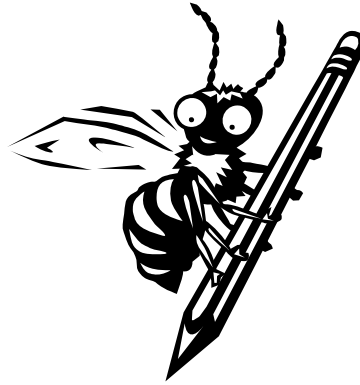


# *Bailey Elementary School*

*Hillsdale, Michigan*



## **School Improvement Plan**

**NCA/AdvancEd Accreditation Process  
&  
Title I school-wide programming**

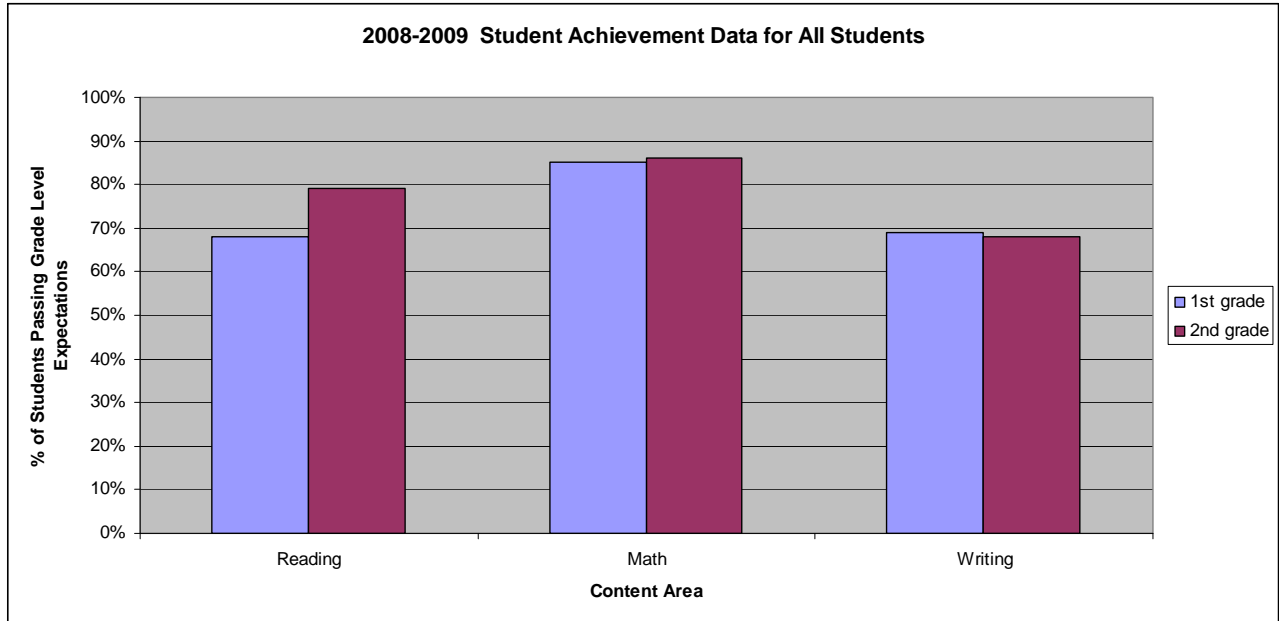
# Comprehensive Needs Assessment

<b>School Name</b>	Carl L. Bailey Elementary School
<b>Grade Span</b>	First – Second Grades
<b>Number of Students</b>	Year Completed = 278 (Sept. Count Date) = 279 (Feb. Count Date) = 280 (Year end) Upcoming Year = 265 (Anticipated)
<b>Attendance %</b>	Overall daily attendance = 95%
<b>Student/Teacher Ratio</b>	Average 1 <sup>st</sup> grade classroom = 22/23 students Average 2 <sup>nd</sup> grade classroom = 21/22 students
<b>School Organization</b>	1 <sup>st</sup> grade classrooms = 6 sections 2 <sup>nd</sup> grade classrooms = 7 sections Special education resource room = ½ day PM only
<b>Highly Qualified Staff</b>	Bailey has certified and qualified administrators, teachers and staff members in all curricular areas including fine arts, physical education and library skills.
<b>Student Retentions</b>	1 <sup>st</sup> Grade = 1 2 <sup>nd</sup> Grade = 2
<b>Gender</b>	Boys = 137 Girls = 140
<b>Special Education</b>	1 <sup>st</sup> Grade = 9 2 <sup>nd</sup> Grade = 7
<b>Cultural Diversity</b>	Total students eligible = <10 students in any category.
<b>At-Risk (state defined)</b>	Total students eligible = 83 (30% of total population)
<b>Economically Disadvantaged</b>	Total students eligible = 186 (66% of total population) =
<b>Title I</b>	Total students eligible = All: school-wide program

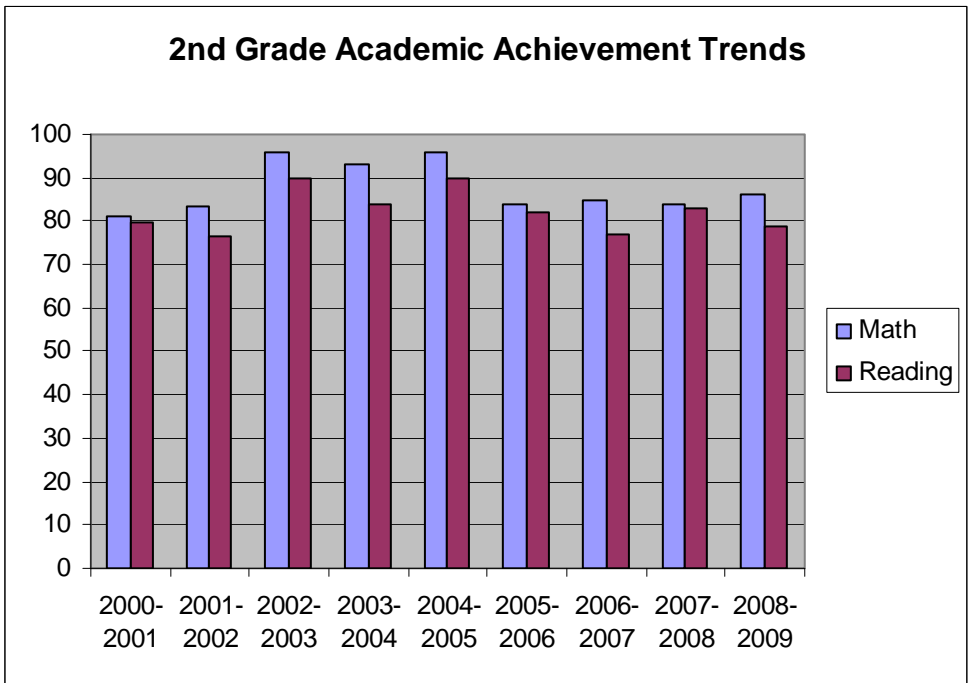
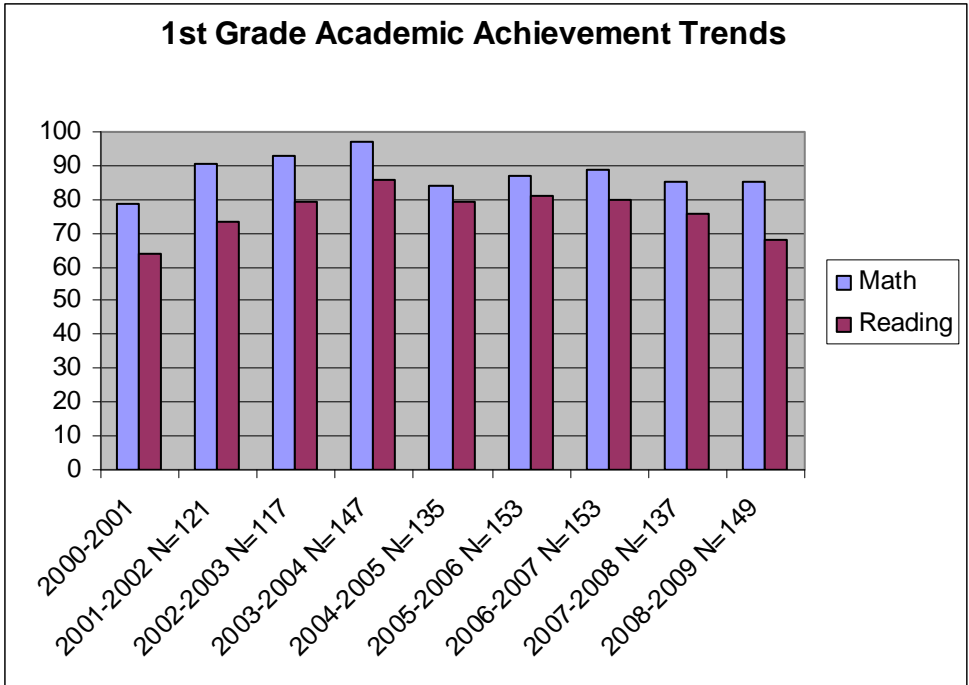
<b>Parent Involvement</b>	<p>School Improvement Team = 1 full time parent member  Curriculum Night = 4-5 students per classroom on average.  Open House = About 75% student/family attendance  Elementary PTO monthly meetings = 3-4 parents per meeting  Parent/Teacher conferences attendance average                      Fall = 95%                      Spring 95%  Volunteer Program = avg. 40-60 volunteers per year  Family Literacy Night = 250 participants  Math Night = 175 participants  Super Science Night = 150 participants</p>
<b>Family Social Events</b>	<p>Open House, Howling Hornet Halloween, Bailey Tailgate,  Sub Sale, Family Bowling Party, Family Game Night</p>
<b>School/Community Partnerships Programs</b>	<p>NIE – Newspapers in Education, Fire Safety Assembly,  Arbor Day Assembly, Senior Center visits, Salvation Army  Food Drive, Book-It, Read-To-Me, Jump Rope for Heart,  Relay for Life, United Way, Release Time Bible, Big Brothers  &amp; Big Sisters, Cub Scouts, Brownies, Camp Fire, Tiger Cubs,  FACT Backpack Program</p>
<b>Additional Enrichment</b>	<p>Author Assemblies, Book Fair, Curriculum Nights  Title I Family Nights, Classroom Fieldtrips, A.C.E.S.,  November Fine Arts Program, December Fine Arts Program,</p>
<b>Extracurricular Activities</b>	<p>Drama Club  Art for Young People  Mileage Club  SPLASH - after-school events</p>
<b>Accreditation Status</b>	<p>NCA Accredited – Most recent accreditation endorsement  May 2008</p>
<b>AYP Status</b>	<p>Met AYP with Composite Grade = B</p>

## Academic Achievement Data 2008-2009

Essential Learner Outcomes: Bailey gives common tests to students in first and second grades. 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.



# Achievement Trends at Bailey Elementary School



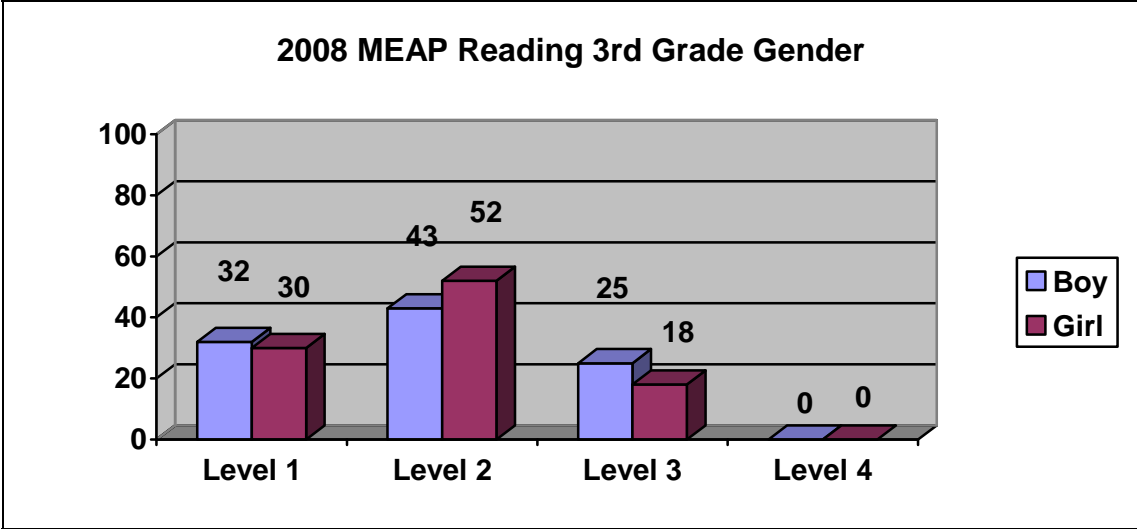
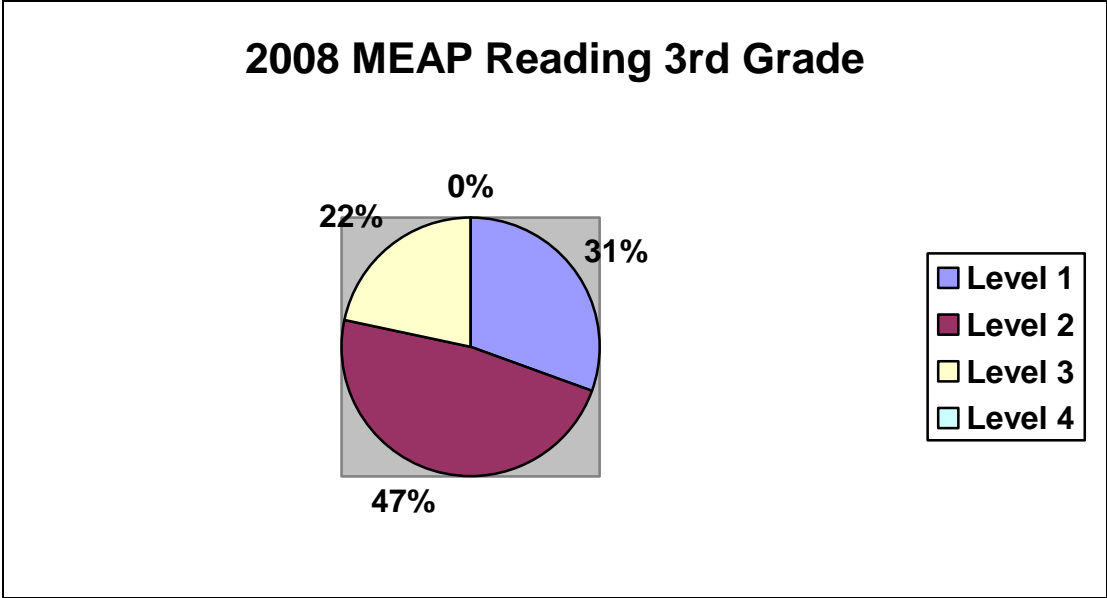
\* Beginning 2005-2006, the passing score for the 2<sup>nd</sup> grade reading test was raised from level 24 to 28.

The MEAP test begins in 3<sup>rd</sup> grade and the scores listed below are the state of Michigan's goals for the percentage of students passing each subject area.

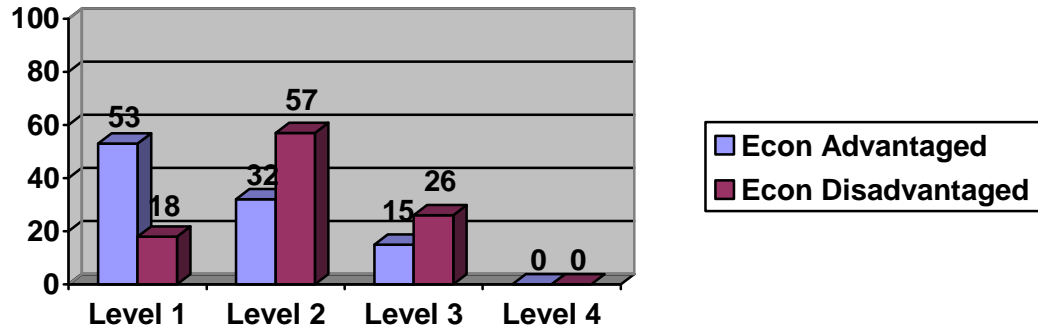
3<sup>rd</sup> Grade MEAP Scores  
October 2008

	<b>AYP Goal</b>	<b>Hillsdale % Passing</b>	<b>State % Passing</b>
<b>Math</b>	56%	86%	91%
<b>Reading</b>	N/A	78%	87%
<b>Language Arts</b> (Reading & Writing Composite)	49%	75%	83%

# MEAP Data for 3<sup>rd</sup> Grade Students

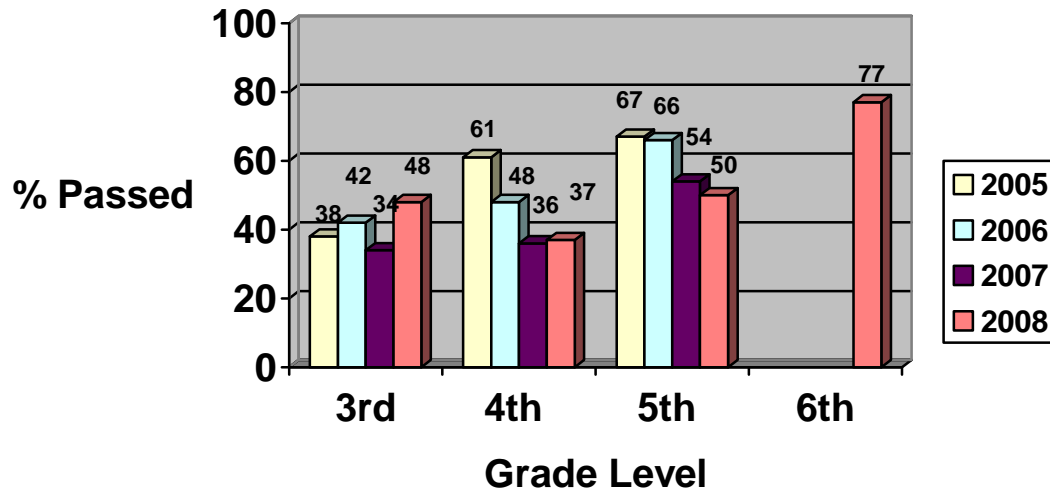


**2008 MEAP Reading 3rd Grade Economically Advantaged/Disadvantaged**

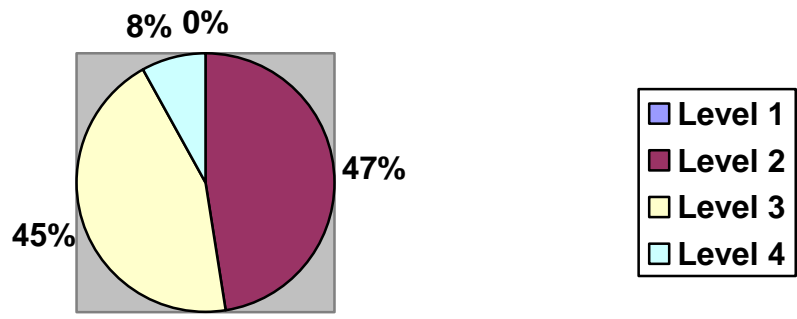


Writing

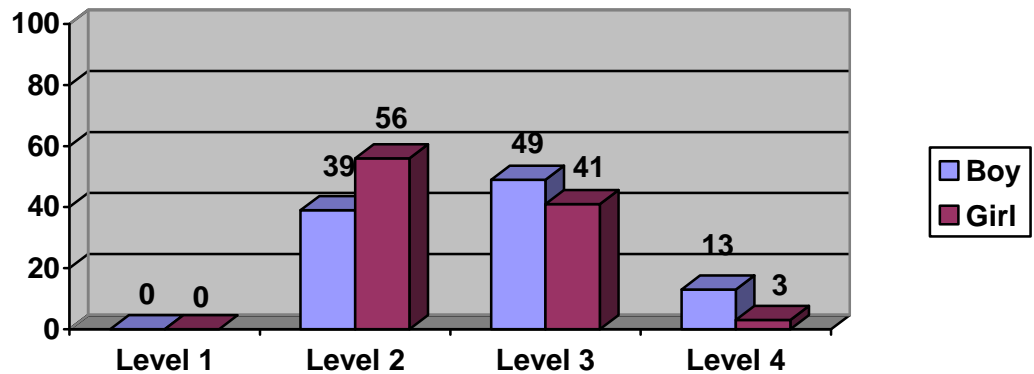
**2008 MEAP**



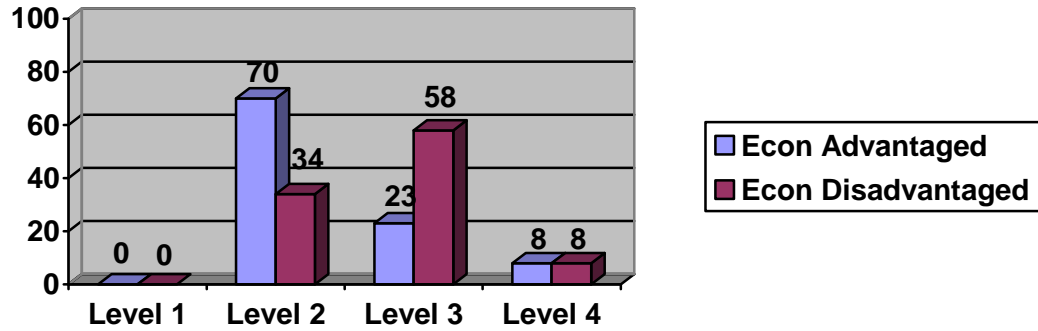
### 2008 MEAP Writing 3rd Grade



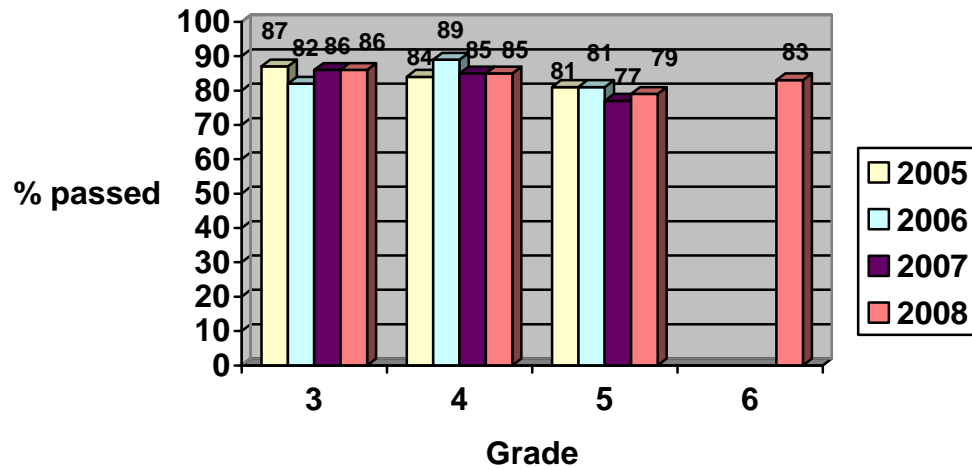
### 2008 MEAP Writing 3rd Grade Gender



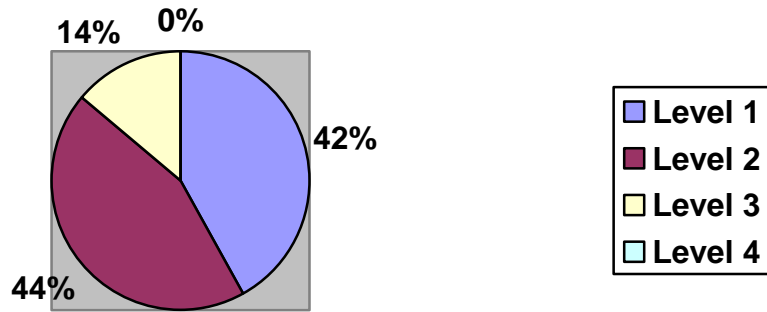
### 2008 MEAP Writing 3rd Grade Economically Advantaged/Disadvantaged



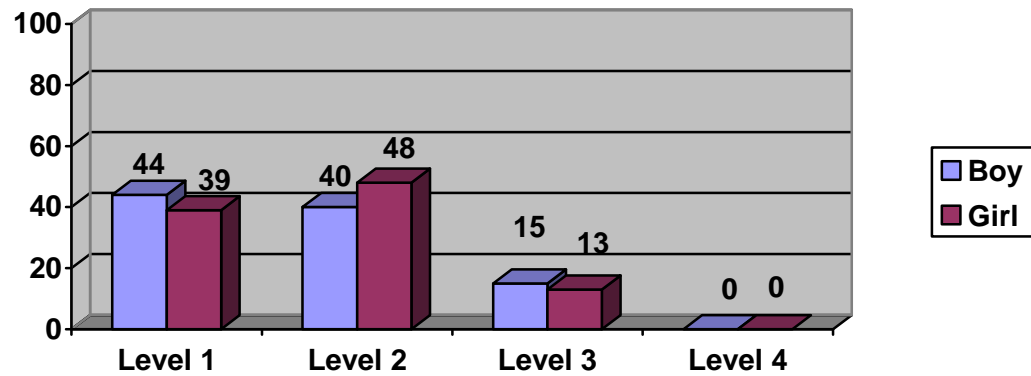
### 2008 MEAP Math

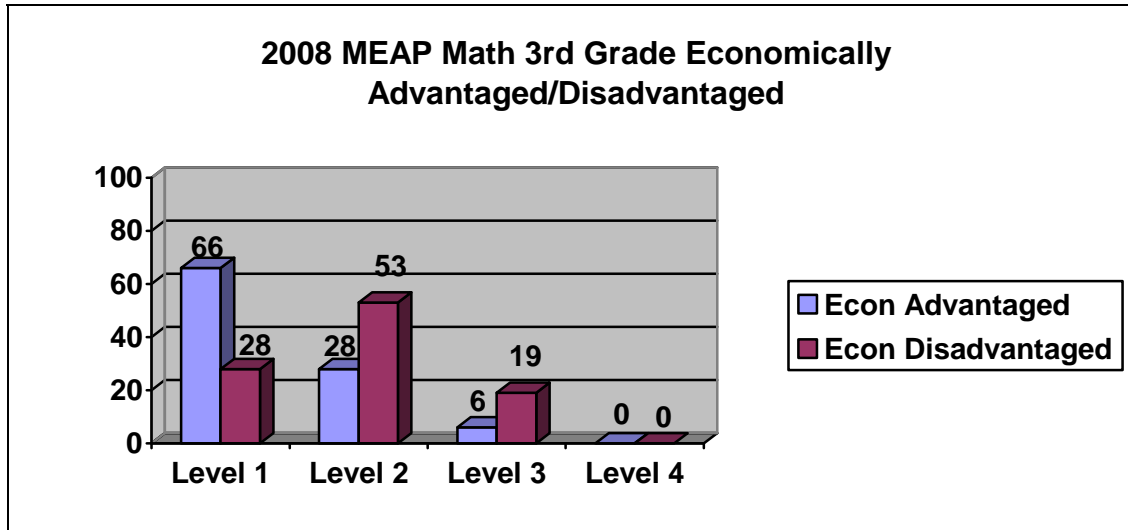


### 2008 MEAP Math 3rd Grade



### 2008 MEAP Math 3rd Grade Gender





**2008 MEAP Disaggregated Data  
All Students**

**Percentage of All Students Passing**

Grade Level	Reading	Writing	Math	Science	Social Studies
3rd	78	48	86	N/A	N/A

**MEAP Disaggregated Data  
By Gender**

**Reading**

Third Grade	2005	2006	2007	2008
% Passing	82	80	76	78
Male	76	83	71	75
Female	86	78	84	82

### Math

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	87	83	86	86
<b>Male</b>	86	82	88	85
<b>Female</b>	88	84	84	87

### Writing

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	38	41	34	48
<b>Male</b>	32	44	33	39
<b>Female</b>	44	39	35	56

### MEAP Disaggregated Data Economically Advantaged – Economically Disadvantaged

#### Reading

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	82	80	76	78
<b>Ec. Advantaged</b>	87	91	85	85
<b>Ec. Disadvantaged</b>	77	72	69	74

#### Math

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	87	83	86	86
<b>Ec. Advantaged</b>	95	95	90	94
<b>Ec. Disadvantaged</b>	81	74	84	81

### Writing

<b>Third Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>% Passing</b>	38	41	34	48
<b>Ec. Advantaged</b>	52	63	50	70
<b>Ec. Disadvantaged</b>	26	25	21	34

### MEAP Disaggregated Data Students with Disabilities

#### Percent Passing

<b>Grade Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>3<sup>rd</sup> Grade</b>	Na	Na	Na	Na	Na

NA – Less than 10 students with disabilities took the exam and therefore scores are not sent from the state on this group of students.

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

Students attending Bailey Elementary School that *do not* have economic risk factors achieve at exceptionally high levels. Student achievement in the sub-group of “non economically-disadvantaged” students is extremely high. 85% of those students meet/exceed grade level standards in reading and 94% of the “non economically-disadvantaged” students meet/exceed grade level standards in mathematics.

30% of the student population at Bailey has risk factors for academic failure in school. The Department of Education in Michigan has established guidelines in the form of a rubric to identify characteristics of students that are at risk of failing in school. For a student to qualify as “at risk” in school he/she must meet that state defined criteria. As stated earlier, 30% of the total population has significant risk factors, but the number of students that meet/exceeded the grade level expectations was above that level at 73% in reading and 86% in mathematics as a whole school.

Achievement levels between boys and girls are compatible and that has been the case for the past several years.

There has been an increase in the MEAP writing scores for two consecutive years with an increase of 14% during that two year span.

### Correlations Between Assessments

	DRA as 2 <sup>nd</sup> Grade Students (May)	Reading MEAP as 3 <sup>rd</sup> Grade Students (following October)
Class of 2017	82%	81%
Class of 2018	77%	76%
Class of 2019	83%	78%

	District Math Assessment as 2 <sup>nd</sup> Grade Students (May)	Math MEAP Assessment as 3 <sup>rd</sup> Grade Students (following October)
Class of 2017	84%	83%
Class of 2018	85%	86%
Class of 2019	84%	86%

Having accurate and reliable assessment data is an important part of the school improvement process. In the reading graph above, the Developmental Reading Assessment (DRA) level of 28 and the 3<sup>rd</sup> Grade level 1’s and 2’s of the MEAP assessment show a high correlation. Similar trends are evident in the graph showing the math scores of the same students. This extremely high level of similarity demonstrates that the staff is using accurate and reliable data in the analysis of student achievement.

As the standards and expectations are being raised, a higher percentage of students are entering Bailey School with risk factors for academic failure. The levels of student achievement that are attained by so many children is a testament to the effectiveness of the teaching and learning strategies that have been occurring at the school.

Reading: A significant gap exists between students that are economically disadvantaged compared to the non-disadvantaged students in the area of reading. 74% of economically disadvantaged students credentialed in reading schoolwide versus 85% of non-disadvantaged students as measured by the MEAP. Students have varying needs and are in need of varied assistance and varied instruction to keep the high achieving students growing and help the lower achieving students to catch up to grade level expectations.

Writing: This is the core academic area that is need of the most improvement. There is a 36 % achievement gap between students with economic challenge factors in their profile and those without. Staff development was provided with the Calkin’s Writing Program during the 2008-2009 school year. This professional development was planned to address the self-assessment survey information from the staff collected in the previous year. There was also substantive revision of the grade-level writing rubrics used to assess students. The revised rubrics were used for the year-end common assessment for writing at both first and second grades.

	District Writing Assessment as 2 <sup>nd</sup> Grade Students (May)	Writing MEAP Assessment as 3 <sup>rd</sup> Grade Students (following October)
Class of 2017	66%	34%
Class of 2018	75%	42%
Class of 2019	__%	48%

Mathematics: While student achievement as measured by multiple assessments is strong across the school, there are some areas of need within disaggregated groups. At the end of 2007-2008 year, 80% of economically disadvantaged students credentialed in Mathematics schoolwide versus 92% of non-disadvantaged children. The Saxon Math program continues to show evidence that it provides a strong program for all students. It is limited in the enrichments/extensions for the high achieving students. This is a place where the CGI teaching methods can enhance the challenge and rigor for students.

Science: Student achievement is strong in this core content area. Although there has been some achievement declines as measured by the 5<sup>th</sup> grade MEAP assessment. Some staff members report of having limited science content knowledge and identify that making accommodations outside the structured lessons to be a challenge. Helping staff members to develop their capacity and confidence in this area continues to be a need. Significant changes to the scope/sequence of the science curriculum have finalized and a grade-level trainer has been to Battle Creek for training so that he/she can in turn provide that training to all teachers with the respective grade level.

Social Studies: Instructional units have changed significantly and new assessments were added in both 1<sup>st</sup> and 2<sup>nd</sup> grades. The 2009-2010 year will be

# Focus Areas

{Based on this information what could be done at our school to further enhance student achievement?}

## Improve Reading Achievement

Classroom teachers will increase the students' basic skills necessary for reading in the following areas.

- ✓ Concepts of print
- ✓ Letter/sound relationships
- ✓ Phonemic awareness
- ✓ Sight words/vocabulary
- ✓ Fluency
- ✓ Comprehension strategies

Provide timely assistance to students below grade level in reading achievement.

- ✓ Use flexible grouping strategies for instruction as needed in the classroom.
- ✓ Differentiate instruction for students that do not demonstrate understanding of whole group lessons.
- ✓ Create individualized Intervention Plans for students.
- ✓ Communicate to and involve parents of struggling students.

Increase the frequency of Guided Reading instruction for students that are below grade level in reading fluency/comprehension.

- ✓ Decrease class sizes in primary grades.
- ✓ Use Reading Recovery teachers to teach additional Guided Reading groups for struggling readers.
- ✓ Increase the EA (educational assistant) time in primary grade classrooms – allowing the teacher to teach more groups.

Provide Reading Recovery for the lowest 20% of 1<sup>st</sup> grade students.

- ✓ Hire/retain three ½ time reading recovery teachers annually.
- ✓ Provide on-going PD for these reading specialists.

## Improve Writing Achievement

Teach the writing process

- ✓ Increase the consistency of writing instruction by training all teachers in writing workshop methods.
- ✓ Assign students to write every day.

Use the Rebecca Sitton Spelling program consistently in all classrooms.

- ✓ Discuss implementation of lessons during grade level meeting & common planning times.
- ✓ Observation of lessons by administration.

Increase the use of assessments to inform instruction

- ✓ Use the grade-level common writing rubric to assess student writing at beginning, middle and year end.
- ✓ Provide feedback to students on their achievement daily.
- ✓ Analyze student achievement on the MEAP to identify areas of systematic improvement.
- ✓ Collaborate between grade levels to improve the knowledge base about the MEAP test expectations. The Bailey staff does not have direct access to MEAP material and the test is not administered in the building at any time.

### Improve Mathematics Achievement

Continue full implementation for the Saxon math series in our district K-5.

- ✓ Teachers can utilize the assessment tools in the program to inform them on the need for correctives and extensions.
- ✓ Strengthen the Professional Study Group on CGI.
- ✓ Purchase additional resources for selected students that are high achieving and need more of a challenge that the Saxon math program provides.

### Improve Science Achievement

Keep using the BCAMSC Investigation units to teach science.

- ✓ Conduct the classroom teacher training on the revised units during September back-to-school meetings.
- ✓ Implement the revised scope/sequence in 2009-2010.

### Improve Social Studies Achievement

Implement the newly created unit plans created during the 2008-2009 year:

- ✓ Continue to enhance instructional plans as they are implemented.
- ✓ Share and discuss the teaching strategies that are effective.
- ✓ Analyze the student achievement on common grade level assessments that are based on the revised GLCE's.

### Improve Employability Skills/Asset Development

Maintain high standards for school attendance

- ✓ Communicate through paper documents, web page, phone calls, personal exchanges the importance of school attendance to student and parents.
- ✓ Provide recognition to students with excellent attendance through attendance awards at semester and year end.
- ✓ Utilize the truancy officer and probate court to help ensure that students have regular attendance in school.

Continue the opportunities for students to participate in service learning projects.

- ✓ Encourage students to identify school beautification projects for students to complete.
- ✓ Work collaboratively with the community service groups to be involved within the school to provide the children with modeling of community service with them receiving the assistance.

## *Schoolwide Reform Strategies*

*Bailey Elementary School is committed to the NCA/AdvancEd improvement process using a Title I school-wide implementation approach for supplemental services. School improvement goals have been adopted that are needs-based and aligned with district's focus for providing a valuable school experience for the community.*

### *Long-term Goals for School Improvement*

*#1 All students will improve their reading comprehension skills as applied across the curriculum.*

*#2 All students will improve their writing abilities as applied across the curriculum.*

*#3 All students will improve their ability to use problem solving strategies across the curriculum.*

## Annual Goals for Student Achievement

The following assessments will be given to all students to determine their present level of academic performance. All students are expected to meet these essential learner goals, if a student does not meet the criteria, interventions will be provided.

<b>First Grade</b>	<b><u>Beginning of Year</u></b>	<b><u>Mid-Year</u></b>	<b><u>End of Year</u></b>
<b>LANGUAGE ARTS</b>			
<b>DRA (1/1)</b> <i>Follow the DRA script for a cold read to ensure accuracy of assessments</i>	Level 2	Level 8 with a comp. score of 16	level 16 with a comp. score of 16
<b>MLPP (3/5)</b>			
Letter Identification	47/54	50/54	50/54
Sound Identification	19/26	22/26	24/26
Hearing & Recording Sounds	18/36	24/36	32/36
Known Words	4	19	28
Writing (1 <sup>st</sup> Grade Rubric)	level 1	level 2	level 3
	<i>Something I like to do with my family</i>	<i>Something I like to do in the winter</i>	<i>A special place.</i>
<b>MATH</b>			
	<b>Must pass 2/3 areas</b>	<b>Must pass 9/13 areas</b>	<b>Must pass 9/12 areas</b>
	Identify #'s 1-20	Writes numerals by 2s to 20	
	One-one counting up to 15	Writes numerals by 10s to 100	
	Extend an A-B pattern	Writes numerals by 1s to 110	
		Solves story problems and write the number sentence	
		Identifies one more than and one less than	
		Completes a shape pattern	
		Identifies geometric shapes	
		Uses ordinal numbers to identify position in a sequence	
		Solves problems using a graph	
		Accurately completes number fact problems	
<b>SCIENCE</b>			
	N/A	70% on unit tests	70% on ¾ unit tests
<b>SOCIAL STUDIES</b>			
	N/A	Progressing or Achieving on tests	Progressing or Achieving on tests

## NCA/Title I Essential Learner Annual Goals

The following assessments will be given to all students to determine their present level of academic performance. All students are expected to meet these essential learner goals, if a student does not meet the criteria, interventions will be provided.

<b>Second Grade</b>	<b><u>Beginning of Year</u></b>	<b><u>Mid-Year</u></b>	<b><u>End of Year</u></b>
<b>LANGUAGE ARTS</b>			
<b>DRA (1/1)</b> <i>Follow the DRA script for a cold read to ensure accuracy of assessments</i>	Level 16 with comp. score of 16	Level 20 of a benchmark text	Level 28 with a comp. score of 16
<b>MLPP (2/3)</b>			
Sight Vocabulary	13 on 1 <sup>st</sup> gr. list	18 on 1 <sup>st</sup> gr. list	13 on 2 <sup>nd</sup> gr. List
Known Words	25	30	36
Writing (2 <sup>nd</sup> Grade Rubric)	level 1 <i>Something I do well</i>	level 2 <i>Winter fun</i>	level 3 <i>A time I've been hurt</i>
<b>MATH</b>			
	<b>Must have passed 6/8 areas on the 1<sup>st</sup> grade assessment in previous year.</b>	<b>Must pass 9/13 areas</b>	<b>Must pass 9/12 areas</b>
		Shapes 4/6	2-3 digit add regroup 6/10
		</> Concepts 3/4	subtract w/regroup 6/10
		# Patterns 4/6	time 2/3
		+/- Story problems 2/3	money 1/2
		Ordering #'s 1/2	temperature 1/1
		Base 10 system 1/2	graphs 2/3
		Temperature 1/1	place value 1/1
		Time 2/3	story problems 2/3
		Money 3/4	Fractions 2/3
		# name repress 4/6	number patterns 3/5
		Basic + facts 9/14	< > 4/6
		Basic – facts 9/14	arrays 1/1
		Fact families 3/4	
<b>SCIENCE</b>			
	N/A	75% on unit tests	75% on unit tests
<b>SOCIAL STUDIES</b>			
	N/A	75% on unit tests	75 % on unit tests



# School Improvement Action Plan

School: Bailey Elementary School

<p>Goal Statement:</p> <p># 1. All students will improve their reading comprehension skills as applied across the curriculum.</p> <p>#2. All students will improve their writing skills as applied across the curriculum.</p> <p>Essence (two or three specific skills):</p> <ol style="list-style-type: none"> <li>Balanced literacy program</li> <li>Students will use multiple reading strategies to fluently and accurately read text at grade level.</li> <li>Students will use multiple reading strategies to understand the meaning of text at grade level.</li> </ol>					
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> <li>MEAP 3<sup>rd</sup> Grade Reading</li> <li>DRA – 1<sup>st</sup>-3<sup>rd</sup> grade</li> <li>MLPP – 1<sup>st</sup>-2<sup>nd</sup> grade</li> </ol>	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> <li>MEAP 3<sup>rd</sup> Grade ELA</li> </ol>	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> <li>Common Grade Level Assessments – 1<sup>st</sup> &amp; 2<sup>nd</sup> Grade</li> <li>Developmental Reading Assessment (DRA) – 1<sup>st</sup>-2<sup>nd</sup> Grade</li> </ol>			
<p>Strategy/Intervention:</p> <p>A 12-20 week Reading Recovery intervention will be provided to first-grade students who have regular attendance, no IEP needs, demonstrate parent support, but remain below grade level in reading.</p>		<p>Research supporting this strategy/intervention:</p> <ol style="list-style-type: none"> <li>Reading Recovery, by Marie Clay</li> </ol>			
<p>Activities to implement the intervention (including professional development) such as:</p>		<p>Contact Person</p>	<p><u>Timeline</u></p> <p>Begin    End</p>		<p>Resources</p>
<ol style="list-style-type: none"> <li>Employ and train enough staff to service bottom 20% of the general education population below grade level in reading. A full-service program has one reading recovery teacher for every two classrooms.</li> </ol>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>ongoing</p>	<p>Title I \$, Release time for training</p>
<ol style="list-style-type: none"> <li>Reading Recovery teachers will continue to engage in monthly professional development classes during their entire Reading Recovery teaching assignment.</li> </ol>		<p>Phyllis McElmurry</p>	<p>Continuation</p>	<p>ongoing</p>	<p>Title I \$, Participation in Reading Recovery Council of Michigan training, Release time</p>
<ol style="list-style-type: none"> <li>Provide observations on students in Reading Recovery by the classroom teachers. Focus on ways to integrate the reading</li> </ol>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>5/10</p>	<p>Release time for teachers to observe Reading</p>

strategies taught in the Reading Recovery program with the classroom instruction. (At least one observation session for each 1 <sup>st</sup> grade teacher for each student's program.				Recovery lessons, Teaming times for classroom teachers and Reading Recovery teachers
4. Provide a PD session for 2 <sup>nd</sup> grade teachers with Reading Recovery teachers on effective ways to work with students that continue to need assistance in 2 <sup>nd</sup> grade.	Phyllis McElmurry	10/09	3/10	Time for Reading Recovery teachers to plan and implement the session.
5. Provide training sessions for parents on how to work with their children in literacy activities. Every parent with a student in the program will participate in at least one training session.	Phyllis McElmurry	9/09	5/10	Schedule times for parent observations, training sessions with the Reading Recovery teachers.



# School Improvement Action Plan

School: Bailey Elementary School

Goal Statement: All students will improve their reading comprehension skills as applied across the curriculum.				
Essence (two or three specific skills):				
<ol style="list-style-type: none"> <li>Students will use multiple reading strategies to fluently and accurately read text at grade level.</li> <li>Students will use multiple reading strategies to understand the meaning of text at grade level.</li> </ol>				
Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):		
<ol style="list-style-type: none"> <li>MEAP 3<sup>rd</sup> Grade Reading</li> <li>DRA – 1<sup>st</sup>-3<sup>rd</sup> grade</li> <li>MLPP – 1<sup>st</sup>-2<sup>nd</sup> grade</li> </ol>	<ol style="list-style-type: none"> <li>MEAP 3<sup>rd</sup> Grade ELA</li> </ol>	<ol style="list-style-type: none"> <li>Grade level Assessments – 1<sup>st</sup> &amp; 2<sup>nd</sup> Grade</li> <li>Developmental Reading Assessment (DRA) – 1<sup>st</sup>-2<sup>nd</sup> Grade</li> </ol>		
Strategy/Intervention:		Research supporting this strategy/intervention:		
All students will participate in Guided Reading lessons at least two times per week as part of their balanced literacy instruction.		<ol style="list-style-type: none"> <li>The Ohio State University Early Literacy Initiative</li> <li>Guided Reading, The Primary Literacy Video Collection by Fountas &amp; Pinnell</li> <li><i>On Solid Ground: Strategies for Teaching Reading K-3</i>, Sharon Taberski</li> <li><i>Reading with Meaning</i>, by Debbie Miller</li> </ol>		
Activities to implement the intervention (including professional development) such as:	Contact Person	Timeline		Resources
	Begin	End		
<ol style="list-style-type: none"> <li>Further the PD provided to all classroom teachers on guided reading strategies within a classroom setting.</li> </ol>	Phyllis McElmurry	9/09	4/10	<i>A Close Up Look at Teaching Reading</i> video by Sharon Taberski
<ol style="list-style-type: none"> <li>Enhance the leveled library with additions made to the library based on the “needs survey” completed by teaching staff.</li> </ol>	Chris Bancroft	Continued from prior year	ongoing	General Fund \$ to purchase books, Title I funds to expand the items for struggling students.
<ol style="list-style-type: none"> <li>Teachers will continue to design and implement guided reading lessons based on students’ formative assessment data, including running records, MLPP assessments, and staff observations.</li> </ol>	Phyllis McElmurry	Continued from prior year	ongoing	Running Records, MLPP assessments, Observational data from the classroom

4. Teachers will create flexible groups for implementing guided reading lessons for all students. Lessons will be individualized to address the current common needs within the groups created.	Phyllis McElmurry	9/09	6/10	Running Records, MLPP assessments, Observational data from the classroom
5. Staff will participate in follow up professional development for designing and implementing guided reading groups based on the PD from the 2008-2009 plan with Sharon Taberski.	Phyllis McElmurry	11/09	3/10	Title II funds for PD



# School Improvement Action Plan

School: Bailey Elementary School

<p>Goal Statement:            #1 - All students will improve their reading comprehension skills as applied across the curriculum.            #2 - All students will improve their writing skills as applied across the curriculum.</p> <p>Essence (two or three specific skills):            1. Students need to be able to respond to multiple texts in a variety of ways, including writing.            2. Students can use writing to improve their comprehension and construct meaning of text.</p>					
<p>Support Data (used to select the goal):            1. MEAP 3<sup>rd</sup> Grade ELA            2. DRA – 1<sup>st</sup>-3<sup>rd</sup> grade            3. MLPP – 1<sup>st</sup>-2<sup>nd</sup> grade</p>	<p>Standardized Assessment(s):            1. MEAP 3<sup>rd</sup> Grade ELA</p>	<p>Local Assessment(s):            1. MLPP Writing Assessment 1<sup>st</sup> Grade            2. MLPP Writing Assessment 2<sup>nd</sup> Grade</p>			
<p>Strategy/Intervention:            Students will use writing responses to develop their comprehension of text in all content areas. Students will use at least one type of written response each day. (Types of responses are listed below in the activities section.)</p>		<p>Research supporting this strategy/intervention:            1. <i>On Solid Ground: Strategies for Teaching Reading K-3</i>, Sharon Taberski            2. <i>Reading with Meaning</i>, by Debbie Miller            3. The Ohio State University Early Literacy Initiative            4. <i>Write Away: A Handbook for Young Writers, Thinkers and Learners</i>, by Kemper, Nathan and Sebranek            5. <i>Writer's Express: A Handbook for Young Writers, Thinkers and Learners</i>, by Kemper, Nathan and Sebranek</p>			
<p>Activities to implement the intervention (including professional development) such as:</p>		<p>Contact Person</p>	<p><u>Timeline</u>            Begin End</p>		<p>Resources</p>
<p>1. Students will write expository responses during math, science or social studies activities.</p>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>6/10</p>	<p><i>Write Away: A Handbook for Young Writers, Thinkers and</i></p>

2. Students will write descriptive responses during math, reading, science or social studies activities.	Phyllis McElmurry	9/09	6/10	<i>Learners</i> , by Kemper, Nathan and Sebranek
3. Students will write personal narrative responses during writing workshop.	Phyllis McElmurry	9/09	6/10	
4. Teachers will assess student responses and provide feedback to students using a 3 point rubric. (+, S, -) at least twice per week.	Phyllis McElmurry	9/08	6/09	Rubric needs to be constructed
5. Teachers will have follow-up professional development available in “process writing”.	Phyllis McElmurry	9/09	5/10	Calkins Writing Program materials, trainer (Jill Shreffler)
6. Teachers will have more technology available that allows them to provide formative assessment on student writing.	Phyllis McElmurry	9/09	6/10	LCD, document camera



# School Improvement Action Plan

School: Bailey Elementary School

<p>Goal Statement:          # 1. All students will improve their reading comprehension skills as applied across the curriculum.          #2. All students will improve their writing skills as applied across the curriculum.</p> <p>Essence (two or three specific skills):          1. Students will improve their non-fiction reading strategies.          2. Students will respond to multiple types of text.</p>					
<p>Support Data (used to select the goal):          1. MEAP 3<sup>rd</sup> Grade ELA          2. DRA – 1<sup>st</sup>-3<sup>rd</sup> grade          3. MLPP – 1<sup>st</sup>-2<sup>nd</sup> grade</p>	<p>Standardized Assessment(s):          1. MEAP 3<sup>rd</sup> Grade ELA</p>	<p>Local Assessment(s):          1. Grade level Assessments – 1<sup>st</sup> &amp; 2<sup>nd</sup> Grade          2. Developmental Reading Assessment (DRA) – 1<sup>st</sup>-2<sup>nd</sup> Grade</p>			
<p>Strategy/Intervention:          1. Students will respond to multiple types of text using graphic organizers. Ex. KWL charts, Concept Maps, Venn Diagrams</p>		<p>Research supporting this strategy/intervention:          1. <i>On Solid Ground: Strategies for Teaching Reading K-3</i>, Sharon Taberski          2. <i>Reading with Meaning</i>, by Debbie Miller</p>			
<p>Activities to implement the intervention (including professional development) such as:</p>		<p>Contact Person</p>	<p><u>Timeline</u>          Begin End</p>		<p>Resources</p>
<p>1. Teachers will continue to share as grade levels and review how to use graphic organizers to demonstrate comprehension of non-fiction text.</p>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>2/10</p>	<p>KWL charts, Concept maps, Venn diagrams</p>
<p>2. Students will use Venn Diagrams to compare and contrast information within science, reading, or social studies once per month.</p>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>6/10</p>	<p>Venn diagram models</p>
<p>3. Students will use concept maps to demonstrate their knowledge of math, science, reading or social studies concepts once per month.</p>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>6/10</p>	<p>Paper, pencils</p>
<p>4. Students will use KWL charts monthly.</p>		<p>Phyllis McElmurry</p>	<p>9/09</p>	<p>6/10</p>	<p>Response logs for content areas, Science journals,</p>



# School Improvement Action Plan

School: Bailey Elementary School

<p>Goal Statement:</p> <p>#1 - All students will improve their reading comprehension skills as applied across the curriculum.</p> <p>#2 - All students will improve their writing skills as applied across the curriculum.</p> <p>Essence (two or three specific skills):</p> <ol style="list-style-type: none"> <li>1. Students will use multiple reading strategies to fluently and accurately read text at grade level.</li> <li>2. Students will use multiple reading strategies to understand the meaning of text at grade level.</li> <li>3. Students will use effective writing strategies to write at grade level.</li> </ol>					
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> <li>1. MEAP 3<sup>rd</sup> Grade ELA</li> <li>2. DRA – 1<sup>st</sup>-3<sup>rd</sup> grade</li> <li>3. MLPP – 1<sup>st</sup>-2<sup>nd</sup> grade</li> </ol>	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> <li>1. MEAP 3<sup>rd</sup> Grade ELA</li> </ol>	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> <li>1. Grade level Assessments – 1<sup>st</sup> &amp; 2<sup>nd</sup> Grade</li> <li>2. Developmental Reading Assessment (DRA) – 1<sup>st</sup>-2<sup>nd</sup> Grade</li> </ol>			
<p>Strategy/Intervention:</p> <p>Individual students, not achieving the essential learner goals, will participate in remediation and reteaching activities outlined in individualized intervention plans.</p>		<p>Research supporting this strategy/intervention:</p> <ol style="list-style-type: none"> <li>1. <i>On Solid Ground: Strategies for Teaching Reading K-3</i>, Sharon Taberski</li> <li>2. <i>Reading with Meaning</i>, by Debbie Miller</li> </ol>			
<p>Activities to implement the intervention (including professional development) such as:</p>		<p>Contact Person</p>	<p><u>Timeline</u></p> <p>Begin End</p>		<p>Resources</p>
<ol style="list-style-type: none"> <li>1. Teachers will continue to administer common grade level assessments to all students in their classrooms. (see assessment chart for frequency)</li> </ol>		Phyllis McElmurry	9/09	6/10	Common assessments, essential learner outcomes
<ol style="list-style-type: none"> <li>2. Teachers will contact and meet with parents to develop a plan to address the areas of student need.</li> </ol>		Phyllis McElmurry	9/09	6/10	Intervention forms
<ol style="list-style-type: none"> <li>3. Classroom teachers will lead the implementation of the plans.</li> </ol>		Phyllis McElmurry	9/09	6/10	Intervention plans
<ol style="list-style-type: none"> <li>4. Additional resources will be available for the implementation of the intervention plans.</li> </ol>		Phyllis McElmurry	9/09	6/10	EA support, literacy groups, Summer School, extended day options, ...



# School Improvement Action Plan

School: Bailey Elementary School

Goal Statement: All students will improve their ability to use problem solving strategies across the curriculum.				
Essence (two or three specific skills):				
<ol style="list-style-type: none"> <li>1. Students need to link their conceptual understanding of mathematics with their procedural knowledge.</li> <li>2. Recognize the relationships among different topics and mathematics.</li> </ol>				
Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):		
<ol style="list-style-type: none"> <li>1. MEAP 4<sup>th</sup> Grade Mathematics</li> <li>2. District Math Tests 1<sup>st</sup>-2<sup>nd</sup> Grades</li> <li>3. Unit Tests from 2<sup>nd</sup> Grade Math series</li> </ol>	<ol style="list-style-type: none"> <li>1. Mathematics MEAP – 4<sup>th</sup> Grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Tests from Math Series 2<sup>nd</sup> Grade</li> <li>2. District Math Tests 1<sup>st</sup> &amp; 2<sup>nd</sup> Grades</li> </ol>		
Strategy/Intervention:		Research supporting this strategy/intervention:		
All students will exhibit a willingness to change strategies, reflect, analyze and persist until a solution is identified.		<ol style="list-style-type: none"> <li>1. NCTM standards and benchmarks</li> <li>2. State of Michigan standards and benchmarks</li> <li>3. <i>About Teaching Mathematics</i>, Marilyn Burns</li> </ol>		
Activities to implement the intervention (including professional development) such as:	Contact Person	<u>Timeline</u>		Resources
		Begin	End	
1. Use mathematics daily in classroom activities including calendar, temperature, attendance counts, lunch count, sequence of days, number line and 100's chart for patterns.	Erica Martin	9/09	6/10	State standards and benchmarks, final versions of the State of Michigan grade level expectations, district curriculum, copies of district adopted texts
2. All students will create graphs, charts, draw picture models, or use formal number models to organize data within a problem.	Erica Martin	9/09	6/10	
3. Grade level teachers will work together to create mathematic problems that require the use of CGI techniques and contain assessment strategies where students show their solutions to these problems.	Erica Martin	10/09	4/10	
4. Teachers will be trained in data analysis techniques.	Erica Martin	11/09	4/10	Trainer needed ?
5. Students' common grade level assessments will be disaggregated and analyzed to identify strengths and	Erica Martin	9/09	6/10	Assessment data

weaknesses. Individual information can be used to create the intervention plan. Classroom and grade level composites can be used for program evaluation.

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# School Improvement Action Plan

School: Bailey Elementary School

Goal Statement: All students will improve their ability to use problem solving strategies across the curriculum.				
Essence (two or three specific skills):				
<ol style="list-style-type: none"> <li>1. Students need to have confidence to try various strategies for solving problems.</li> <li>2. Students need to exhibit a willingness to risk being wrong at times.</li> <li>3. Students need a willingness to persevere when solutions are not immediate.</li> </ol>				
Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):		
<ol style="list-style-type: none"> <li>1. MEAP 3<sup>rd</sup> Grade Mathematics</li> <li>2. District Math Tests 1<sup>st</sup>-2<sup>nd</sup> Grades</li> <li>3. Unit Tests from 2<sup>nd</sup> Grade Math series</li> </ol>	<ol style="list-style-type: none"> <li>1. Mathematics MEAP – 3<sup>rd</sup> Grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Tests from Math Series 2<sup>nd</sup> Grade</li> <li>2. District Math Tests 1<sup>st</sup> &amp; 2<sup>nd</sup> Grades</li> </ol>		
Strategy/Intervention: Students will learn and attempt multiple strategies for solving math problems.		Research supporting this strategy/intervention: <ol style="list-style-type: none"> <li>1. <i>Children's Mathematics – Cognitively Guided Instruction</i>, Carpenter, Fennema, Frank, Levi, Empson (University of Wisconsin)</li> <li>2. <i>About Teaching Mathematics</i>, Marilyn Burns</li> <li>3. <i>NCTM Standards/ benchmarks</i></li> </ol>		
Activities to implement the intervention (including professional development) such as:	Contact Person	<u>Timeline</u> Begin End		Resources
1. All students will use manipulatives or draw picture models of the problem 1-2 times per week..	Erica Martin	9/09	6/10	Unifix cubes, counters, Base 10 blocks
2. All students will summarize their approaches and results to problems in small groups 1-2 times per week.	Erica Martin	9/09	6/10	Cooperative learning groups
3. Teachers will model, for their students 1-2 times per week, problem solving approaches for finding mathematical solutions.	Erica Martin	9/09	6/10	Overhead projector, chalk board, manipulatives
4. Continue to provide professional development training, for teachers who volunteer, in cognitively guided instruction (CGI)	Erica Martin	9/09	6/10	Title II funds for training expenses. University of Wisconsin training resources

methods.				and CGI texts.
5. Teachers who receive the CGI training will meet as a professional study group once a month during the year following the training to support the implementation of CGI strategies.	Erica Martin	9/09	6/10	Provide common planning times for teachers to meet regarding the implementation of CGI methods.
6. Teachers who volunteer may participate in colleague visits as needed to observe mathematics instruction.	Erica Martin	9/08	6/09	Release time and/or related arts planning times



# School Improvement Action Plan

School: Bailey Elementary School

Goal Statement: All students will improve their ability to use problem solving strategies across the curriculum.				
Essence (two or three specific skills):				
<ol style="list-style-type: none"> <li>1. Students need to be able to communicate their mathematical understandings to others.</li> <li>2. Students need to be able to demonstrate their mathematical proficiency.</li> </ol>				
Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):		
<ol style="list-style-type: none"> <li>1. MEAP 3<sup>rd</sup> Grade Mathematics</li> <li>2. District Math Tests 1<sup>st</sup>-2<sup>nd</sup> Grades</li> <li>3. Unit Tests from 2<sup>nd</sup> Grade Math series</li> </ol>	<ol style="list-style-type: none"> <li>1. Mathematics MEAP –3<sup>rd</sup> Grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Tests from Math Series 2<sup>nd</sup> Grade</li> <li>2. District Math Tests 1<sup>st</sup> &amp; 2<sup>nd</sup> Grades</li> </ol>		
Strategy/Intervention:		Research supporting this strategy/intervention:		
Students will learn and use formal mathematics vocabulary.		<ol style="list-style-type: none"> <li>1. <i>NCTM</i> standards and benchmarks</li> <li>2. <i>State of Michigan</i> standards and benchmarks</li> <li>3. <i>About Teaching Mathematics</i>, Marilyn Burns</li> </ol>		
Activities to implement the intervention (including professional development) such as:	Contact Person	Timeline		Resources
		Begin	End	
<ol style="list-style-type: none"> <li>1. Teachers will identify vocabulary consistent with state standards.</li> </ol>	Erica Martin	10/09	4/10	
<ol style="list-style-type: none"> <li>2. Teachers will model the use of formal mathematics vocabulary during instruction.</li> </ol>	Erica Martin	9/09	6/10	
<ol style="list-style-type: none"> <li>3. Students will use formal mathematics vocabulary when describing and explaining mathematical solutions orally and in writing.</li> </ol>	Erica Martin	9/09	6/10	



# School Improvement Action Plan

School: Bailey Elementary School

Goal Statement: All students will improve their ability to use problem solving strategies across the curriculum.				
Essence (two or three specific skills):				
<ol style="list-style-type: none"> <li>1. Students need to value mathematics and understand its importance in their lives.</li> <li>2. Students need to accept responsibility for their own work and behavior.</li> <li>3. All students need to achieve the annual essential learner goals in mathematics.</li> </ol>				
Support Data (used to select the goal):	Standardized Assessment(s):	Local Assessment(s):		
<ol style="list-style-type: none"> <li>1. MEAP 3<sup>rd</sup> Grade Mathematics</li> <li>2. District Math Tests 1<sup>st</sup>-2<sup>nd</sup> Grades</li> <li>3. Unit Tests from 2<sup>nd</sup> Grade Math series</li> </ol>	<ol style="list-style-type: none"> <li>1. Mathematics MEAP – 3<sup>rd</sup> Grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit Tests from Math Series 2<sup>nd</sup> Grade</li> <li>2. District Math Tests 1<sup>st</sup> &amp; 2<sup>nd</sup> Grades</li> </ol>		
Strategy/Intervention:		Research supporting this strategy/intervention:		
Individual students, not achieving the essential learner goals, will participate in remediation and reteaching activities outlined in individualized intervention plans.		<ol style="list-style-type: none"> <li>1. <i>Children's Mathematics – Cognitively Guided Instruction</i>, Carpenter, Fennema, Frank, Levi, Empson (University of Wisconsin)</li> <li>2. <i>About Teaching Mathematics</i>, Marilyn Burns</li> </ol>		
Activities to implement the intervention (including professional development) such as:	Contact Person	Timeline		Resources
		Begin	End	
1. Teachers will continue to administer common assessments to all students in their classrooms. (see assessment chart for frequency)	Erica Martin	9/09	6/10	Common assessments, essential learner outcomes
2. Teachers will contact and meet with parents to develop a plan to address the areas of student need.	Erica Martin	9/09	6/10	Intervention plan forms
3. Classroom teachers will coordinate the implementation of the plans	Erica Martin	9/09	6/10	Completed intervention plans
5. Additional resources will be available for the implementation of the intervention plans.	Erica Martin	9/09	6/10	EA support, literacy groups, Summer School, extended day options, ...

### *Instruction by Highly Qualified Staff*

All teachers and educational assistants are highly qualified. The district has the responsibility of hiring only highly-qualified teachers and highly-qualified educational assistants.

### *Strategies to Attract High-Quality Teachers to High Needs Schools*

The Hillsdale Community Schools district has the responsibility of attracting highly qualified teachers. Only highly qualified teachers and educational assistants are hired, in accordance with NCLB. There has not been a problem getting candidates for open positions that meet the NCLB requirements.

The district is among the higher paying school districts in the area and Hillsdale Community Schools also has a financial reimbursement policy for teachers that pursue advanced graduate level coursework in planned programs.

Each school in the district has a designated grade span. As a result, there is not competition for staff members to either “get in” or “leave” a particular school in the district.

### *High Quality and Ongoing Professional Development*

Bailey has a professional development plan that is developed collaboratively among the teachers, EA’s and administration for the purpose of increasing student achievement.

Bailey School uses other teachers in non-core areas to teach students so that classroom teachers have common planning times with teaching peers.

Bailey teachers conduct monthly grade level meetings for curriculum and assessment evaluation.

## Parent Involvement Policy

### **Philosophy Statement:**

Bailey Elementary School believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational 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 in 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 and home environment which encourages learning.

### **Communication:**

Communication between home and school should be regular, two-way and meaningful. Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges and accomplishments. To communicate effectively, both parties must be aware of and address issues such as cultural diversity, language the differences and special needs. Appropriate steps shall be taken to allow clear communication with participants including invitations to attend at least one annual meeting focused on providing information on school-wide Title I programming, and to solicit parent/guardian suggestions on program development and program evaluation.

### **Program Planning/Evaluation:**

Parents are full partners in the decisions that affect their children and families: The school will actively enlist parent participation in decision making. This includes in the development of the Title I programs and the evaluation of such programs. Further efforts shall be made to recruit and support direct parent involvement by parents representing the diverse student, parental, and community groups. The need for parent involvement is extended to the annual review of the parent involvement policy and the parent involvement plan.

### **Support for Parents:**

With the input and assistance of parents, the school shall provide opportunities for parents to learn effective ways to support their child's educational needs including information for supporting student behavior, developing citizenship skills and achieving at a high level for academic performance. Parents shall be linked to programs and resources within the community that provide needed support services.

### **Reporting Student Progress:**

Hillsdale Community Schools has established academic and citizenship standards for all students. Regular reporting of achievement will happen at parent teacher conferences and through report cards and progress reports. The parents and teachers shall work collaboratively to develop and implement plans to increase individual student achievement.

## *Parental Involvement Plan*

### **VIP Programs**

Homework Helpers: Provide assistance that is needed by students to complete their homework assignments. Times can be before-school, during lunch and after-school.

Classroom Assistant Program: Work under the direction and guidance of the classroom teacher to provide assistance in the classroom. This may include listening to children read, assisting with bulletin boards, making copies, craft projects, classroom parties, and fieldtrip chaperone. Times are arranged directly with the classroom teachers.

Playground Activity Leader: Work under the direction and support of the school's playground supervisors to be a group leader for recess activities. Supervision and student management is provided by the school's staff members. Times can be before-school, during lunch and after-school.

Mileage Club Attendant: Help pass out counters so students can keep track of their mileage club achievements. Supervision and student management is provided by the school's staff members. Times are during lunch recess 11:45 a.m. - 1:00 p.m. Helping for portions of a recess is appreciated as well.

Library Docent Program: Provide assistance to children in selecting books, checking in/out books, reading to and with students individually or in groups. Times are arranged with the Media Center staff.

Reading Buddy Program: Listen to children reading and help provide reading prompts to children assisting them with reading skill development. Times are arranged with classroom teachers.

Office Assistant: Work under the guidance of the building secretary and principal to assist with tasks in the school office. Times are flexible and are arranged directly with the office staff.

PTO - Parent Teacher Organization: Parents that have children attending Hillsdale Community Schools are automatically eligible and encouraged to participate. The meetings are held on the first Tuesday of each month at Gier Elementary School. There is supervised childcare for the convenience of families. A snack is usually served to the children as well. This is a great way to have a regular interaction with other parents, get to know staff members from other buildings and be involved in special volunteer projects like the annual Sub Sale or Hornet Halloween.

**Bailey Elementary School  
Parent Involvement Calendar**

**September**

3<sup>rd</sup> – 6:00-7:00 PM @ Bailey School - Open House – Students and parents meet their teachers in the classrooms. Student handbooks are provided to all parents.

15<sup>th</sup> – 4:15 PM @ Gier Library - PTO Meeting: First meeting of the year. Officers will be elected and a general overview of the events being planned for the year will be presented.

22<sup>nd</sup> – 2<sup>nd</sup> Grade Classroom Connections: 6:00-7:00 PM @ Bailey School – Title I school-wide programming is explained to the parents and classroom teachers meet with parents to explain the curriculum for the school year.

**October**

2<sup>nd</sup> – Sub Sale begins! This is the one and only fund-raising event each year to fund the enrichment activities sponsored by the organization. Making the subs occurs on a Saturday morning on November 7<sup>th</sup>.

5<sup>th</sup> - 1<sup>st</sup> Grade Classroom Connections: – 6:00-7:00 PM @ Bailey School – Title I school-wide programming is explained to the parents and classroom teachers meet with parents to explain the curriculum for the school year.

6<sup>th</sup> – PTO Meeting @ Gier School 4:15-5:00 PM in the Gier Library – Bailey meeting will include parent training on the Classroom Assistant Program

15<sup>th</sup> - Parent Training Session: 10:00 AM in the Bailey Library - Provide training on the VIP programs.

26<sup>th</sup> - PTO Event – Howling Hornet Halloween: Families come to Hillsdale High School in the evening for trick-or-treating in the school hallways. Staff members dress in costume to pass out treats and interact with the family members.

**November**

3<sup>rd</sup> - PTO Meeting @ Gier School Library 4:15-5:00 PM – Provide parent training on Office Assistant Program and Library Docent Program

7<sup>th</sup> (Saturday) - Sub Sale Event 8:00-Noon: Volunteers are needed. People are encouraged to give 1 or 2 hours during this great event. This is the one and only fund-raising event each year to fund the enrichment activities sponsored by the organization. The event occurs on a Saturday morning.

9<sup>th</sup>-12<sup>th</sup> - Parent/Teacher Fall Conferences – Individual meetings are scheduled for all students. Teachers meet with the parents to engage in a dialogue and exchange information about the children. The student-parent-teacher compact is used to frame the discussion. All sessions are scheduled in advance through the classroom teachers.

25<sup>th</sup> - Thanksgiving Music Program – Bailey students perform skits, sing songs, recite poetry for their school mates, family members, and community members. The program is presented at 10:00 AM and a repeat performance at 2:00 PM.

TBA - Family Game Night – The school provides a learning game/activity that is selected by the teachers based on the needs of each student. Families attend an evening session where they learn about mathematics instruction and learning, receive the designated game and practice playing the game.

## **December**

TBA - Science Night – Families attend science demonstration and participate in hands-on activities to develop their scientific inquiry skills and increase factual knowledge.

18<sup>th</sup> - Winter Music Program – Bailey students perform skits, sing songs, recite poetry for their school mates, family members, and community members. The program is presented at 10:00 AM and a repeat performance at 2:00 PM.

## **January**

5<sup>th</sup> - PTO Meeting @ Gier School Library 4:15-5:00 PM – Provide training on Homework Helpers

Report Card #1 – Teachers provide written report cards to parents on all academic content areas, special subjects, social development, and school attendance.

## **February**

2<sup>nd</sup> - PTO Meeting @ Gier School Library 4:15-5:00 PM –

TBA - Math Night – Families participate in math activities focused to develop their problem solving and logical thinking skills.

## **March**

2<sup>nd</sup> - PTO Meeting @ Gier School Library 4:15-5:00 PM – Provide training on Playground Activity Leader & Mileage Club Attendant

15<sup>th</sup> – 18<sup>th</sup> Parent/Teacher Spring Conferences: Teachers meet with the parents for the second time in person to engage in a dialogue and exchange information about the children. The student-parent-teacher compact is again used to frame the discussion.

TBA - Family Literacy Night – Families attend an evening event that has sessions to develop parents' skills for literacy assistance to their children. Students will participate in literacy enrichment activities.

## **April**

13<sup>th</sup> - PTO Meeting @ Gier School Library 4:15-5:00 PM –

14<sup>th</sup> - School Improvement Planning Session: Parents and community members will learn about the school improvement plan by the school staff, participate in a question/answer session about the plan and provide input directly to the staff about the plan including the parent involvement activities.

## **May**

4<sup>th</sup> - PTO Meeting @ Gier School Library 4:15-5:00 PM – Parents will be involved in the review of the current school improvement plan the parent involvement plan through a straight forward survey and a question/answer session.

21<sup>st</sup> – 2<sup>nd</sup> grade fieldtrip to Sauder Village: Many chaperones are needed.

28<sup>th</sup> – 1<sup>st</sup> grade fieldtrip to Camp Michindoh: Many chaperones are needed.

## **June**

11<sup>th</sup> - Report Card #2 – Teachers provide written report cards to parents on all academic content areas, special subjects, social development, and school attendance.

### **As Needed Items**

Intervention Plan Meetings – Teachers and additional support staff if needed meet with parents to develop an intervention plan based on a child's needs. The needs are identified by the on-going formative assessment plan at each grade level.

Child Study Team Meetings – School staff including the classroom teacher, administrator, special education staff meet with parents to develop a more supportive and usually more intense intervention plan for a student that has not shown improvement with their intervention plan that has been consistently implemented. Additional support staff from the ISD may be involved as needed.

*\* Events with "TBA" notes that specific date and time will be announced.*

# Student - Parent - Teacher Compact

## 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 in and commitment to significant educational 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 in 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 completed homework.
- Make sure my child is rested for school.
- Encourage positive attitudes.
- Attend parent-teacher conferences and other school functions.
- 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 homework on time.
- Follow the school rules.
- Show respect for myself and others.
- Put forth high effort to learn.
- Participate 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 leadership.
- Show care and concern for each child.
- Make effective use of academic learning time.
- Teach students the curriculum adopted by Hillsdale Community Schools.
- Seek ways to involve parents in classroom activities.
- Encourage all students and parents by providing information about student progress.

Signature \_\_\_\_\_

## *Preschool Transition Strategies*

Bailey Elementary School is a 1-2 grade level building. Transition plans are not applicable.

## *Teacher Participation in Making Assessment Decisions*

The school's needs assessment process includes teachers and administrators working together on the analysis of student achievement, including disaggregated MEAP results and grade level assessments. Formal and informal surveys are used to gather information on attitudes, beliefs, and perceptions of the staff.

Reading, writing, science, math, and social studies have grade level assessments in every grade. These assessments are aligned to state grade level content expectations. They are revised as needed to remain in alignment with grade level content expectations.

The teachers and administrator work collaboratively to write these assessments and in the determination of "credentialing" scores.

## *Timely and Additional Assistance to Students Having Difficulty Mastering Standards*

**Differentiated Instruction:** Teachers use differentiated instructional practices across the curriculum for daily lesson plans. Flexible groupings are used daily to provide varying levels of challenge and support to the students. For example: Guided Reading Groups, Writing Workshop, Math and Science Centers.

**Intervention Plans:** After assessing all students, teachers write intervention plans for students not meeting the minimum requirements for grade level expectations. The teachers and administrator work collaboratively to determine credentialing scores for students to be at grade level based on the state grade level content expectations. The focus is on providing resources that help increase the student's academic achievement in the area of difficulty.

Instructional paraprofessionals work in the classrooms to aid in implementing the written intervention plans.

Student achievement is monitored to determine the effectiveness of activities on intervention plans and to determine any changes that may be needed to assist students in meeting grade level expectations. Interventions available for selection can include the following...

### Level I – Responses from the classroom teacher

Differentiated classroom instruction

Small group instruction

One-on-one assistance  
Remediation sessions by the classroom teacher

Level II - Written Intervention Plans

One-on-one assistance from a paraprofessional  
Additional Literacy Group instruction  
Reading Recovery instruction  
Teacher Consultant services  
Speech/Language services  
After-school tutoring  
Summer School

Level III - Written IEP's

Teacher Consultant services  
Special Education Resource Room instruction  
Speech/Language services  
Other specialized services as determined by an IEP.

***Coordination of Funding Sources***

<b>Item</b>	<b>Description</b>	<b>Funding Source</b>
Classroom Teachers	Classroom instruction	General Fund
Paraprofessionals	Assistance provided so that intervention plans can be implemented for students below grade level in core content areas.	Title I
Special Education Teachers	Students identified for special needs through an IEPT will have direct services, teacher consultant services or in-direct services by properly certified staff.	General Fund & IDEA
Paraprofessional assistance as determined by IEPT.	Same as above as it applies to needs provided by paraprofessional staff.	General Fund & IDEA
Reading Recovery teachers	Provide additional instruction for students below grade level in reading.	Title I
Administration	The building principalship is a shared position with a ½ time Principal and a ½ Associate Principal.	General Fund
Advanced College Course Work	The district reimburses staff members for advanced coursework credits earned	General Fund
Professional Development in Writing	Assessment, Writing Process	Title II
Professional Development in Reading	Assessment, Differentiated Instruction	Title II
Professional Development in Math	Cognitively Guided Instruction methods	Title II
Professional Development in Science	Inquiry based instruction methods	Title II
Professional Development in social studies	Instructional Unit Planning, Research skills	Title II
Summer School Program	Students identified as “at risk” for academic success are assigned to summer school programming in August.	Title I
Instructional Planning PD	Teachers working in grade level teams to align instructional units	General Fund
Professionalism Training	“What Great Teachers do Differently” training session presented by Todd Whitaker	General Fund
Family Nights	The school provides several Family Nights for students and their families to engage in core curriculum trainings and activities.	Title I
Parent Training Sessions	Training sessions are provided to parents over the course of the school year in core academic subjects.	Title I
NCA/AdvancEd	Training sessions and registration fees for	General Fund &

	participation in the NCA accreditation process	Title II
Technology Integrations	Purchase technologies and provide training to staff members in how to effectively use technology integrations to improve student achievement	Title II D
Science Teaching Supplies	New materials purchased for instructional use using the BCAMSC units.	General Fund
Curriculum Alignment	Release time for staff members to plan for scope and sequence changes and create recommendations for material acquisitions	General Fund
Professional Study Groups	Staff members engage in professional study groups using professional literature and research on “best practices”	General Fund

# Glossary of Terms

BCAMSC-Battle Creek Area Math and Science Center

CGI – Cognitively Guided Instruction

DRA – Developmental Reading Assessment

Flexible Grouping – The practice of varying student groups for instruction

Guided Reading – An instructional strategy used to provide students with small group instruction on specific reading skills/strategies. Students are grouped homogenously to allow the teacher to select a text that is “just right” for the group in regards to text difficulty and teaching points. Children control and read most of the text; the teacher is right there to assist students and provide teaching points with strategies.

MEAP – Michigan Educational Assessment Program

MLPP – Michigan Literacy Progress Profile

Responsible Thinking Process (RTP) – An approach to student management where the adults work with students using questioning techniques that require students to articulate cause/effect of their actions

Written Responses – The purpose to written responses is to communicate thoughts and idea in writing. At the early elementary level, these responses may be created as part of a class discussion and recorded by the teacher, created in small groups, or written independently by students.

Balanced Literacy Program– A balanced literacy program includes reading, writing, speaking and listening. There are multiple forms of communication and students should have a balanced approached to instructional activities.