, Equity and Inclusion and social/emotional support.
Kelloggsville Virtual School (KVS)	No Label	KVS provides a flexible learning option for students in grades 6-12, using a challenging curriculum taught by district teachers. Students may apply for various options including virtual platforms, live-taught core lessons and an opportunity to come in person for help during the afternoons. After the past two years, staff have evaluated test results from baseline data and are consistently researching and implementing ways to improve student achievement. School Improvement Goals focus on achieving increases in reading and math. To support this, in- person intervention hours have been implemented in all four core areas that fall below 70% in coursework. Staff receive professional development in Diversity, Equity and Inclusion and social/emotional support. In addition, athletics, band and extracurricular activities have been added. Note- this school was closed at the end of the 23-24 school year.

# **Student Achievement**

For detailed assessment information for all students, please visit the District AER webpage.

## Status of 3-5 Year School Improvement Plan

You can view more information and details associated with the school district and individual buildings' school improvement plan and activities implemented to reach those goals at the <u>District Improvement Plan on the Annual Notifications webpage</u>.

Our District 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. We have added staff to each goal area to assist in our improvement.

#### **Professional Development**

The district provides at least 30 hours of professional development to all teaching staff. The topics of professional development are based on building and district School Improvement plan which use available data to create goals, strategies and activities designed to improve student achievement at all levels.

#### **School Improvement**

Each building will create their own SI Plan that have the following goals:

- 1) Increase student achievement for all students, with a specific focus on our ELL students.
- 2) Decrease achievement gaps between subgroups.
- 3) Provide social, emotional and mental support for students.

## **Student Achievement**

Please check out our test results for the past two (2) years State Assessment Results 2023 and 2024. As you can see, scores were up in most subjects but we still have some work to do.

## **EL Focus**

To help achieve our goals, the district has done the following:

- 1) Maintained the number of EL FTE at all buildings.
- 2) Purchased additional curriculum materials for EL Teachers.
- 3) Through the Grow Your Own Grant, three additional teachers are now going through the Masters In TESOL Program through Western Michigan University. This makes a total of 20 staff going through this program.

## Social, Emotional and Mental Health

In addition to our DEI work, the district will continue to focus on using Restorative Practices at the building level as a way of helping students build relationship skills as well as reduce the number of out-of-school suspension days in some instances. We have many support staff that have already been trained with new staff to receive training in the near future. Four (4) Mental Health Clinicians have been hired to assist with providing support to our students that have the

greatest needs. The district will also continue to promote "be nice." initiative by asking staff to wear their apparel on Wednesdays. The goal of the program is to reduce the stigma often associated with mental health.

#### **New STEM and AP Courses**

The following programs and courses have been added to the district's curriculum:

- 1) AP US History, AP 10 Seminar, AP Language of Composition, & AP Spanish
- 2) Computer Science 6th, 7th, and 8th Grade, Computer Science High School, & AP Computer Science

## **District Mission**

Kelloggsville Public Schools will embrace and model a community that values diversity, earning, caring, and respect.

## **District Beliefs**

All staff and students will be valued, respected, and supported, provided with a safe and secure learning environment, held to high learning and behavior expectations, and guided to become self-directed, lifelong learners.

## **District Vision**

All students will become productive citizens equipped with a global perspective and skills to meet their full potential.

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 Kelloggsville Public Schools are appreciated.

Sincerely,

Jeff Owen

Jeff Owen, Assistant Superintendent of Curriculum & Instruction Kelloggsville Public Schools