

# 2008 - 2009 Annual Report

PATHWAY TO THE FUTURE



## Montabella Elementary

1456 E. North County Line Rd, Blanchard, Michigan 49310 [www.montabella.com](http://www.montabella.com)

### 08/09 Board of Education

Linda Binkley, President  
 Tim Eldred, Vice President  
 Emily Longnecker, Secretary  
 Bryan Smith, Treasurer  
 Jann LaPointe, Trustee  
 Chris Rasmussen, Trustee  
 Dennis Stratton, Trustee



### 08/09 Administration

Ron Farrell  
 Superintendent  
 Mark Higgins  
 Business Manager  
 Joie Rose  
 Bookkeeper  
 Shane Riley  
 Junior/Senior High  
 Principal  
 Shelly Millis  
 Elementary Principal  
 John Helinski  
 Athletic Director  
 Jacki Fredricks  
 Curriculum Coordinator /  
 Technology Trainer /  
 Special Education  
 Coordinator / State &  
 Federal Program Director  
 Katrina Gormley  
 Media Director  
 Billy Willis  
 Technology Administrator  
 Jackie Bartlett  
 Transportation Supervisor  
 Lauri Smith  
 Food Service Supervisor

### Montabella Elementary School Mission Statement

*Montabella Elementary assures all students the experiences necessary to learn and grow to meet the demands of today and tomorrow.*

### Montabella Community Schools District Learning Expectations

- ❖ **Effective problem solvers demonstrate the ability to:**
  - Clearly identify and understand the problem
  - Gather all needed information
  - Clearly define the essential characteristics of an acceptable solution
  - Consider existing solutions
  - Investigate ways to break the problem down into smaller problems
  - Explore other ways to view the problem
  - Review and evaluate alternative solutions
  - Plan a preferred solution
  - Test the planned solution
  - Implement the planned solution
  - Evaluate the results
  - Make adjustments as/when needed
  - Periodically review the performance as appropriate
- ❖ **Team workers**
  - Work cooperatively in a group
  - Monitor own behavior as a group member
  - Contribute as a leader and as a team member
  - Demonstrate appropriate interpersonal skills
  - Demonstrate consideration and tolerance for individual differences
  - Accommodate new ideas and compromises
- ❖ **Skilful communicators**
  - Demonstrate effective expression of ideas
  - Demonstrate active listening skills
  - Utilize verbal and nonverbal communication
  - Demonstrate an understanding of the barriers to communication
  - Demonstrate the expression of feelings in acceptable ways
- ❖ **Productive citizens**
  - Contribute time, energies, and talents
  - Improve the welfare of others in their diverse communities
  - Actively participate in the democratic process
  - Demonstrate a responsibility for the environment
- ❖ **Life-long learners**
  - Develop aesthetic appreciation
  - Demonstrate self-motivation
  - Exhibit productive work skills
  - Establish and prioritize goals
  - Monitor and evaluate progress
  - Accept responsibility for choices and actions

### Telephone Numbers

Central Office	989.427.5148	Food Service	989.427.3527
Junior/Senior High	989.427.5175	Bus Garage	989.427.5024
Elementary	989.427.5414	Maintenance/Technology	989.427.5653

Montabella Elementary provides many specialized services for students. Two Special Education Resource Rooms are housed at Montabella Elementary and provide services to those students who qualify. Speech and Language Therapy, Occupational Therapy, Physical Therapy, Hearing Impaired Consultant, Visually Impaired Consultant, and Otherwise Health Impaired Consultant services are offered on site to those students who qualify.

Vision screening is conducted for students in grades 1, 3 & 5 and hearing screenings are provided for students in grades 2 & 4. These screenings are provided by the Mid-Michigan District Health Department.

Three foster grandparents assist in the classrooms, offering special attention to students in need. Seven Title I paraprofessionals assist in grades Kindergarten through 4<sup>th</sup> grade in Reading and Math.



### **Student Family Activities**

- Fall Open House
- Fall PTO Fund Raiser
- PTO Sponsored Assemblies
- Fourth Grade Trip to CMU vocal performance
- Fifth Grade Trip to Grand Rapids Symphony
- Third Grade Trip to Children's Museum
- First Grade Trip to John Ball Park
- Carnival
- March is Reading Month
- Spring Grade Level Informances
- Fall & Spring Parent/Teacher Conferences
- Field Day
- Book Fair/s
- 4<sup>th</sup> – 6<sup>th</sup> grade Trip to Recess in Rose Arena
- Second Grade Trip to The Suesical
- Kindergarten Trip to Local Attractions
- Family Reading Night
- Mini Informational Nights by Counselor
- Community Speakers/Volunteers in the Classroom

### **Accreditation Status**

Montabella Elementary met Adequate Yearly Progress according to the State of Michigan requirements in the 2008/09 school year and the 2008/09 Education Yes! Report card grade is a B. Montabella Elementary is therefore not identified for school improvement under the No Child Left Behind Act.

All schools must report drop out rates however, elementary students are required by law to attend school, and therefore dropping out at this level is not an option.

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### Montabella Elementary Points of Pride

- Strong PTO financial support of programs
- Technology Lab
- Student Teacher Assistance Team
- School-wide Behavior Expectations
- Foster Grandparents
- Parent Workshop
- School Improvement Plan
- Gross Motor Room
- Instructional paraprofessionals in all Kindergarten classes
- LINKS program
- Implementation of Michigan Integrated Behavior Learning Support Initiative (MiBLSi)
- Implementation of collegial practices gained through Comprehensive School Reform
- Grade Level Informances

### School Improvement Plan

Montabella Elementary School Improvement Plan is designed to be a “living document” that will span three to five years. The focus of this school improvement plan for 2008-09 included the following goals and objectives:

Goal: All students will be proficient readers and writers

Objectives: 45% of all students will score proficient on the MEAP writing test; the gap between males and females will decrease to below 15% on the MEAP writing test; maintain MEAP reading scores

Summary of results:

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Objective: 45% proficient on MEAP writing	49% attained	<b>27% did not attain</b>	63% attained	77% attained
Objective: less than 15% gender gap	<b>Females = 61% Males = 35% Gap = 26% did not attain</b>	Females = 30% Males = 24% Gap = 6% attained	Females = 74% Males = 61% Gap = 13% attained	Females = 79% Males = 75% Gap = 4% attained
Objective: maintain MEAP reading scores	81% to 86% slight increase; attained	<b>82% to 71% drop; did not attain</b>	<b>85% to 81% slight drop; did not attain</b>	84% to 84% maintained; attained

Goal: All students will demonstrate understanding of concepts and application of mathematical skills

Objectives: 65% of students will score proficient at grade level (within 3 months) on STAR math (measured 3 times per year) and students' scores will increase by 10% on MEAP scoring in each of the following areas: Measurement, Problem Solving, Number operations

Summary of results

	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Objective: 65% within 3 months of grade level on STAR math	33 of 51 = 65% attained	37 of 55 = 67% attained	<b>34 of 66 = 52% did not attain</b>	<b>27 of 59 = 46% did not attain</b>	<b>40 of 71 = 56% did not attain</b>	<b>27 or 63 = 43% did not attain</b>

Data is not available to determine progress on achievement of 10% increase in measurement, problem solving and number operations.

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Goal: All students will demonstrate proficiency in the application of science knowledge and processes

Objective: Maintain the female population at 0% scoring at level 4 and decrease the male population scoring a level 4 to 0% on the science MEAP test

Summary of Results: 2008 5<sup>th</sup> grade male and female science level 4 = 0%. The goal was attained.

Goal: All students will demonstrate and apply knowledge of social studies concepts

Objective: For the 08-09 school year students will maintain or increase numbers of proficient scores on the Social Studies MEAP

RESULTS: 6<sup>th</sup> grade social studies MEAP proficiency went from 71% in 2007 to 81% in 2008. The goal was attained.

The School Improvement Plan addresses implementation steps based on data collected. In order to address these areas of school improvement more effectively, four committees were established – funding, MiBLSi, Parent/Community, and Curriculum. The committees were focused in different areas but had the same projected outcome, to help work toward these three major goals.

Goals and objectives for the 2009-10 school year include:

Goal: All students will demonstrate their ability to read and write effectively at their grade level

Objectives: 60% of the students will meet grade level benchmark expectations determined by DIBELS assessment; the gender gap will decrease from 19% to 10% in reading comprehension by the end of the school year; 75% of students scoring below a 3 will increase at least one level on the common assessment writing prompts as measured by MEAP-like rubric & 100% scoring a 3 or above will maintain a score of 3 or more on pre and post test results at each trimester

Goal: All students will demonstrate understanding of concepts and application of mathematical skills and show success in mathematics

Objective: 80% or more of all students will score partially proficient or proficient in all strands of the Math MEAP and of those not taking the MEAP 65% of students will score within 3 months of grade level on STAR Math by June 2010

Goal: All students will improve in science skills and content

Objectives: Male students will move from level 3 to levels 1 or 2 on the 2010 MEAP to close the gender gap; students will get at least one experience using scientific process at each grade level per trimester during the 2009-2010 school year

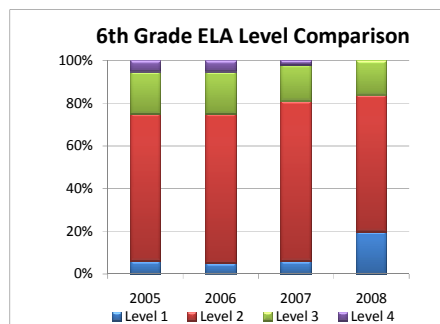
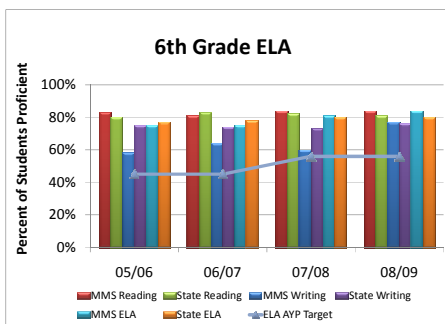
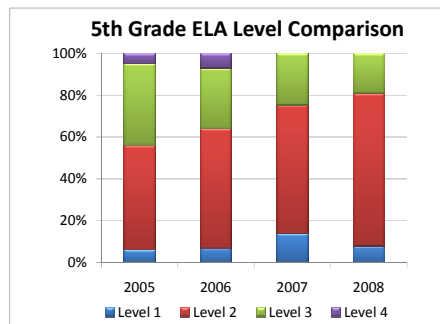
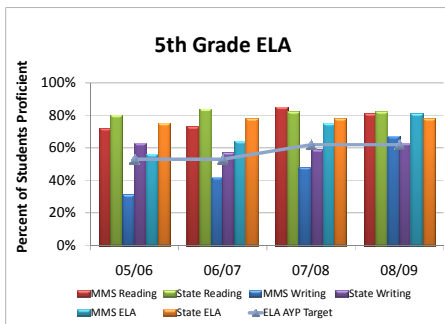
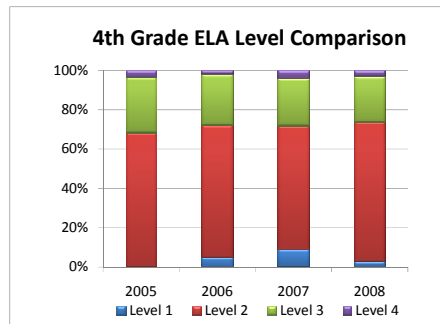
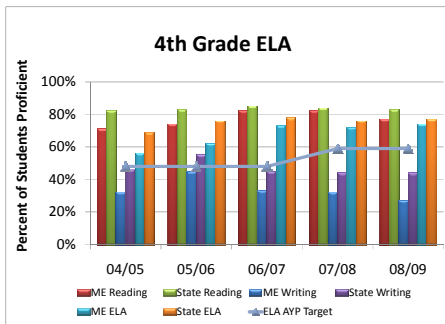
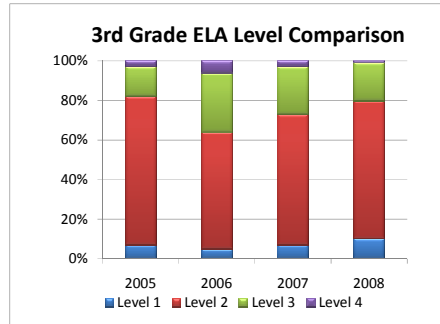
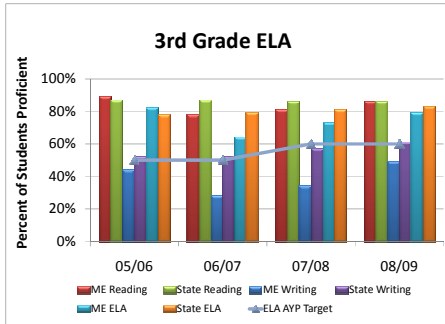
Goal: All students will demonstrate and apply knowledge of social studies concepts

Objective: For the 2009-2010 school year students will maintain or increase the number of proficient scores on the Social Studies MEAP. (80% or higher of the students proficient on social studies MEAP)

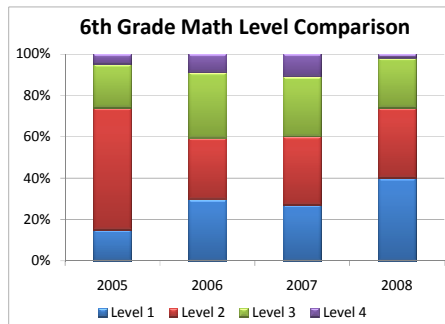
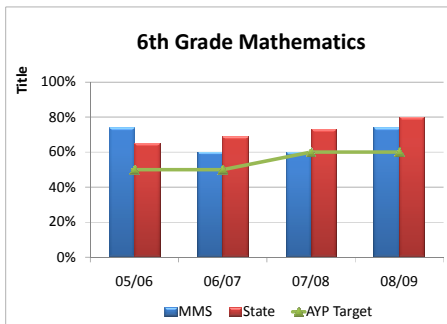
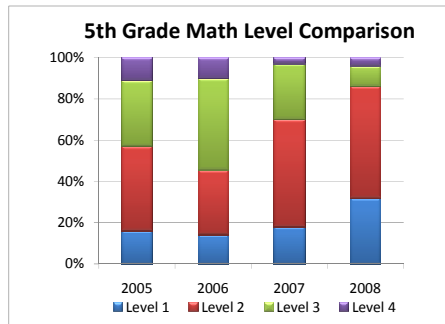
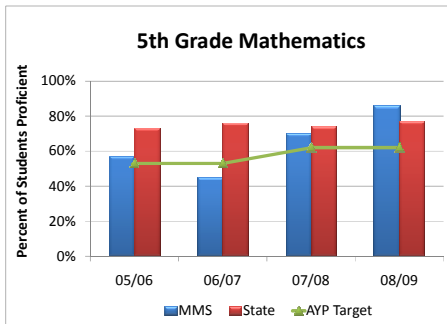
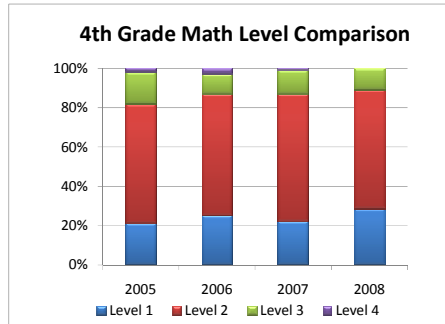
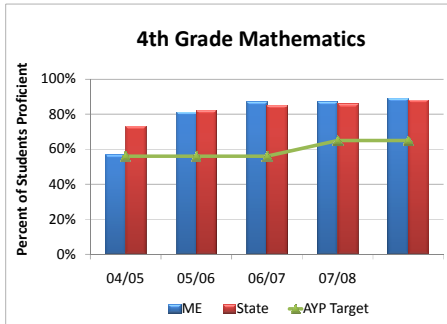
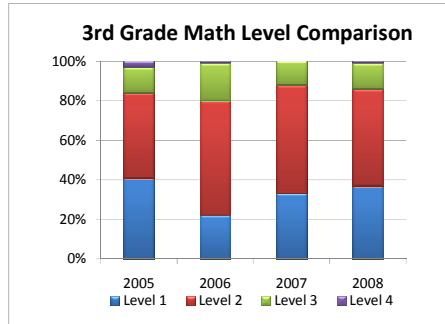
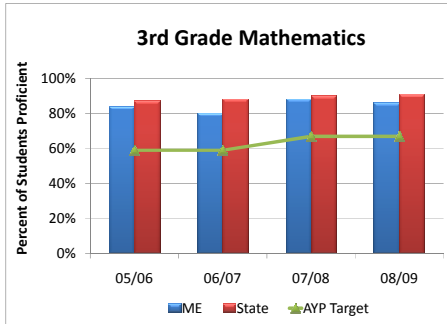
Goal: All students will be motivated and engaged to succeed academically

Objective: 70% of economically disadvantaged students will score a 1 or 2 on all ELA, Math, and Science 2010-11 MEAP/MME tests

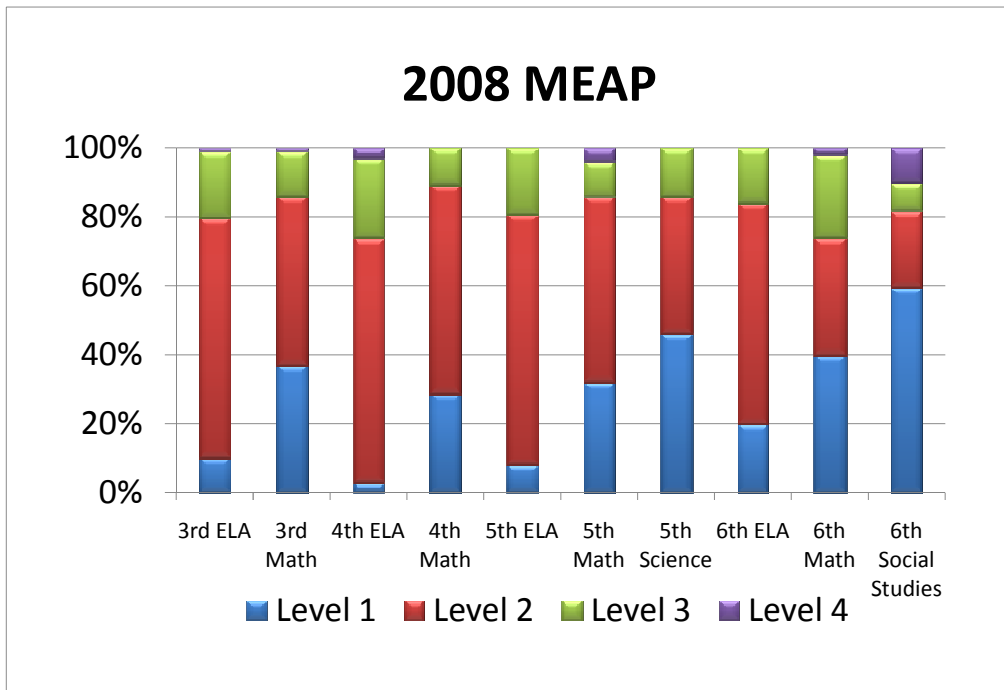
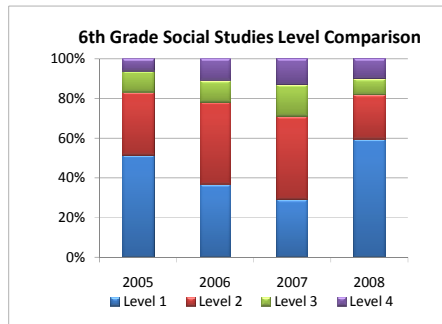
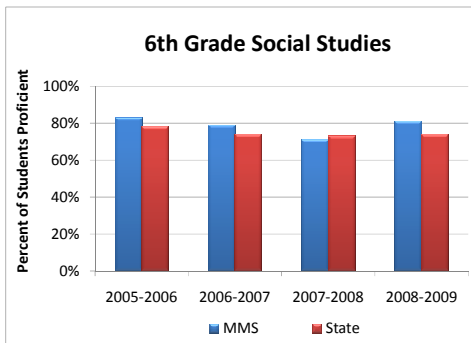
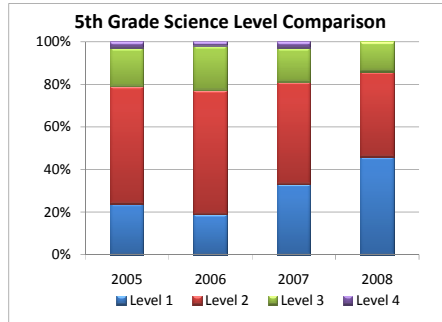
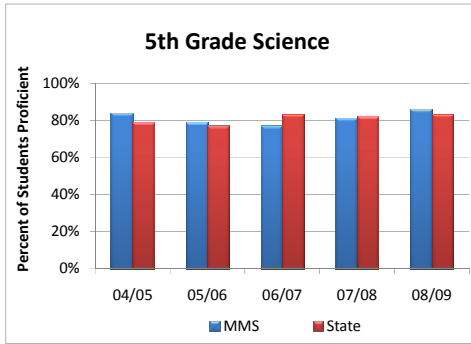
# MEAP Trends



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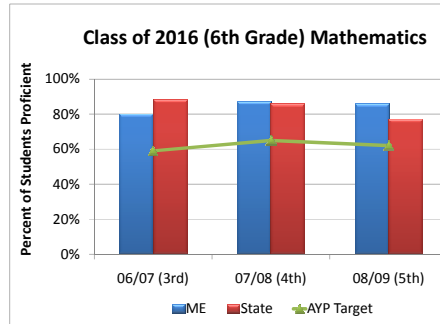
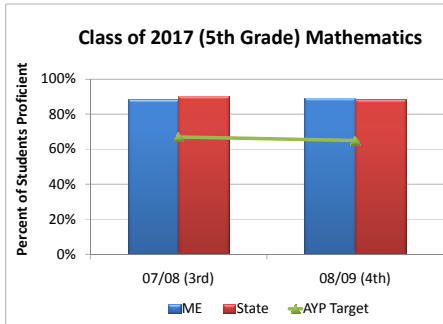
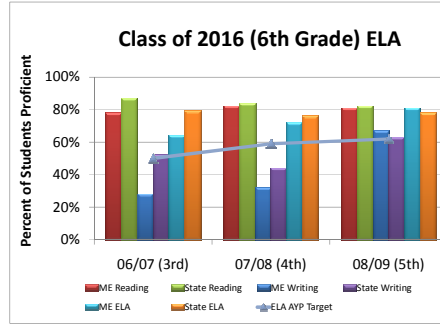
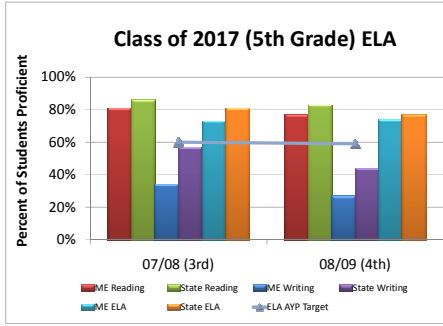
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Level 1 = Exceeds (Student work exceeds standards)    Level 2 = Meets (Student work meets standards)  
 Level 3 = Basic (Student work is at basic level)        Level 4 = Apprentice (Student work is at apprentice level)

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# MEAP Cohort Analysis



The following tables show the percentage of student scores in each of the 4 categories of achievement. Due to rounding the sum of the percentages for each sub group may not equal 100.

1 = Exceeds (Student work exceeds standards)  
3 = Basic (Student work is at basic level)

2 = Meets (Student work meets standards)  
4 = Apprentice (Student work is apprentice level)

Grade 3 Achievement 2008 MEAP		English Language Arts				Mathematics			
		1	2	3	4	1	2	3	4
<b>All</b>		1	2	3	4	1	2	3	4
	District	10	69	19	1	37	49	13	1
	State	17	66	16	1	56	35	9	0
<b>Gender</b>		1	2	3	4	1	2	3	4
	Male	0	65	32	3	27	58	12	3
	Female	18	74	8	0	45	42	13	0
<b>Racial/Ethnic</b>		1	2	3	4	1	2	3	4
	White	11	69	19	2	37	48	14	2
	Black	None				None			
	Hispanic	<10				<10			
	Asian	None				None			
	Native American	None				None			
	Multiracial	<10				<10			
<b>Limited English Proficient</b>		1	2	3	4	1	2	3	4
		None				None			
<b>Migrant</b>		1	2	3	4	1	2	3	4
		None				None			
<b>Special Education</b>		1	2	3	4	1	2	3	4
		<10				<10			
<b>Economically Disadvantaged</b>		1	2	3	4	1	2	3	4
	Yes	7	67	24	2	27	57	14	2
	No	15	74	11	0	52	37	11	0

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<b>Grade 4 Achievement 2008 MEAP</b>		English Language Arts				Mathematics			
<b>All</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	District	3	71	23	3	29	61	11	0
	State	11	66	22	2	44	44	11	1
<b>Gender</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	3	67	27	3	25	66	9	0
	Female	3	76	18	3	32	56	12	0
<b>Racial/Ethnic</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	White	4	72	21	4				
	Black	None				None			
	Hispanic	<10				None			
	Asian	None				None			
	Native American	<10				<10			
	Multiracial	<10				None			
<b>Limited English Proficient</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		None				None			
<b>Migrant</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		None				None			
<b>Special Education</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<10				<10			
<b>Economically Disadvantaged</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Yes	2	68	24	5	17	73	10	0
	No	4	76	20	0	48	40	12	0

<b>Grade 5 Achievement 2008 MEAP</b>		English Language Arts				Mathematics			
<b>All</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	District	8	72	19	0	32	54	10	4
	State	18	60	19	3	45	32	19	4
<b>Gender</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	7	66	27	0	29	54	12	5
	Female	10	81	10	0	35	55	6	3
<b>Racial/Ethnic</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	White	6	73	20	0	33	53	11	3
	Black	None				<10			
	Hispanic	<10				<10			
	Asian	<10				None			
	Native American	<10				None			
	Multiracial	<10				None			
<b>Limited English Proficient</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		None				None			
<b>Migrant</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		None				None			
<b>Special Education</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<10				<10			
<b>Economically Disadvantaged</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Yes	9	70	20	0	27	52	16	5
	No	7	75	18	0	39	57	0	4

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Grade 6 Achievement 2008 MEAP		English Language Arts				Mathematics			
<b>All</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	District	20	64	16	0	40	34	24	2
	State	18	61	19	2	51	29	17	3
<b>Gender</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Male	28	53	19	0	38	38	24	0
	Female	8	79	13	0	42	29	25	4
<b>Racial/Ethnic</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	White	19	66	15	0	40	35	25	0
	Black	None				None			
	Hispanic	<10				<10			
	Asian	None				None			
	Native American	None				None			
	Multiracial	<10				<10			
<b>Limited English Proficient</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		None				None			
<b>Migrant</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		None				None			
<b>Special Education</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<10				<10			
<b>Economically Disadvantaged</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Yes	17	70	13	0	31	44	25	0
	No	23	58	19	0	50	23	23	4

### Adequate Yearly Progress Data

Montabella Elementary School met the criteria for Adequate Yearly Progress (AYP) for the 2008-2009 school year. Each building is required to demonstrate Adequate Yearly Progress by meeting or exceeding state-determined scores on MEAP English Language Arts and Math tests using formulas defined by the No Child Left Behind legislation as well as meeting other requirements regarding attendance or graduation rates. All Montabella Elementary students are assessed using either the state MEAP or Mi-Access test. We are proud of the success of our students and continue to implement curriculum and delivery improvements to further student progress.

## 2008 MEAP Assessment Comparison to State Target

Grade 3	Gender			Racial Ethnic Background			Special Education	Economically Disadvantaged	
	All	Male	Female	White	Hispanic	Multiracial	Yes	Yes	No
Enrolled	72	34	38	64	<10	<10	<10	45	27
<b>ELA</b>	79%	65%	92%	80%	na	na	na	73%	89%
<b>State Target</b>	60%								
<b>Difference</b>	19%	5%	32%	20%	na	na	na	13%	29%
Enrolled	71	33	38	63	<10	<10	<10	44	27
<b>Math</b>	86%	85%	87%	84%	na	na	na	84%	89%
<b>State Target</b>	67%								
<b>Difference</b>	19%	18%	20%	17%	na	na	na	17%	22%

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Grade 4	All	Gender		Racial Ethnic Background				Special Education	Economically Disadvantaged	
		Male	Female	White	Nat. Am.	Hispanic	Multiracial	Yes	Yes	No
Enrolled	66	33	33	57	<10	<10	<10	<10	41	25
<b>ELA</b>	74%	70%	79%	75%	na	na	na	na	71%	80%
<b>State Target</b>	59%									
<b>Difference</b>	15%	11%	20%	16%	na	na	na	na	12%	21%
Enrolled	66	32	34	58	<10	<10	<10	<10	41	25
<b>Math</b>	89%	91%	88%	90%	na	na	na	na	90%	88%
<b>State Target</b>	65%									
<b>Difference</b>	24%	26%	23%	25%	na	na	na	na	25%	23%
Grade 5	All	Gender		Racial Ethnic Background				Special Education	Economically Disadvantaged	
		Male	Female	White	Nat. Am.	Asian	Hispanic	Multiracial	Yes	Yes
Enrolled	72	41	31	64	<10	<10	<10	<10	44	28
<b>ELA</b>	81%	73%	90%	64%	na	na	na	na	86%	86%
<b>State Target</b>	57%									
<b>Difference</b>	24%	16%	33%	7%	na	na	na	na	29%	29%
Enrolled	72	41	31	64	<10	<10	<10	<10	44	28
<b>Math</b>	86%	83%	90%	86%	na	na	na	na	80%	96%
<b>State Target</b>	62%									
<b>Difference</b>	24%	21%	28%	24%	na	na	na	na	18%	34%
Grade 6	All	Gender		Racial Ethnic Background			Special Education	Economically Disadvantaged		
		Male	Female	White	Hispanic	Multiracial	Yes	Yes	No	
Enrolled	56	32	24	53	<10	<10	<10	30	26	
<b>ELA</b>	84%	81%	88%	85%	na	na	na	87%	81%	
<b>State Target</b>	56%									
<b>Difference</b>	28%	25%	32%	29%	na	na	na	na	31%	25%
Enrolled	58	34	24	55	<10	<10	<10	<10	32	26
<b>Math</b>	74%	76%	71%	75%	na	na	na	na	75%	73%
<b>State Target</b>	60%									
<b>Difference</b>	14%	16%	11%	15%	na	na	na	na	15%	13%

ELA = English Language Arts

\*Combined Level 1 (Exceeds State Standards) and Level 2 (Meets State Standards).

Elementary attendance rates are also used to determine AYP. Montabella Elementary had an attendance rate of 92.3% in 2004/05, 92.9% in 2005/06, 93.1% in 2006/07, 92.8% in 2007/08 and 93% in 2008/09.

While Montabella Elementary is not identified for school improvement under No Child Left Behind regulations the following information is provided as a service to parents.

### No Child Left Behind Right to Know Provisions

A local educational agency shall promptly provide to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement, for corrective action, or for restructuring:

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
- The reasons for the identification;

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- An explanation of what the school identified for school improvement is doing to address the problem of low achievement;
- An explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- An explanation of the parents' option to transfer their child to another public school with transportation provided by the agency when required or to obtain supplemental educational services for the child.

### **Parent Involvement**

Parents play a critical role in the success of Montabella Community Schools. The Montabella Community School Board of Education requires its schools to schedule at least two parent-teacher conferences during the 2008-09 school year. Other individual conferences may be requested by parents or teachers when necessary. The Board also encourages parental involvement in the schools through programs and activities designed to increase parent-school communications and to involve parents in the development and implementation of educational policies and school programs. Special consideration is given to scheduling meetings, programs, and events so that working parents can attend. The Parent/Community Panel was developed to help bridge the gap between parents and school.

	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>
Open House	81%	na	68%	80%
Fall Conferences	92%	na	90%	88%
Spring Conference	81%	na	80%	83%



### **Core Curriculum**

Montabella Community Schools has been writing curriculum for each grade level and course for the past twenty years. The Curriculum Council is responsible for the development of curriculum at Montabella.

As of July 2009 Montabella has nine K-12 curriculums written to reflect the state core curriculum mandates. These nine curriculums are: language arts, mathematics, science, social studies, physical education, health, music, art, and technology. These curriculums are under constant review and revision by curriculum council and staff.

During the 2008/2009 school year the Montabella district focused on aligning evaluation and assessments to curriculum. Professional development and coaching was provided through the Center for Excellence in Education. A refresher on the use of the Scott Foresman reading series was provided and grade level teams defined the process for administering and scoring writing prompts. Other learning interventions were employed including Read Naturally, Lexia, PALS, and Read Well. A team of staff members participated in START training for educational needs, assessments, and instructional techniques for students with Autism Spectrum Disorder.

### **Teacher Qualifications**

All teachers at Montabella Elementary School meet the State of Michigan as well as federal No Child Left Behind requirements to be considered highly qualified.