



Bay City Public Schools

Annual School Improvement Report

T.L. Handy Middle School

2004-2005

*Accredited by the State of Michigan
~Education YES! Grade "B"~
Staff....Students....Success*

T.L. Handy Middle School at a Glance...

Enrollment:	1100 - Sept. 1101 - Feb.
Professional Staff:	
Teachers:	59
Administrators:	4
Office Professionals:	6
Counselors:	3
Educational Assts.:	11
Custodians	10

MISSION STATEMENT

"It is our Mission to provide all students with the knowledge, attitudes, and skills that they need to succeed."

To address this mission, the Bay City Public Schools will:

- ❖ Provide a safe, stimulating, and productive learning environment
- ❖ Teach students academic, social and coping skills
- ❖ Nurture personal responsibility and respect for others
- ❖ Actively engage family, community members, and staff in the learning process
- ❖ Continually challenge staff and students to excel

VISION STATEMENT

The citizens of T. L. Handy community will support and encourage one another to become respectful, responsible, and productive members of society.

- ❖ Maintain high academic expectations
- ❖ Develop appropriate social skills
- ❖ Foster individual talent and respect diversity
- ❖ Ensure a safe, clean, health, and secure environment
- ❖ Promote lifelong wellness and learning.

T.L. HANDY'S ENHANCED MOTTO

"Believe...Achieve...Succeed"

- T. Trust and teach**
- L. Live and learn**
- H Have respect for yourself and others**
- A Achieve your goals**
- N Never give up**
- D Do your personal best**
- Y You will succeed!**

SCHOOL IMPROVEMENT

Students will use their reading skills for information and prior knowledge to make inferences and to problem-solve content related to language arts, mathematics, science, and social studies.

- Study Island, a web based program aligned to the Michigan benchmarks in all core subjects, was provided to all students. Lab time was scheduled for regular student access.
- Two Student Performance Systems (SPS) were used in classrooms as a resource for full student participation and immediate feedback to student responses.
- Calculators were provided to all math classrooms.
- Nine hours of in-service were provided to all ELA and special ed teachers.
- In-service was provided to all teachers on ways to integrate technology into the curriculum.
- MEAP aligned Math and Language Arts resource workbooks were provided to all classrooms.
- MEAP aligned Science and Social Studies resource workbook were provided to all eighth grade classrooms
- Building MEAP scores met AYP goal.

B. Added Components

1. Role of Adult and Community Education, Libraries, Community Colleges

The following are organizations that were used to enhance the students' overall educational and social opportunities.

- ↑ Bay County Library System: summer reading program, resource for research.
- ↑ Delta College/Saginaw Valley State University: enrichment classes, regional math competitions, intern teachers.

2. Role of Volunteers and Community Resources

Local businesses provide partnerships that promote academic excellence and personal best.

- ↑ Bay Area Junior Achievement provides guest speakers.
- ↑ Delta College Planetarium
- ↑ Midland Center for the Arts
- ↑ Community volunteers who come to T.L. Handy to work and support small groups of students

3. Building Level Decision Making

The following committees involve students, parents, and staff and contribute to the decision making process at T.L. Handy.

- ↑ School Improvement Team
- ↑ Handy Booster Club
- ↑ Leadership Team

4. Identification of Adult Roles

In recognizing that education needs to prepare students for adult roles, the concept of Career Preparation link classroom experiences with employment, parenthood, and citizenship using the Career Crossroads materials with 7th and 8th grade students.

5. Identification of Educational Skills

- ↑ Mastery of Michigan Curriculum Frameworks/Standards and Benchmarks
- ↑ Mastery of oral and written communication skills
- ↑ Understanding the responsibilities of good citizenship in a democratic society.

6. School Curriculum Providing Pupils with Educational Skills

A variety of assessment instruments are used to evaluate and plan student programs.

- ↑ Michigan Education Assessment Program
- ↑ District benchmark tests in math and language arts
- ↑ Terra Nova standardized testing
- ↑ Teacher developed tests

7. Development of Alternative Strategies of Assessment

A variety of alternative methods are used to assess student progress:

- ↑ Student led conferences
- ↑ Portfolios
- ↑ Writing assessments
- ↑ Math contests, Science Olympiad, Academic Track, writing contests, etc.

8. Effective Technology

T.L. Handy students have access to a wide variety of technology (computers, digital cameras, laser printers, Internet access, scanners, etc.) Robotics web page design will be accessible to students in the after school program.

Student Attendance Rate

This is the percentage of T.L. Handy students who attend school daily.

2004-05	2003-04	2002-03
93.66%	93.88%	90.48%

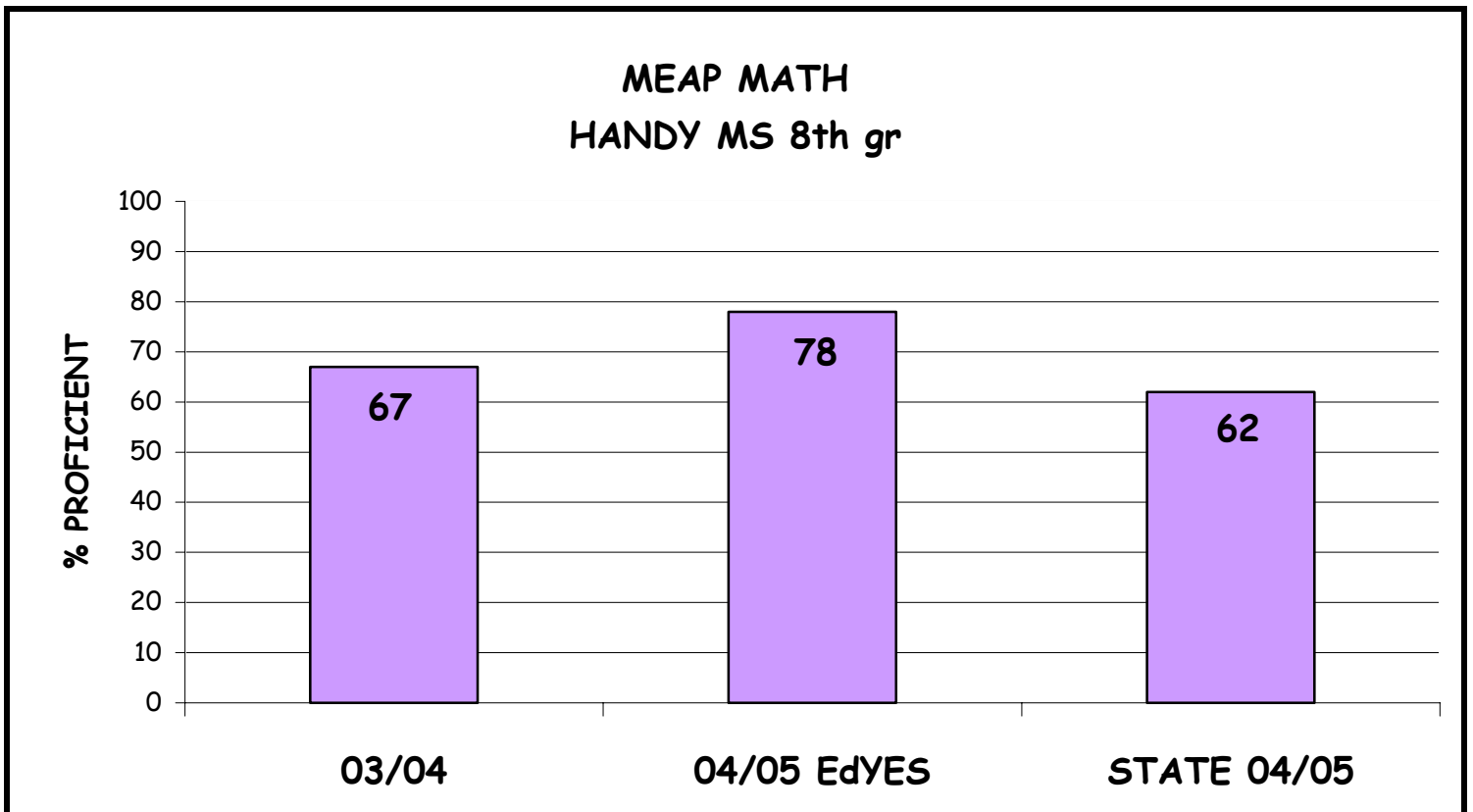
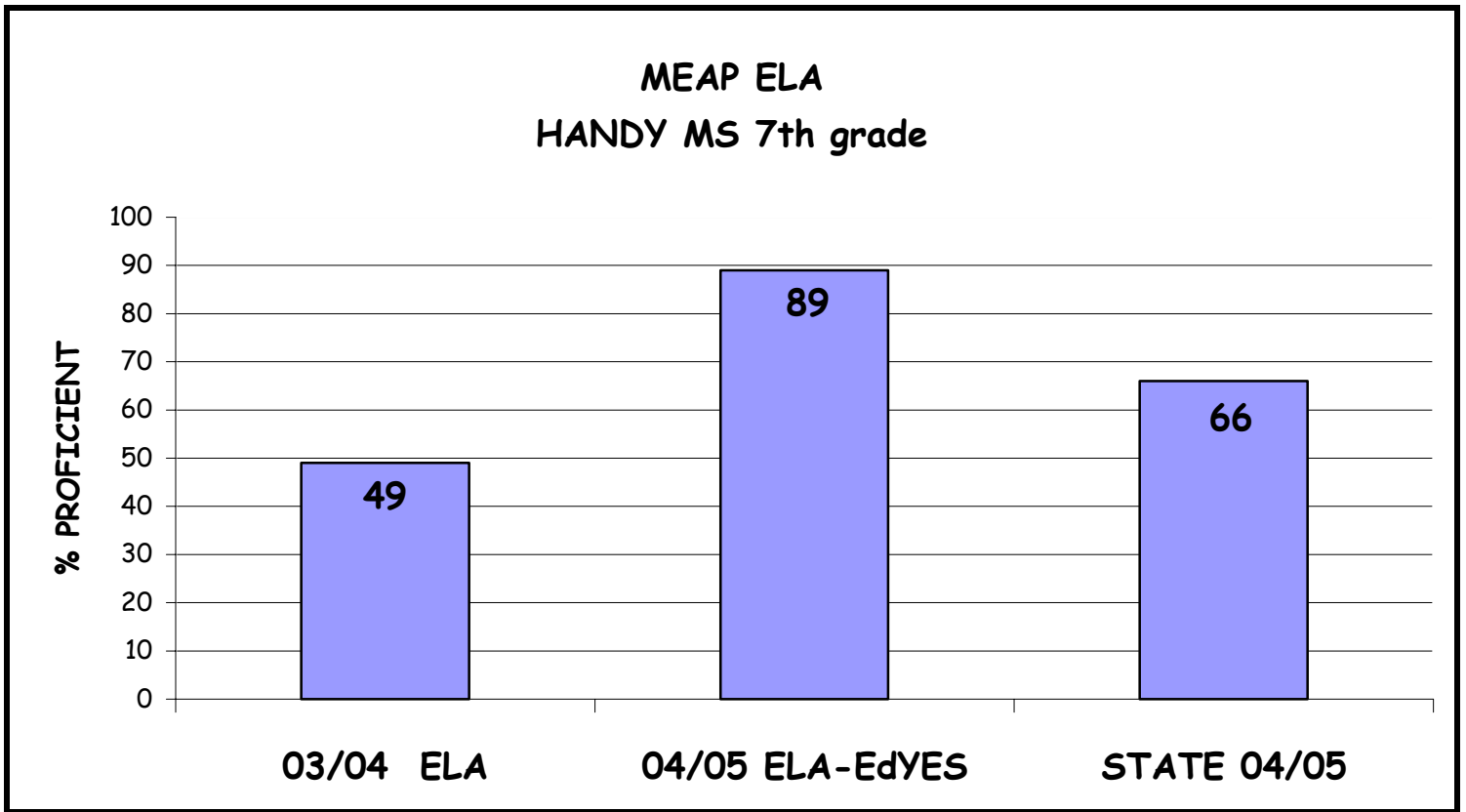
Percentage of parents attending our Parent/Teacher Conferences for the past three years :

Year	Fall	Spring
2002-03	77 %	83 %
2003-04	73%	37%
2004-05	68%	60%

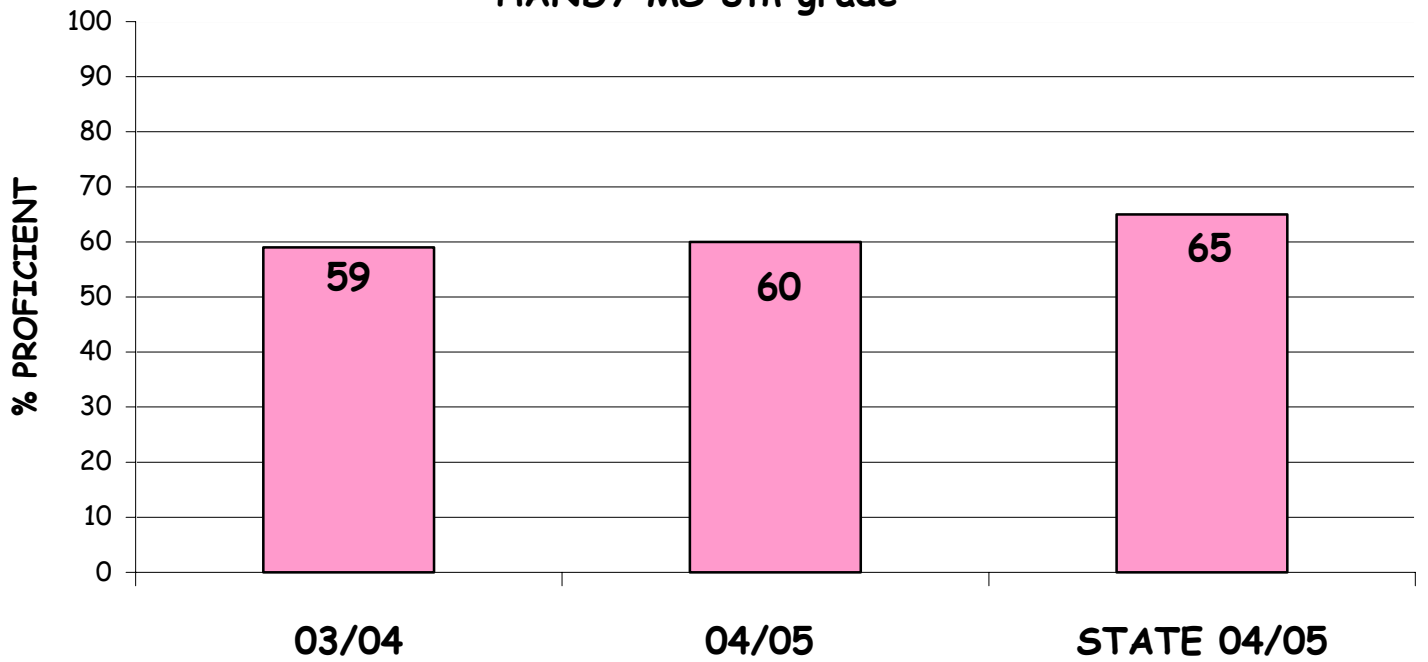
HOW ARE OUR STUDENTS ACHIEVING?

MEAP Results Disaggregated by Subgroups												
Handy Middle School	Math - 8th			ELA - 7th			Sci. - 8th			So St. - 8th		
	EdYES			EdYES								
	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
All	44	67	78	50	49	89	54	59	60	19	15	20
Male	45	67	57	46	41	46	55	59	63	18	18	25
Female	43	66	51	54	57	64	53	59	56	20	13	15
Am. Ind.			100			82						
Asian			100			100						
Black	13	37	58	26	45	90	33	23	28	8	0	16
Hispanic	31	56	80	23	38	88	34	37	25	17	3	3
White	48	71	79	55	51	89	58	65	66	20	19	22
Multi-Racial												
No Econ Disadvantaged	54	79	66	63	63	66	63	73	72	27	22	31
Economic Disadvantaged	31.5	50	71	33	34	85	41	41	49	7	7	11
LEP	28	61	73	29	38	92	40	43	24	12	8	3
Sp. Ed.	15.9	28	44	7	18	55	12	12	18	0	0	2

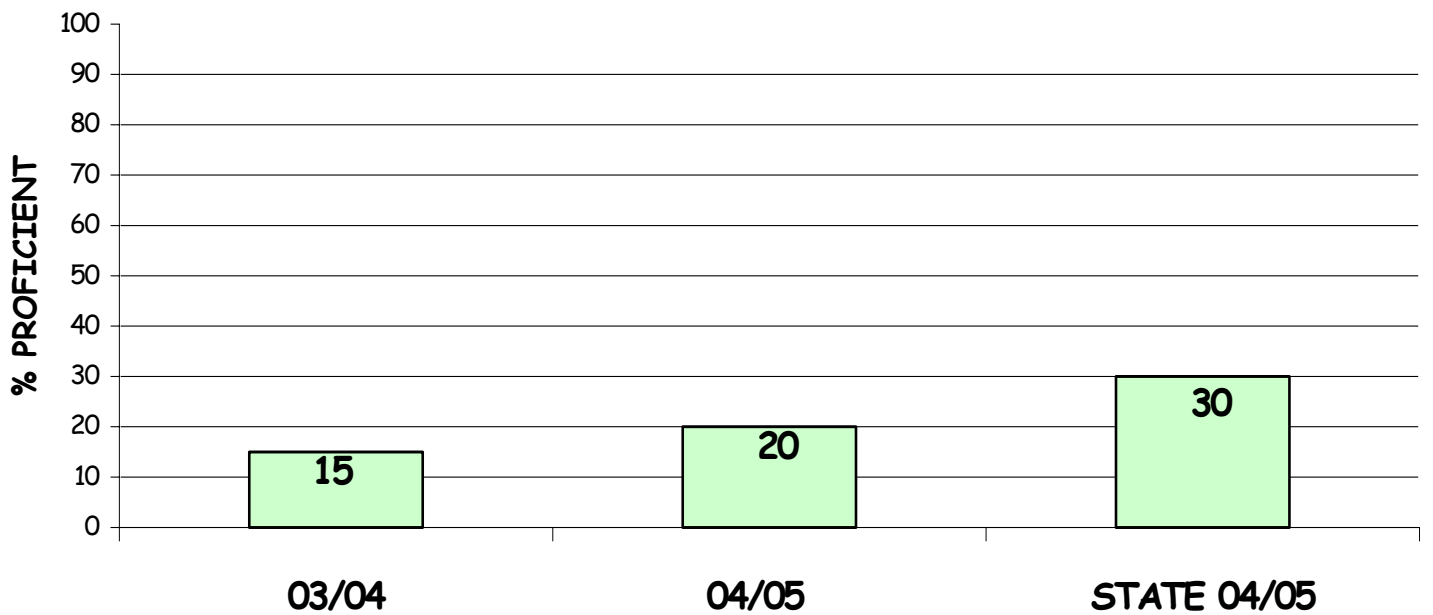
MEAP Results—Two Year History with State Comparison



**MEAP SCIENCE
HANDY MS 8th grade**



**MEAP SOCIAL STUDIES
HANDY MS 8th grade**



Bay City Public Schools Parent Involvement Policy

In accordance with No Child Left Behind Act, the Bay City Board of Education encourages parent/guardian participation in Title I programs by offering substantial and meaningful opportunities to participate in the education of their children.

The Board directs the following: (Summation)

- Parent/guardian involvement in planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams
- Invitations to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information/program services, and to solicit suggestions on program development, planning, evaluation and operation
- Assistance in understanding Title I
- Notification of Title I student selection and criteria for selection
- Information regarding child's achievement and progress
- A provision for input by Title I staff at parent/guardian-teacher conferences
- Opportunities to enhance the capacity to work with children in the home on school learning
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies
- Ongoing communication
- Other appropriate activities (ie. Curriculum Night, etc.)

Bay City Public Schools Parent Involvement Written Plan Policy (Summation)

The Bay City Public School District, as a recipient of Title I funds, hereby, adopts the following policy statement regarding the development of a District-wide plan for parental/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance
- Integrate/coordinate plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start
- Review/evaluate the District's plan annually and share the results with the Board
- Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement
- Distribute District plan to parents/guardians of participating children & the local community

Migrant Education Program (MEP) Parent Guardian Involvement

Parents/guardians of students in MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent/Guardian Involvement (Summation)

Parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Notification of their rights regarding the programs content and participation, including the right to choose among programs if alternatives are available will also be provided. The notice must also:

- ◇ Include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.
- ◇ Include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
- ◇ Be in a format families can comprehend and, if possible, in a language understood by the family.

PARENT INFORMATION

Parents continue to be strong partners in the education of their children at T.L. Handy. This year we had 260 parents volunteer 2,798 hours! Parents volunteer in many aspects of student life. They can be found as chaperones on field trips, dances, and athletic events. They organize fund-raisers, serve on committees, run the book store and promote the school. Parents are kept informed through several newsletters during the year, an orientation meeting, and parent/teacher conferences. Handy parents attended parent/teacher conferences during the fall and spring. At the fall 2004 orientation 600 Handy students and parents visited with teachers and toured Handy in preparation for the 2004-2005 school year.

ACCREDITATION

**T.L.Handy Middle School is accredited by the State of Michigan based on the Education YES! Report .
Our Report Card Grade from the State was a "B."**

CORE CURRICULUM

During the 2004-05 school year, the Bay City Public Schools made progress in the four core curriculum areas.

English/Language Arts

The English/Language Arts curriculum for K-11 was implemented through a professional development model of in-service teachers for grades K-11. District designed benchmarks assessments were developed and implemented to assess grade level expectations. Work continued towards the district goal of 90% of all third graders reading on grade level. Based on our DRA score, 77% of our third graders are reading at grade level. The K-12 ELA committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Math

The Mathematics curriculum for K-10 is in place and supported by providing in-service for K-5 elementary teachers and support staff. District designed math benchmark assessments we administered to students in grades K-10. The K-12 Math committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Science

The Science curriculum for K-10 is in place and supported by providing science kit training sessions for new teachers in grades K through 7. The Science Center provides a hands-on science program for over 6,000 district students. The K-12 Science committee met on a quarterly basis to discuss curriculum, instruction and assessment.

Social Studies

The Social Studies curriculum for grades K-12 is in place and supported by purchasing new textbooks for High School Government and Global Studies. In-service was provided for the teachers using this new resource to deliver grade level benchmarks. The K-12 Social Studies Committee met on a quarterly basis to discuss curriculum, instruction and assessment.

SPECIALIZED SCHOOL OPPORTUNITIES

In addition to the core curriculum, Handy students have the opportunity to participate in foreign language, music, art, industrial arts, health education, physical education, computers/keyboarding, and life skill classes.

Meeting the needs of special student populations is provided through self-contained and inclusive classroom settings. Students with special needs also have access to a teacher consultant.

The Scholastic Read 180 program addresses the needs of students who are considered the “older struggling reader.”

The Program for the Academically Talented addresses the needs of those students meeting the criteria for gifted and talented.

OTHER INFORMATION

More information about any of the topics covered in this report is available by calling:

**Carla Derocher,
Principal,
T.L. Handy Middle School
(989) 684-1723 Ext. 7401
derocherc@bcschools.net.**

