

# Comprehensive School Improvement Plan 2008-2009 and Plans for 2009-2010



## *Mauck Elementary School*

*113 East Fayette Street  
Hillsdale Community Schools  
Hillsdale MI  
49242*

## Table of Contents

1.	General Information .....	3-4
2.	Recent Changes in the School or Community .....	4-5
3.	History of School Improvement Plans .....	5
4.	Successes and Accomplishments to be Celebrated.....	5
5.	Comprehensive Needs Assessments .....	6-16
6.	Academic Achievement .....	6-12
7.	Needs Assessment – Taglit.....	12-15
8.	Parent Survey Results.....	12-14
9.	Staff Assessment Results.....	14-15
10.	School Improvement Goals .....	16
11.	Strategies to Address Language Arts Goal .....	16-17
12.	Strategies to Address Math Goal.....	17
13.	Strategies to Address School Climate and Parent Involvement...	17-19
14.	Professional Development Plans for 2009-2010.....	19
15.	Mauck Parent-Student-Teacher Compact .....	20

# Mauck Elementary School

## Building Profile Information

### **General Information:**

Mauck Elementary School is a pre-school and Kindergarten building that is part of the Hillsdale Community Schools in south-central Michigan. Our student population for the 2008-2009 school year was 230 students. Mauck has one administrator. Our teaching staff consisted of 7 full day Kindergarten teachers, 1 Young Fives half-day teacher, 2 full day Great Start Readiness teachers, and two Early Childhood Special Education teachers as well as .5 teacher consultant, and .5 related arts teacher. Our support staff included 1 custodian, 1 cook, 1 secretary, and 7.5 education assistants.

Mauck School held seven all day Kindergarten classrooms with 19-20 students in a class. There was a morning Young Fives class of 18 students. There were two all day classes of the Great Start Readiness Program with 16 students in a class. There were also four half-day classes (two in a.m. and two in p.m.) of Early Childhood Special Education that had a limit of 12 students in a class.

Our school mission statement is: “At Mauck we are committed to fostering a love of learning and establishing both social and academic foundations within each child.”

Student attendance for the 2008-2009 year was 91%. There were less than 10 students in any category for cultural diversity statistics. There were no retentions in Kindergarten for the 2008-2009 school year. 63% of the students were considered to be at-risk. 51% of the students were economically disadvantaged. All students were able to receive Title One services in a school-wide program. There are approximately 5000 books in the Mauck Library. Parent Teacher Conference attendance was 95% for fall conferences and 83% for spring conferences. The overall conference attendance was 89%.

Parent involvement at our family nights improved greatly this year. We had 250 people attend each event. Kindergarten Graduation attendance was approximately 500 people. PTO attendance however was not large. Our meetings were held jointly with Bailey and Gier Schools and the number of parents from Mauck was usually less than 10 people each month. Parents were welcome in the school and volunteered in the classrooms.

Parents were invited to participate in the following events:

- Open House to visit classrooms
- Monthly PTO Meetings
- Paving the Way home visits
- Parent Teacher Conferences – twice a year
- Family Reading Night – October 14, 2008
- Howling Hornet Halloween – October 30, 2008
- Sub Sandwich Sale and Preparation – November 8, 2008 (fundraiser)
- Thanksgiving Program
- Christmas Program
- Parenting Skills Program – November 18, 2008
- 100’s Day Family Celebration – February 17, 2009

- Writer's Program – May 19, 2009
- Kindergarten Graduation
- Paving the Way – Thanksgiving Feast-Graduation- Read to Me
- Parents receive a copy of the Mauck Parent and Student Handbook
- Parents receive a copy of the Parent Compact

Additional enrichment activities that have taken place during the 2008-2009 school year:

- ✓ Two book fairs
- ✓ Field trips to Flavor Fruit Farm, hospital, City Hall to see our ornaments on the Christmas tree, Post Office to deliver letters mail letters to Santa, Kids N Stuff in Albion, Binder Park Zoo at Battle Creek
- ✓ Hillsdale Community Librarian visit – two times
- ✓ Firefighter Phil Assembly
- ✓ Orchestra Concert at Davis
- ✓ Reading Month Magic Show
- ✓ March is Reaching Month activities
- ✓ Bike and Walking AAA Assembly
- ✓ Mobile Dentist
- ✓ Ag in the Classroom

#### Professional Development Activities

- Todd Whitaker
- Summer Literacy Conference
- Kindergarten Teacher Conference
- Michigan Reading Association Conference
- MiAEYC Conference
- Calkin's Writing training
- EA training with Pat Ransford
- Boys in Crisis videos
- Monthly Curriculum Meeting

All the staff at Mauck School is under the Highly Qualified designation. The postings for new employees of the district require staff to have the highly qualified certification.

Mauck School receives its resources from the Great Start Readiness Program funds, Head Start funds, Title One funds, grants through the Hillsdale and Jackson ISDs and General Funds of the Hillsdale Community Schools.

#### **Recent Changes in the School or Community:**

The community of Hillsdale has been shrinking since 2003. Population in 2003 was nearly 9000. In 2007, Hillsdale's population is closer to 8000. During the past five years, major businesses have shut down or transferred operations to other areas. There has been an exodus of young families from Hillsdale.

Hillsdale Community Schools has seen an enrollment decline during this period. After decades as a Class B school, Hillsdale entered fall 2007 as a Class C school district. Enrollment declines have meant staffing declines at all levels of operation. Half of the district's students qualify as

economically disadvantaged. Competition for student membership is fierce in a community supporting its public school, two charter schools, and a private school. Hillsdale Community Schools also practice county-wide schools of choice options between eight school districts.

Despite the economic woes of the community, the falling enrollment, and reduced staff, pre-kindergarten and kindergarten students are beginning their academic programs at Mauck Elementary. The challenges will not soon go away, but the intelligent, thoughtful educational program and its delivery will continue to be a major factor for the citizens of Hillsdale as a way to solve the problems and revitalize the community.

## **History of School Improvement Plans**

Hillsdale Community Schools, including Mauck, are accredited with North Central Accreditation (NCA). Mauck School began its association with the NCA CASI school improvement process in the summer of 2000 and has continued and evolved to the present. Mauck presented the final documentation of a five year cycle to the NCA committee in Lansing during 2007-2008 and were congratulated on an outstanding job.

Each year has given direction to the school improvement efforts and Mauck has become more data driven in its decision- making during the past few years.

The school improvement goals were revised during the 2007-2008 school year and also again during the 2008-2009 school year. Mauck school improvement goals are:

## **Successes and Accomplishments to be Celebrated**

1. Installation of High Speed Internet
2. Installation of swings, sand serpent, and climbing structure
3. New Copy machine for the office
4. Increased EA time for intervention instruction
5. New dismissal procedures
6. Additional Title One instructor
7. Reading A-Z subscription for each Kindergarten teacher
8. Two \$250 grants for sensory items for ECSE classrooms
9. All day Paving the Way classes were full all year and had great attendance. Collaboration with Head Start program was established.
10. Book Fairs were moved to the lobby area during parent teacher conference. This increased the amount of books that were purchased dramatically.
11. Early Screening Inventory – Revised tool began to be used during the Kindergarten Registration process. This establishes a clear baseline for incoming students.
12. Digital projectors and Elmos arrive to increase effectiveness of technology use.
13. Kindergarten teachers each received a Leveled Literacy Intervention system.

## Comprehensive Needs Assessment

### Academic Achievement

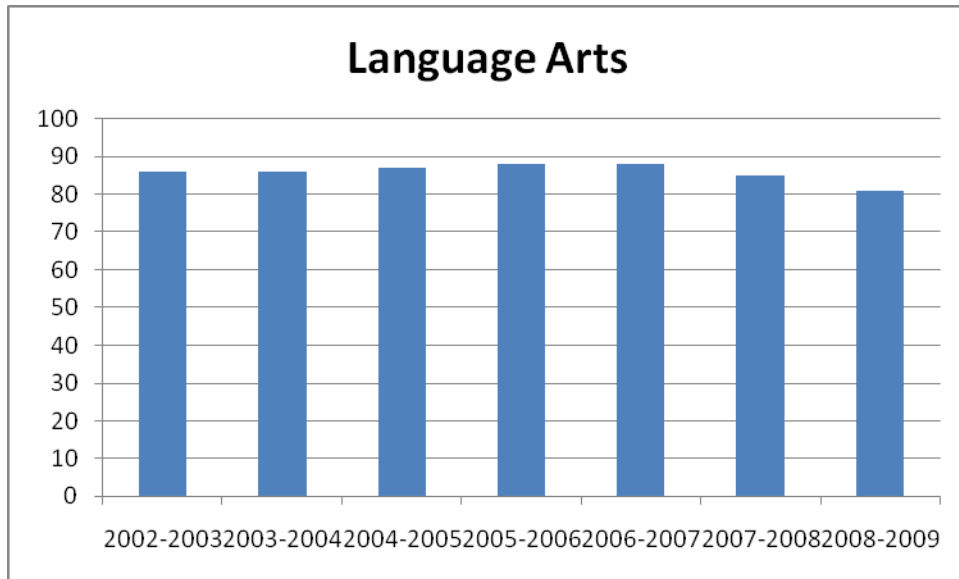
The following charts and graphs display the student achievement data for the 2008-2009 school year.

#### Disaggregated Data - End of Year Assessment Scores 2008 - 2009

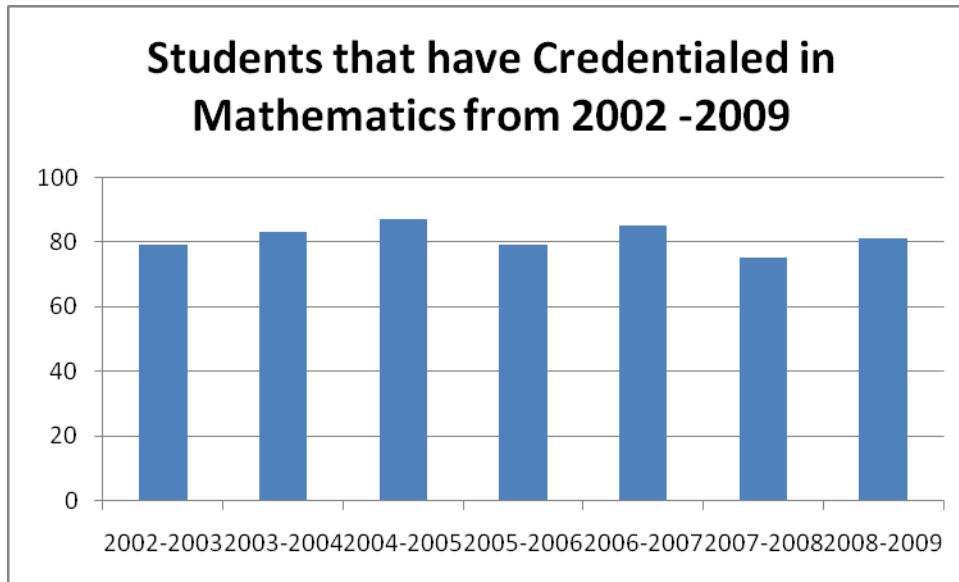
	Kindergarten Level Totals	Percentage	
Total Students	130	100%	
Boys	71	55%	
Girls	59	45%	
Total At-Risk (31A)	82	63 %	
At-Risk in Language Arts	63	48%	
At-Risk in Math	62	48%	
Total Credentialed Language Arts	105	81%	
Total Credentialed Math	105	81%	
Boys Credentialed Language Arts	57	80%	
Boys Credentialed Math	61	86%	
Girls Credentialed Language Arts	48	81%	
Girls Credentialed Math	44	75%	
(ED) Economically Disadvantaged	66	51%	
Non-disadvantaged	64	49%	
Ec Disad DRA level	2.8	NA	
Non Ec Disad DRA level	4.4	NA	
DRA level – At-Risk	2.5	NA	
DRA level – not at-risk	5.2	NA	
DRA level - Girls	3.3	NA	
DRA level - Boys	3.8	NA	
Overall DRA level	3.5	NA	
Students with Language Arts Intervention Plans	38	29%	
Students with Math Intervention Plans	29	22%	
DRA level for Students with Language Arts Intervention Plans	1.4		
Special Education students with intervention plans	12	32%	

Essential Learner Outcomes:

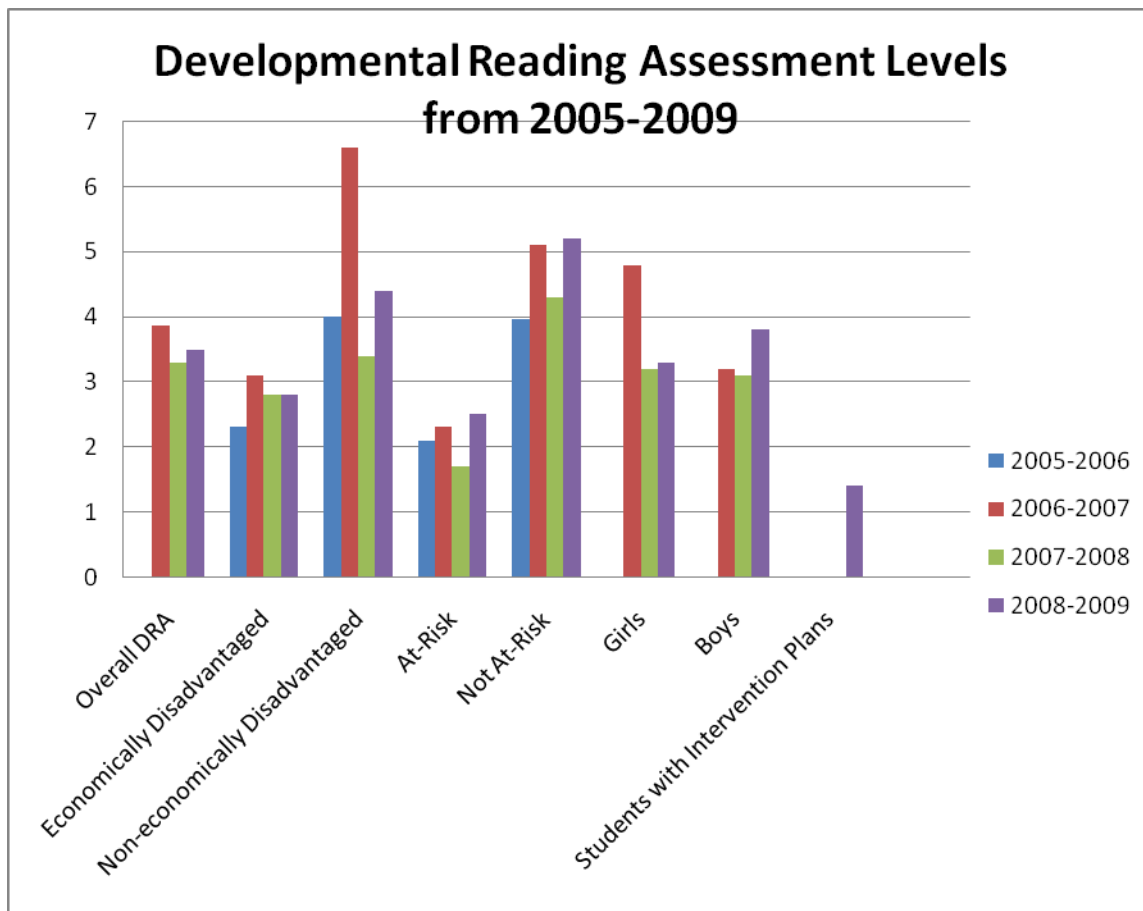
Our school gives common tests to students in Kindergarten. The assessments are given at the beginning, middle, and end of the year. Students must demonstrate passing scores in each area to be “credentialed.” This status assures the student and his/her parents that grade level expectations are being met. The phrase “essential learner outcomes” refers to the standards that have been established for each subject area. The standards necessary to credential become more difficult as the year progresses and in order for a student to credential, the higher standard must be accomplished. The following graphs indicate the percentage of students credentialing in language arts and mathematics.



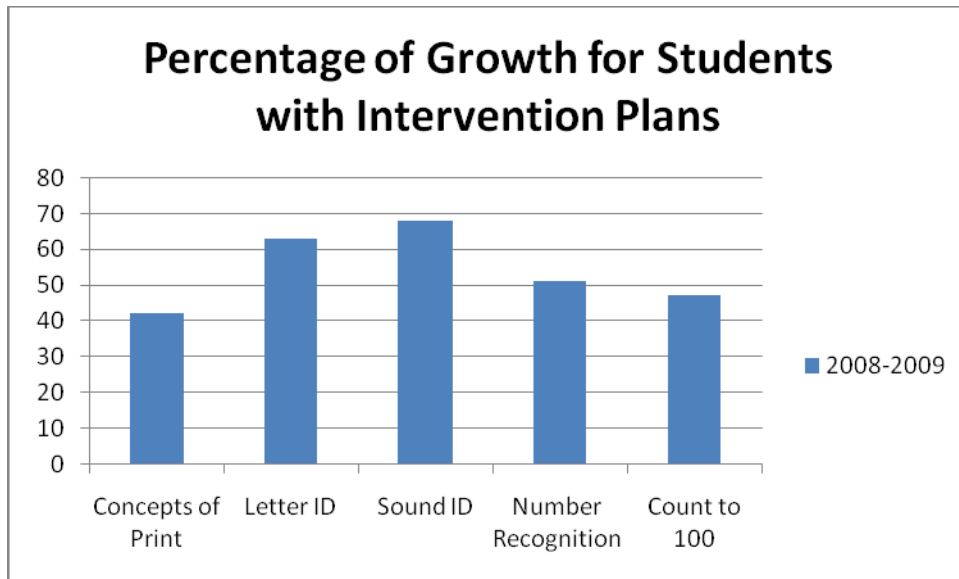
This graph indicates the percentage of students that have met the minimum requirement for essential learning outcomes in Language Arts. In order for a student to credential, the student must meet 4 of 6 expectations in the areas of letter identification, sound identification, concepts of print, phonemic awareness and rhyming, hearing and recording sounds, and reach a reading DRA level of 2. 81 % of the Kindergarten students met the credentialing requirements in Language Arts for the 2008-2009 school year.



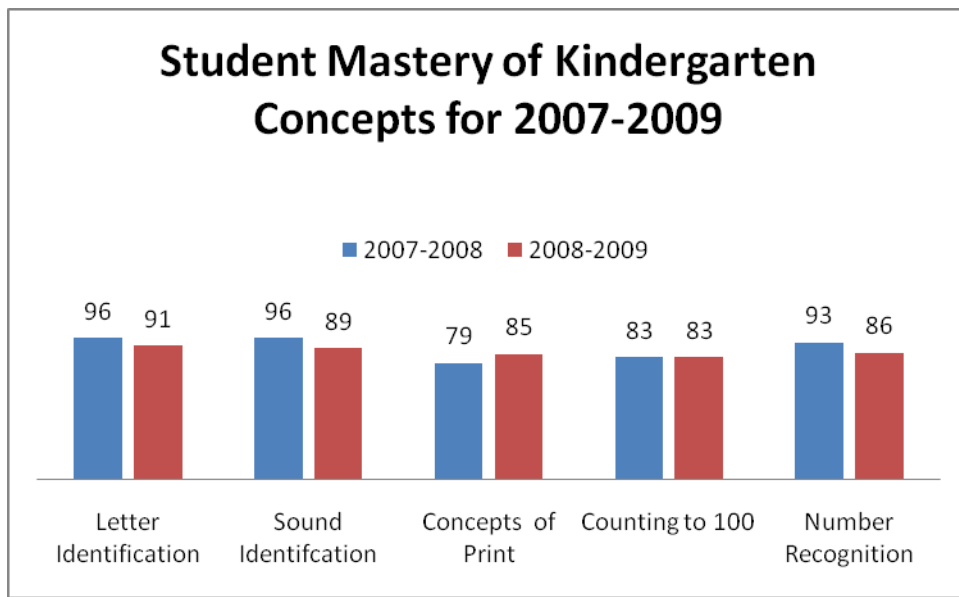
This graph indicates the percentage of students that have met the minimum requirement for essential learning outcomes in Mathematics. 81% of the Kindergarten students met the credentialing requirements in Mathematics in 2008-2009.



The chart above illustrates the Developmental Reading Assessment levels of children who have completed Kindergarten. A DRA level of 2 is the essential learner outcome desired by the end of Kindergarten. The students have been divided into subgroups so that the DRA levels can be easily compared. For the current school year, the DRA levels show improvement in most subgroups. Also, the DRA level for the subgroup of students with intervention plans is being identified for the first time. Please see the chart at the beginning of the Student Achievement section of this report for additional DRA scores.



This chart illustrates the average percentage of growth made by the students who had an intervention plan in place. The students were identified as needing an intervention plan after mid-year assessments were completed. Also included with this group are students that had individual special education plans (IEP's) in place that may have been in place all year. Please be aware that the student might have achieved a score in the area of letter identification of 4 letters out of 54 letters so that the percentage would be 7%. If the end of the year score is 38 letters, the percentage would be 70% so that the percentage of growth would be 63% in the area of letter identification for that particular student.



This chart illustrates the mastery of important Kindergarten skills for the past two school years. It is not the credentialing statistics of minimal attainment of essential learner outcomes, but is a chart that shows the percentage of students that have mastered the kindergarten skill. Please note that each year our students in Kindergarten are being compared to a new group of students.

## *What have we learned from the analysis of our students' assessments?*

### Positive Observations:

- The boys' reading level improved from 3.1 to 3.8. The girls' reading level improved from 3.3 to 3.5.
- The percentage of students that credentialed in math increased by 6%.
- The percentage of boys that credentialed in math increased from 75% to 81%.
- The noneconomically disadvantaged students reading level increased from 3.4 to 4.4.
- Reading levels improved in the subgroups for at-risk, not at risk, girls, and boys.
- Overall the reading levels improved.

### Concerns:

- Language Arts credentialing dropped by 4%.
- The percentage of girls who credentialed in math (75%) was smaller than the percentage of boys that credentialed in math (86%).

### Points to Consider:

1. There are 25 fewer children in this year's data than for last year.
2. The percentage of boys in this year's class is 55%.
3. The percentage of the class that is considered to be in the at-risk subgroup has grown from 54% to 63% in one year.
4. The reading levels for the subgroups of economically disadvantaged and non-economically disadvantaged stayed the same as the previous year.

## What Should We Do With This Information?

### Reading

- Continue to monitor the growth made by students who have intervention plans in place as a subgroup.
- Put intervention plans into place earlier in the year to support those students who need the most intensive interventions.
- Identify those children entering Kindergarten with Early Screening Inventory scores that might need additional support.
- End of the year mastery data is being used for assessment of the reading program. Continue this data monitoring.
- Continue to improve in the use of interventions for individual students needs.
- The staff will need to plan for teaching and continue to become familiar with the specific needs of Kindergarten students. Continued mentoring of new teachers needs to be ongoing.
- Explore extensions for high achieving students in the area of reading.

### Mathematics:

- Gather data from the beginning of the year in number recognition through 30 so that the percentage of growth can be calculated in this skill area. Make certain that all teachers are allowing students to count to 100 rather than cutting off after the requirement count of 30 has been reached.
- Explore extensions for high-achieving learners.
- Continue to monitor the percentage of growth scores for individual students, classes, and overall.

## Needs Assessments

1. Results from the 2008/2009 Taglit School Level Teacher Report:  
The answers to the survey given to 45 elementary teachers in Hillsdale indicate that in the area of teachers' knowledge and support of the technology plan, a score of 1.68 average score which is between no knowledge and somewhat knowledge; with teachers' technology skills, their scores indicated that sometimes they need help and sometimes they are independent; with teachers' technology use in teaching and learning, they are beginning to understand its relevance in teaching and learning but do not use it much; they do not have much training in the use of technology and they feel that the resources are somewhat adequate. The area of technology is one that the Mauck teachers identify as an area of need.
2. Parents were given the opportunity to respond to a school evaluation in March of 2009 during parent teacher conferences. 5 surveys were returned from the Young 5's class; 3 were returned from the Early Childhood Special Education classes; 9 were from the Great Start Readiness Program classes; and 47 were from the Kindergarten classrooms. There were a total of 64 surveys returned.

The parent survey results indicated that the parents were pleased with the progress that was made by their child and were generally pleased with all aspects of the kindergarten experience.

What is the best thing about what your child has learned at school?

- ✓ Learn words and numbers and how to read
- ✓ Writing
- ✓ Sharing and getting along
- ✓ Enjoys school and his friends
- ✓ Learned to learn
- ✓ Control anger and frustration
- ✓ The social aspect; public schools offer much more social development than private
- ✓ Better manners and writing whole words
- ✓ He takes great interest in reading books and not just being read to
- ✓ Great teacher-willing to do extra things. Reading is progressing very well- a lot of emphasis on that.
- ✓ ABC and 123 and how to deal with his emotions if a problem arises
- ✓ He can work well with others and be more independent
- ✓ Manners, attitude, friendships, control, He honestly loves going to Mauck.
- ✓ I think the best thing he has learned is that school is a positive, safe, fun experience. I hope this stays with him throughout all of his school years.
- ✓ Handles sharing better
- ✓ Reading and all the new songs to sing and dance
- ✓ Learned to speak the English language
- ✓ Respect
- ✓ All her ABC and can count real high.
- ✓ Confidence

Input on lunch, recess, office services, Mauck interactions

- ✓ All these things seem very good
- ✓ Office service very friendly
- ✓ Just lunch-I wish like at Bailey kids have 2 choices for lunch. Or just a salad bar and 1 hot lunch choice.
- ✓ If you are serving spaghetti with meat sauce, I feel that the child should be able to have it without the sauce, mashed potatoes without gravy.
- ✓ I am satisfied with policies except for the “drop-off” area. Of all 3 elementary schools, it seems that Mauck is the worst. Parents are expected to drop off or pick up their children in an area that is inconvenient-there seems to never be any parking-why can’t the buses and Dial a Ride pick up or drop off at the end of the playground on Union Street and give the parents the front of the school?
- ✓ Mud on the playground
- ✓ Put all pre-K and K books in the library – not adult books
- ✓ Everything is great.
- ✓ Would be helpful to know if we owed lunch money before it gets too high
- ✓ Great communication
- ✓ My son loves lunch. Recess is great asset – the more exercise the better-office has been terrific.
- ✓ It’s all good.

- ✓ Loves playground equipment
- ✓ Lunch does not follow the calendar
- ✓ More helpers at recess
- ✓ Well organized

If I could improve anything at Mauck School I would –

- ✓ Nothing
- ✓ Improve the security
- ✓ Lunch time frame
- ✓ Parking
- ✓ Bus route is too long and last to arrive
- ✓ Have all at one building
- ✓ More field trips
- ✓ Two shifts for family night eating
- ✓ Maybe smaller classes
- ✓ Remodel the building and update it
- ✓ Hire more aides for extra help
- ✓ Have more sports opportunities
- ✓ The drop-off/pick-up situation is horrible and not easy for parents
- ✓

In summary, most parents were pleased with the staff at Mauck School and the organization except for the areas of pick-up and drop-off for parents and students, eating in shifts at family nights so that there is not a line for the parents to wait, and more options for lunches.

#### 1. Staff input regarding needs at Mauck School

As part of the check-out procedure each teacher reviews the student achievement data for the year and reflects on the future needs for the upcoming school year. Comments are listed below.

- Activities that worked best for Mauck School for the 2008-2009 year
  - ✓ Family Nights (6)
  - ✓ Graduation (4)
  - ✓ Writers' Celebration (2)
  - ✓ Checking in at individual rooms went very well.
  - ✓ I really enjoyed watching parents and students interact with the Chutes and Ladders game....that concept was right on target.
  - ✓ Extra education assistant time to help with interventions
  - ✓ Small groups
  - ✓ The change in dismissal procedures – built another relationship
  - ✓ Staff dinners
  - ✓ PTW graduation, attendance, cooking activities, Thanksgiving Feast, Laura Numeroff
- Changes or additions to Mauck School
  - ✓ At least one student computer in each classroom (2)
  - ✓ Fence panels to the back of the bike shed so that students cannot go behind it
  - ✓ Another bank of swings

- ✓ Not using EAs to cover areas so that they are not able to be in a classroom
- ✓ Keep Reading A-Z
- ✓ Take ½ or 1 day to revise our year plan for the next year while everything is fresh and our notes still make sense. The time we do it at the beginning of the year could be switched to the end of the year.
- ✓ Put shelves in middle room (1<sup>st</sup> level)
- ✓ Use calendar function on Outlook to do away with weekly newsletter
- ✓ Technology
- ✓ Have increased EA time earlier in the year
- ✓ Have more computer projectors
- ✓ More guest speakers and assemblies
- ✓ Have PTW eat in the cafeteria instead of in their classrooms
- Professional Development areas of need
  - ✓ More help with math extensions for the advanced students (3)
  - ✓ How to use the projector
  - ✓ Check out the projectable versions of Reading A-Z
  - ✓ Professional Development on Leveled Literacy Interventions
  - ✓ Managing discipline for student way out
  - ✓ Love and Logic training
  - ✓ More with guided reading groups
  - ✓ Technology
  - ✓ Updated knowledge of the brain and how it works (2)
  - ✓ Boys learning
- Classroom needs to be fixed
  - ✓ Room 100 – water fountain leaks from the handle sometimes and has very little pressure
  - ✓ Room 100 – doors to the balcony leak
  - ✓ Room 100 – wall mounted TV does not work...please remove
  - ✓ Room 100 – Sink in the coat room has a push down faucet that students cannot work without assistance
  - ✓ Room 210 – Blinds rip off the wooden rod and have to be stapled on
  - ✓ Room 102 – Sound field, one light is out
  - ✓ Add teacher desk to 1<sup>st</sup> floor middle room
  - ✓ Can we have a faucet that stays on in the teacher restroom upstairs?
  - ✓ Room 206 – Paint chipping and sliding glass cupboard goes off track
  - ✓ Room 2 – does not get all call messages on the phone
  - ✓ Room 209 door does not stay shut
  - ✓ Room 204 – blinds fall down
  - ✓ Room 204 – paint and plaster
- Items that we need
  - ✓ Playground balls
  - ✓ Keyed bolt locks on hallway room doors that can be locked from the inside in the event of a lockdown
  - ✓ Alternative texts for DRA levels A-2
  - ✓ Kindergarten and First Grade Communication Meetings
  - ✓ Holiday videos
  - ✓ In Between the Lions
  - ✓ More items to use with technology – leveled reading books

## School Improvement Goals

1. Mauck School students will show growth in language arts skills.
2. Mauck School students will show growth in mathematics skills.
3. Parents and Mauck School staff will support student learning and citizenship in a positive school climate.

In order to achieve the above goals, the School Improvement team of Mauck School has developed an action plan.

Below are our plans and strategies for the 2009-2010 school year.

### **1. STRATEGIES TO ADDRESS LANGUAGE ARTS GOAL**

- Receive professional development training with the Leveled Literacy Intervention systems that were purchased. (\$12,000)
- The Young Fives section for students that have birthdays August 15<sup>th</sup> through November 30<sup>th</sup> and would benefit from additional academic and developmental instruction will be closed for the 2009-2010 school year due to funding changes and lack of enrollment in this half-day program. Therefore the necessity of meeting the needs of these children that are placed into the all day Kindergarten classrooms is essential for their educational progress. The need to employ a teacher that will share the responsibility for these children's needs and give additional specific instruction to these children will be crucial for their success in Kindergarten. The identification of these children will be from their ESI-R Kindergarten Screening inventory and age level. (Cost of teacher = \$30,000)
- Establish the expectation that all classrooms will use Calkin's Writing curriculum from the beginning of the school year and continue throughout the school year. Paving the Way classroom will use Books 1 and 2 during the year.
- Purchase of trade books that support Calkin's Writing at the Kindergarten Level -  $\$230 \times 7 = \$1610$
- Establish the expectation of the use of Leveled Literacy Intervention systems.
- Develop the use of small group differentiated instruction. (Debbie Diller's book) – Purchase copies of Debbie Diller's book for all staff book study. Making the Most of Small Groups; Differentiation for All \$300
- Add book titles to school library
- Give the Developmental Reading Assessment at the mid-year assessment and end of the year assessment.
- Share organizational tools for assessing student achievement with colleagues. (\$200)
- Use last year's student achievement results as a tool to set this year's student achievement goals.
- Develop a data wall for staff to keep goals visible as a guide to progress that is being made and the vision that is in place.

- Add alternative texts for DRA Assessment (\$1000).
- Plan March is Reading Month activities. (\$1000).
- Keep Reading A-Z online subscriptions. (\$500).
- Organize and develop better classroom libraries focusing on “just right” book choices. Build and organize classroom libraries for student use. (\$3000)
- Purchase a digital projector for use in each classroom with the computer. (\$3000)
- Update audio systems in the classrooms. (\$4000)
- Because we recognize that within our own staff we have wonderful ideas, we would like time to share these ideas among ourselves. We want to talk about literacy work stations, poetry and song books, different strategies and techniques for teaching letters and sounds, and differentiating instruction based on students’ needs and assessments.
- We need to supplement with alternative DRA texts and assessments.
- We need to bring in new ideas and would like to send 3-4 staff members to BER Michigan Kindergarten Convention and have them share with us upon their return. (3 teachers = \$1000)
- MiAEYC conference (3 teachers = \$1000)
- MRA conference (3 teachers = \$1000)
- Make revisions on the family night plans.

## **2. STRATEGIES TO ADDRESS MATH GOAL**

- During the 2008-2009 school year we completed the goal of the alignment of the curriculum and the assessments, most especially the math credentialing for the end of the year. - DONE
- During the 2010 we want to explore a math program that goes beyond extensions in Saxon Math.
- Investigate Math A-Z website.
- Investigate a CD for Saxon Math.
- Investigate Jumpstart.
- Investigate math software and internet sites and streaming.
- Generate our own list of math books.
- We are concerned about interventions for able learners especially in the area of math.

## **3. STRATEGIES TO ADDRESS SCHOOL CLIMATE AND PARENT INVOLVEMENT**

- During the 2008-2009 school year we continued long term planning within the Kindergarten staff. We implemented Calkin’s Writing more completely and the expectation for the 2009-2010 school year is to have all classrooms using the Calkin’s Writing process beginning at the start of the year. We want to continue the revising of long-term and unit plans.
- We want to focus on educating parents, especially the at-risk population in the areas of school readiness, math, reading and being a parent/teacher at home.

- We want to improve our knowledge of using our classroom websites. We want to meet with Mindy and Megan in a computer lab and learn how to use our internet websites to communicate with others.
- We want to develop our own parent newsletter with insights for parents. Countdown to Kindergarten or The Parent Page is title suggestions. Teachers would give their thoughts to parents on theme topics that might be of interest.
- For our Building component we have planned Family Nights/Dates
  - Reading Night – October 13, 2009 – 5:00-6:30 pm
  - Math Night – February 23, 2010 – 5-6:30 pm – 100’s Day Family Celebration
  - Kindergarten Writing Program – May 25, 2010, 5:30-6:30 pm
  - Kindergarten Graduation – June 8, 2010 at 6:30 pm
  - Visiting Day – April 14 and 15, 2010
  - Kindergarten Registration – April 21-23, 2010
  - Improve communication methods with your child
  - Expanding professional knowledge for teaching the young child
  - PTO monthly meetings and School Improvement discussions
  - Paving the Way and Head Start school improvements

For the staff component we are planning:

- Sunshine Committee – Jill, Lesley and Ashley – Halloween Ghoul, Secret Pal, Fish Bowl, Birthdays, Pot of Gold in March, Surprises.
- Making the Most of Small Groups- Differentiation for All– book study
- Development of a healthy lifestyle plan.
- Establishing unchanging meeting dates.
  - August 31 – Back to School Potluck at Amy Harrington’s house at 1 pm
  - September 3 – Open House at Mauck School at 5:30 pm
  - Staff Meetings – Third Thursday of the month at 8 am
    - September 17 – Room 204
    - October 15 – Room 102
    - November 19 – Room 104
    - December 17 – Room 210
    - January 21 – Room 2
    - February 18 – Room 101
    - March 18 – Room 209
    - April 15 – Room 201
    - May 20 – Room 100
  - Curriculum Meetings – 1<sup>st</sup> Thursday of each month, 4-5 pm  
 The focus of the first month’s meetings will be Debbie Diller’s book – Making the Most of Small Groups; Differentiation for All
    - a. October 1 – Pages 1-20; A and B appendix
    - b. November 5 – Chapter 6; pages – 87-113 – Phonemic Awareness, Appendix E
    - c. December 3 – Chapter 7; pages 114-138 – Phonics, Appendix F
    - d. January 7 – Topic – Play – Led by Jill Shreffler and NAEYC Conference attendees
    - e. February 4 – Topic – Autism – Sensory

- f. March 11 – Teacher Professional Development – Conferences sharing of information
- g. April 29 – Dinner Meeting – End of Year School Evaluation

### PROFESSIONAL DEVELOPMENT PLANS FOR THE 2009-2010 YEAR

1. August 26, 2009 – Guided Reading training with Sharon Taberski
2. September 1, 2009 – Tuesday
  - 8 am – District Meeting at Davis
  - 11:00 am – Mentor Meeting
  - Pm – Building Meeting –
3. September 2, 2009 – Wednesday
  - Am – CPI Refresher for Transportation and EAs
  - Pm – CPI Refresher for Teachers and Administration
4. September 3, 2009 – Thursday
  - CPR and First Aid Training
  - 12-1 pm – Lunch
  - 1-3 pm – Curriculum Planning
  - 5:30 – 6:30 pm – Open House for Mauck School
5. September 28, 2009 – Monday – Fair Day
6. November 12, 2009 – am
7. February 15, 2010 – President’s Day - In-service
8. March 11, 2010

Areas of Professional Development that need to be scheduled:

- A. Training for Leveled Literacy Interventions
- B. Use of technology
- C. How to update your teacher and school website
- D. Sharing information regarding conferences
- E. MiAEYC conference and membership
- F. MRA conference and membership

## Mauck Parent – Student - Teacher Compact 2009-2010

### Philosophy Statement:

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the student, student's parents/guardians and the school staff members. Such a partnership means a mutual belief and commitment to significant goals for a student, a plan for the means to accomplish those goals, cooperation of developing and implementing solutions to problems that may be encountered, a continuing communication regarding the progress of accomplishing the goals. To this end, parents should be meaningfully involved in developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes; and providing a mutually supportive home environment which encourages learning.

### Parent / Guardian Agreement:

It is important to have my child reach his/her full academic potential. Therefore, I will encourage my child by doing the following:

- Make sure my child attends school regularly.
- Review my child's take home folder.
- Make sure my child is rested for school.
- Encourage positive attitudes.
- Attend parent-teacher conferences and other school activities.
- Read with my child and let my child read to me.

Signature \_\_\_\_\_

### Student Agreement:

It is important to work to the best of my ability. Therefore, I will strive to do the following:

- Come to school ready to learn each day.
- Complete my work on time.
- Follow the school rules.
- Show respect for myself and others.
- Put forth high effort to learn.
- Join in classroom activities.

Signature \_\_\_\_\_

### Teacher Agreement:

All students can learn and it is important that students achieve. Therefore, I will do the following.

- Provide teaching and learning.
- Show care and concern for each child.
- Make effective use of academic learning time.
- Teach students the curriculum adopted by the Hillsdale Community Schools.
- Seek ways to involve parents in classroom activities.
- Encourage all students and parents by providing information about student progress.

Signature \_\_\_\_\_