

# Bay City Public Schools

## Annual School Improvement Report

### Riegel Elementary School

#### 2004-2005

Accredited by the State of Michigan  
~Education YES! Grade "B"~

*Staff....Students....Success*

#### Mission

**Riegel Elementary School will provide a wealth of educational experiences in a warm, caring environment in which students can maximize their potential.**

#### *Riegel School at a Glance...*

<b>Enrollment:</b>	<b>142</b>
<b>Professional Staff:</b>	
<b>Teachers:</b>	<b>6</b>
<b>Administrators:</b>	<b>1</b>
<b>Secretaries:</b>	<b>1</b>
<b>Custodian:</b>	<b>1.5</b>
<b>Physical Education Teacher</b>	<b>1</b>
<b>Speech Therapist</b>	<b>1</b>
<b>Art Teacher</b>	<b>1</b>
<b>French Teacher</b>	<b>1</b>
<b>Music Teacher</b>	<b>1</b>
<b>Media Specialist</b>	<b>1</b>
<b>Computer Lab Assistant</b>	<b>.5</b>

#### School Improvement Plan

During the 2004-2005 school year we utilized the Study Island software for Language Arts and Math. This web based software offered our 3rd, 4th, and 5th graders experiences similar to the MEAP. Students used this software at least two or three times a week. Every morning students spent the first ten to fifteen minutes on a short math practice to keep previously learned math skills fresh in their minds. We had a volunteer teacher tutoring students throughout the year. Our after school tutoring program twice a week placed math assignments and homework at the top of the priority list. Rolling Readers provided assistance at the 2nd and 3rd grade level this year.

Riegel staff and students celebrated their significant improvement in MEAP math scores. Our fifth grade teacher and students continue to shine in their accomplishments on the MEAP Science assessment. In Social Studies we kept up with our district and the State levels. Staff attended writing workshops this school year to develop classroom strategies to improve our writing scores. Riegel will be closing as an elementary school next year. As this staff moves to their new assignment, this staff will continue to nurture and challenge their students to reach their highest potential.

#### **Goals**

Our goals for 2004-2005 follow:

1. Students will improve their reading and comprehension of informational reading materials.
2. Continue to implement Social Studies and Science curriculum to improve student achievement.
3. Continue to provide math instruction that aligns with the MEAP assessment by

## Components of School Improvement Plan

### **Role of Community Education, Library, and Community College**

We utilize these resources in a number of ways including offering after-school sports programs, accessing collections of books from the public library, inviting the library staff to present a puppet show and utilizing the talents of Delta College, S.V.S.U., and C.M.U. students as tutors.

### **Role of Community Resources**

We are fortunate to have other community resources to draw upon. The city fire department presented safety programs. Smart Moves provided us with an officer who developed good relationships with our boys and girls, thus fostering respect for police officers, and offering a variety of strategies to help children resist drugs, alcohol, and tobacco products. The Boys' and Girls' Club provided many opportunities to us as an affiliate program; because of its proximity, classrooms are able to avail themselves to the use of the facility. Bay County Realtors provided a Junior Achievement Program with lessons in economics and finance.

### **Building Level Decision Making**

All stakeholders have an opportunity to provide input in decisions; teachers, auxiliary staff, and parents all have a role on the school improvement team. Child study teams are formed whenever a teacher sees a need for collegial support for a particular child; support staff from the district are called upon to join staff for these meetings.

### **Identification of Adult Roles**

Before determining specific building goals, it is important to consider the adult roles for which students will eventually be fulfilling. We have selected three such roles to focus upon:

1. Adults must comprehend a variety of reading genre; i.e. information, mythology, poetry, scientific information, fiction.
2. Adults must successfully solve mathematical problems.
3. Adults must possess the attitudes and skills of life-long learners.
4. Adults must possess a strong work ethic and character; i.e. attendance, punctuality, respect, and personal best.

### **Identification of Education Goals**

In order to achieve the above goals, the following objectives have been identified:

1. Students will become proficient, analytical readers.
2. Students will become proficient mathematical problem-solvers.
3. Students will be able to clearly communicate their thoughts and ideas both verbally and in written form.
4. Students will develop the ability to set and attain educational goals.

### **School Curriculum Providing Pupils with Education and Skills**

Our Language Arts, Math, Social Studies and Science Curricula will be utilized to provide the education and skills required to achieve the essential goals. Hands on Science Kits were utilized this year. Some of our Student Council and Multicultural Club activities included students collecting and weighing pop tops for TABS FOR TOTS. Students identified many special event days such as hat day, college day, and sports day. Ideas, information, and decisions took place through student council/multicultural club meetings and classroom meetings chaired by classroom student representatives, teacher representative, and principal.

### **Identification of Changes Needed**

We have provided academic assistance to at-risk students through the services of a Counselor, a tutor from Central High School, local colleges, community volunteers, Title I and bilingual instructional assistants, and opportunity room.

### **Development of Alternative Manner of Assessment**

There are many effective ways to determine students' progress besides paper and pencil tests. We use many means including Accelerated Reader computer reports, students' creative writing, skits and dramatic performances, debating skills, individual projects, MLPP files, ALS assessment and hand on science experiments.

### **Effective Technology**

We are fortunate to have a quantity of up-to-date computers for student use. Our teachers continue to receive training each year on new technology, our district also provides a technology specialist to assist us. The students are highly motivated to learn via computer technology.

### **On the Job Learning**

Please refer to the District Annual Report.

## Student Attendance Rate

This is the percentage of Riegel students who attend school daily.

<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
<b>94.82%</b>	<b>95.60%</b>	<b>95.32%</b>

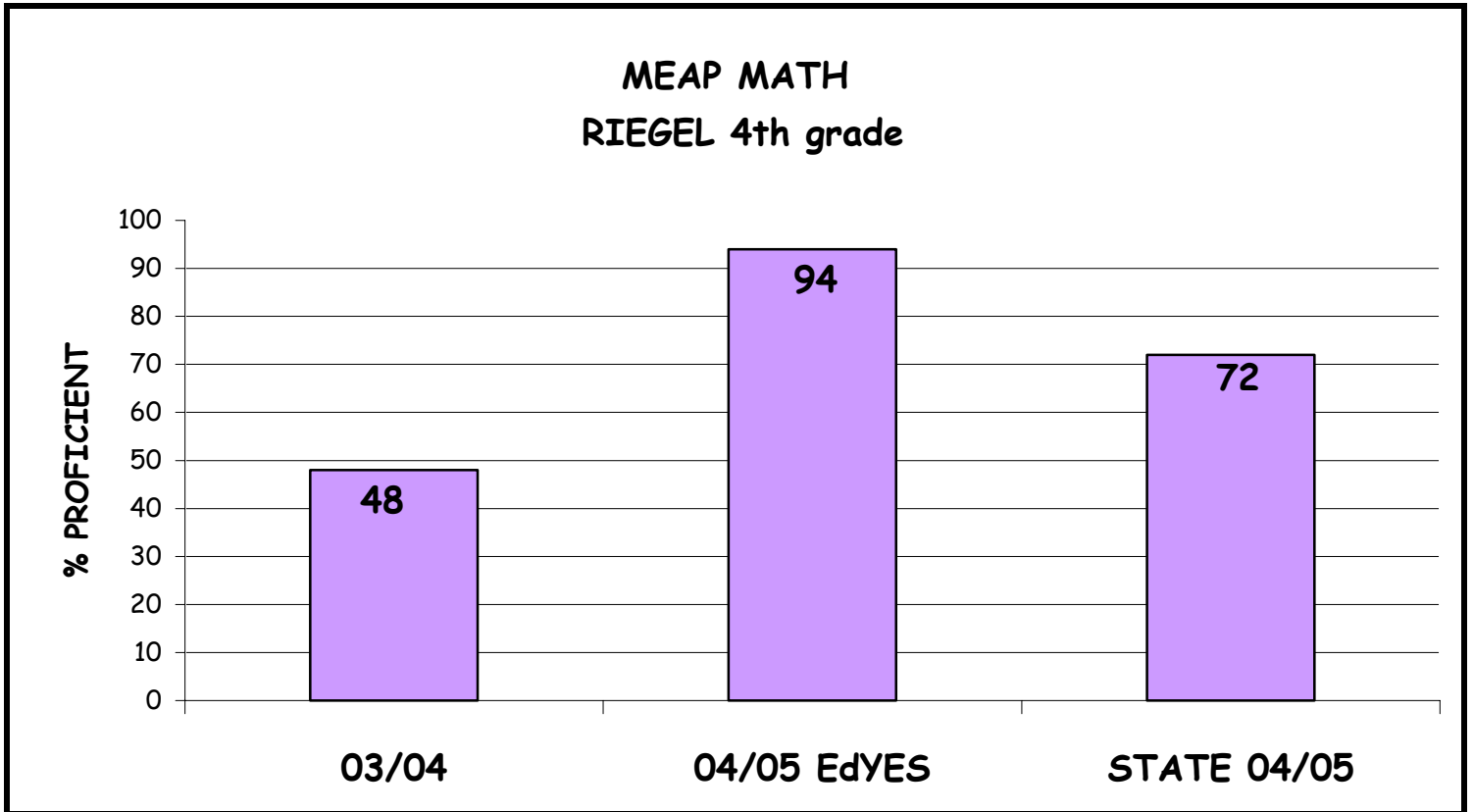
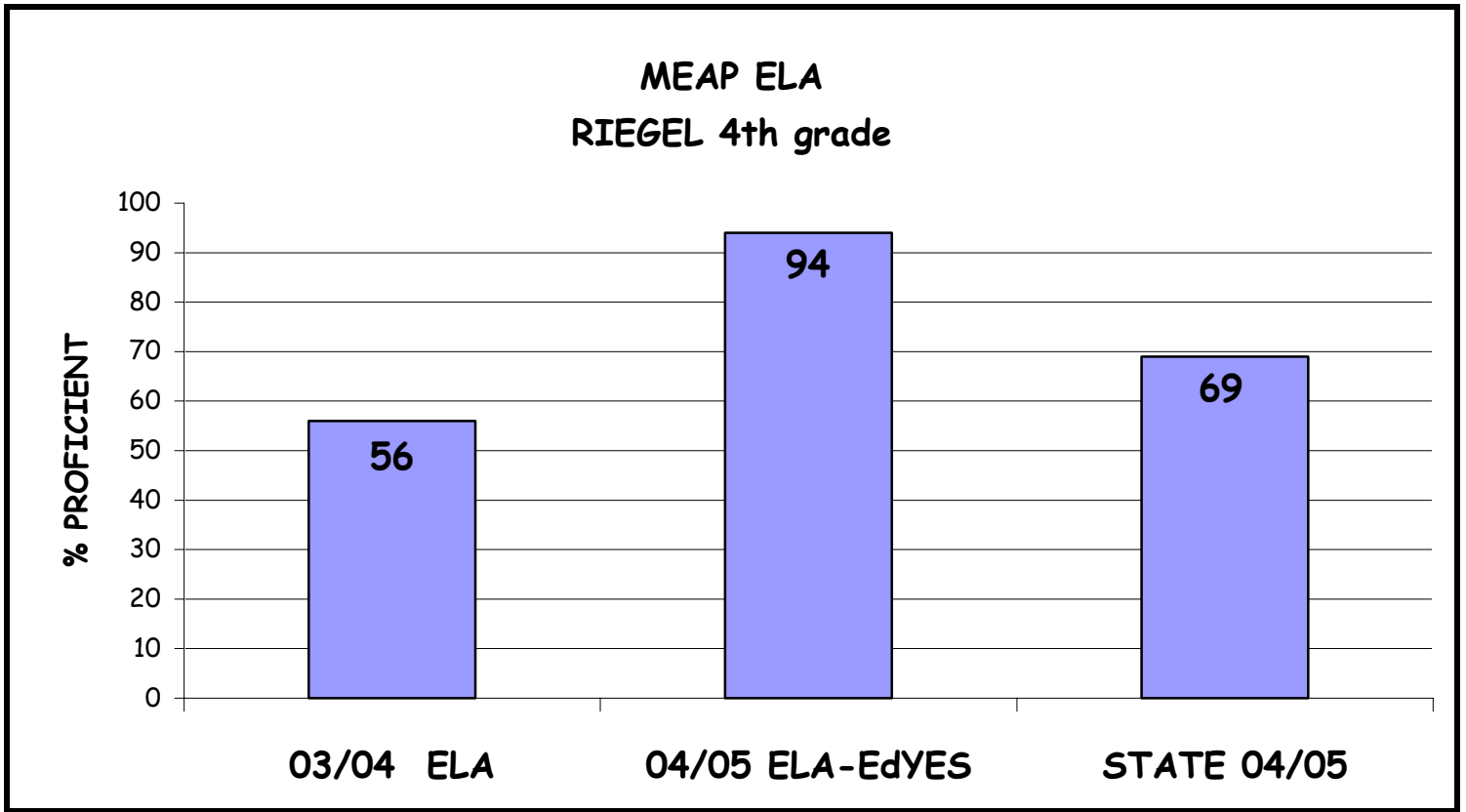
Percentage of parents attending our Parent/Teacher Conferences for the past three years :

<b>Year</b>	<b>Fall</b>	<b>Spring</b>
<b>2002-03</b>	<b>98%</b>	<b>82%</b>
<b>2003-04</b>	<b>95%</b>	<b>94%</b>
<b>2004-05</b>	<b>95%</b>	<b>97%</b>

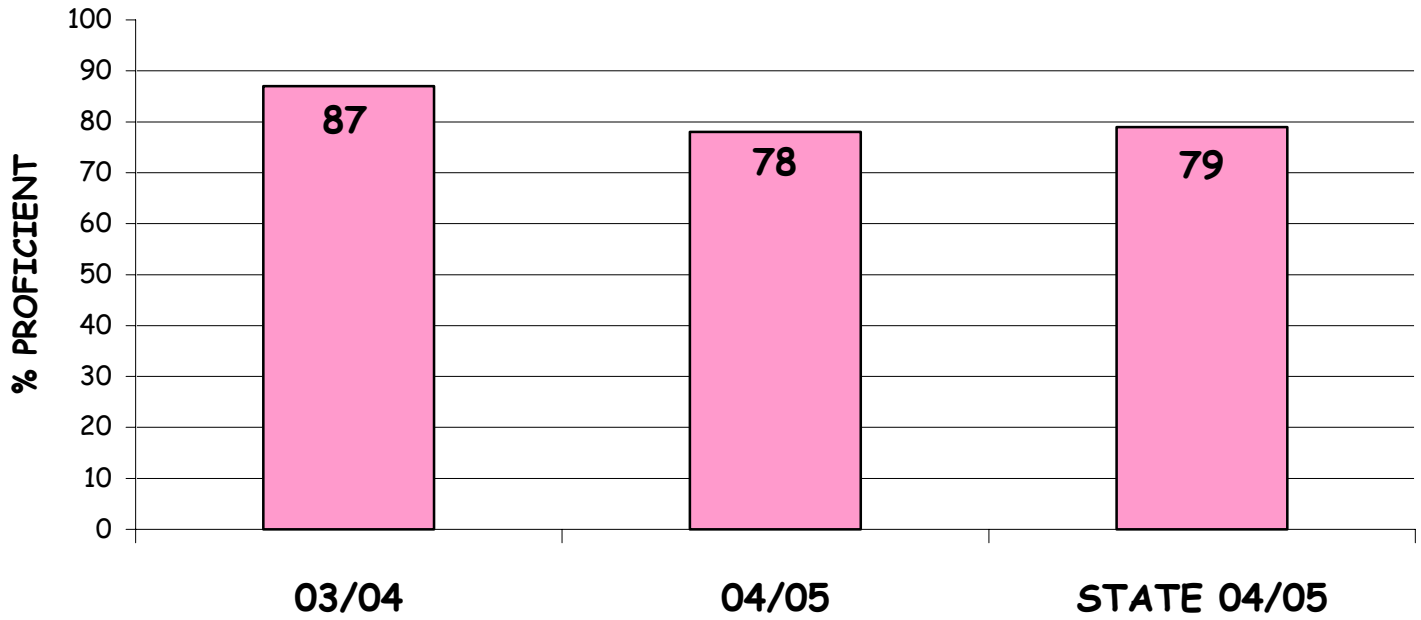
## HOW ARE OUR STUDENTS ACHIEVING?

<b>MEAP Results Disaggregated by Subgroups</b>												
<b>Riegel Elementary</b>	<b>Math - 4th</b>			<b>ELA - 4th</b>			<b>Sci. - 5th</b>			<b>So St. - 5th</b>		
	<b>EdYES</b>			<b>EdYES</b>								
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>All</b>	63	48	94	69	56	94	92	87	78	46	26	30
<b>Male</b>		73	82		64	73	100		80	53		50
<b>Female</b>	73	31		73	50			100	76		27	18
<b>Am. Ind.</b>												
<b>Asian</b>												
<b>Black</b>												
<b>Hispanic</b>			50			100						
<b>White</b>	60	40	100	70	55	93	95	88	76	48	29	24
<b>Multi-Racial</b>												
<b>No Econ Disadvantaged</b>							100			50		
<b>Economic Disadvantaged</b>	57	42	93	64	53	93	83	95	77	42	25	23
<b>LEP</b>			50			100						
<b>Sp. Ed.</b>			100			75						

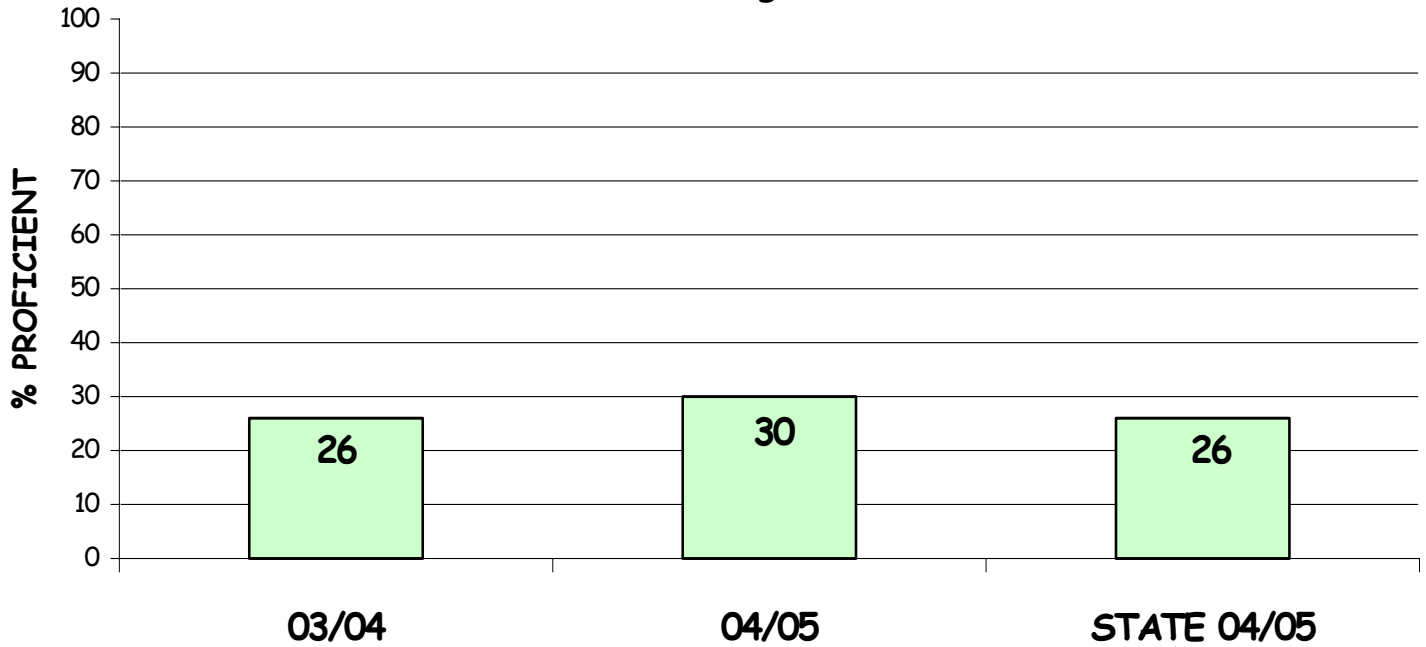
# MEAP Results—Two Year History with State Comparison



**MEAP SCIENCE**  
**RIEGEL 5th grade**



**MEAP SOCIAL STUDIES**  
**RIEGEL 5th 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. Family Math Nights, 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**

Riegel's year began with a well-attended Open House. Parent/Teacher conferences were conducted in the Fall and Spring. Fund-raising efforts of our parents and volunteers made possible many new library books, a 5th grade send-off, and numerous enrichment activities such as Saginaw Valley State University Theatre, Delta College Planetarium, many science and curriculum enriching programs and field trips. Other means of parental involvement included: library, tutors, Book Fair, Student Recognitions, chaperones, Field Day, 20 Minutes A Day Reading Program, Bay County Historical Museum, Parent Readers, and Evening Academic Enrichment Workshop in each of the Core areas for parents and students.

## **ACCREDITATION**

**Riegel Elementary 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.

## STAFF EXPERTISE

Several of our staff have earned their Master's Degrees and Current Improvement credits. We have a wealth of training to share with each other, including:

Early Childhood Education  
AIMS  
Everyday Math  
Health Curriculum  
MLPP  
Multiple Intelligences  
Balanced Literacy  
Science Kits

Creative and Critical Thinking  
Creative Problem Solving  
Technology Education  
Cooperative Learning  
Whole Language  
Writing Process  
Multicultural Resources  
ITI Trained

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

**The Bay City Public Schools  
Administration Building  
(989) 686-9700**

