

# Bay City Public Schools

## Annual School Improvement Report

### Washington Elementary School

#### 2004-2005

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

#### Mission

The entire staff of Washington School holds high expectations that all students will learn and achieve academic standards. We believe that our school's main purpose, and each teacher's responsibility, is to educate our students regardless of previous academic performance, family and/or socioeconomic background, race, gender, or religion while developing a caring attitude that fosters good citizenship. Through communication with parents and community, the staff will develop a partnership that enhances positive growth in a safe, healthy school environment.

#### *Washington School at a Glance...*

<b>Enrollment:</b>	<b>501</b>
<b>Professional Staff:</b>	
<b>Teachers:</b>	<b>23</b>
<b>Administrators:</b>	<b>2</b>
<b>Secretaries:</b>	<b>2</b>
<b>School Service Worker:</b>	<b>1</b>
<b>Educational Assistants:</b>	<b>5</b>
<b>Social Worker:</b>	<b>1</b>
<b>Custodians:</b>	<b>3</b>
<b>Library/Media Specialist:</b>	<b>1</b>
<b>Content Coaches:</b>	<b>2</b>
<b>Psychologist:</b>	<b>1</b>
<b>Special Education Teachers:</b>	<b>5</b>
<b>Speech/Language Teacher:</b>	<b>1</b>
<b>Physical Education Teacher:</b>	<b>1</b>
<b>Spanish Teacher</b>	<b>1</b>
<b>Music Teacher</b>	<b>1</b>
<b>Art Teacher</b>	<b>1</b>

#### School Improvement Plan

During the 2004-2005 school year, the School Improvement Team studied the disaggregated data and developed a process to address this information.

#### **SCHOOL IMPROVEMENT Status of School Improvement Plan.**

- The students at Washington Elementary School will improve their reading ability in both informational and narrative texts.
  - Data was collected to check our building progress by using MEAP scores. Strategies and staff training to improve reading scores were developed and used. Title I services were provided. Accelerated Reader was used, along with new technology.
- Washington Elementary staff and students will use the social studies curriculum to improve student achievement in social studies.
  - Data was collected to check our buildings progress through the MEAP scores. Strategies and training were developed and used
- Using the Bay City Schools science curriculum, our students will increase their understanding of science and achieve our AYP goal.
  - Data was collected to check our buildings progress by using our MEAP scores. Strategies and training were developed and used. Our science implementors were used to help us improve test scores.

## **Added Components**

Through the school improvement plan, the following Added Components will be achieved:

### **Role of Adult and Community Education, Libraries, Community colleges:**

Washington is in collaboration with a number of community agencies. Local colleges/universities (Delta, CMU and Saginaw Valley) students are used in various ways: tutoring, student teaching and staff development. Partnerships have been established with local libraries. Community Education and Recreation programs are offered not only for our school age children, but for the preschool and adult community.

### **Role of Volunteers and Community Resources:**

Washington Elementary is involved with many different community agencies: Bay City Police: Smart Moves, Boys and Girls Clubs of Bay County, First of America, and Junior Achievement, and the Bay City Fire Department.

### **Building Level Decision-making:**

Washington has three primary groups working on our building improvement process:

- A) Core Team - Grade level representatives dealing with the entire school operation; Staff and Grade Level Meeting are held biweekly, alternating with Core Team meetings, for input and implementation of school improvement skills.
- B) Title I - Grade level representatives meet to discuss and implement Title I funding. Monies are designated to supplement our buildings effort to enhance the core curriculum of Language Arts, Mathematics, Science, and Social Studies.
- C) VIP - Monthly parent meetings
- D) T.A.L.K. Team- School representatives met once a month to discuss issues that directly affected our building.
- E.) School Improvement Team - School and parent representatives meet to identify needs and set goals to address them.

### **Identification of Adult Roles:**

1. Self-esteem as a learner and a person
2. Cognitive levels - high and low
3. Self-directed learner
4. Concerns for others
5. Process skills

### **Identification of Educational Skills:**

The Bay City Public School District has adopted the following outcomes for the students:

- a. Problem solving
- b. Communication
- c. Decision making skills
- d. Accountability
- f. Group process

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

Washington is dedicated to using data provided by MEAP along with personal observations and portfolio assessment in improving student performances. Alternative assessments include: Accelerated Reader, Video/Snapshots, group and technology projects, MLPP Assessments, anecdotal records and journal writing.

### **Identification of Changes Needed:**

Changes should include: parent and student attitudes of school, students need to be prepared to learn, more hands-on activities, provide summer tutoring, extended day, learning assistance, summer school opportunities and support, school-to-work programs and Learning Assistants in K-3 classrooms.

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

Alternative Assessment include: teacher observation, portfolio, journal writing, group projects, technology education, computer and technology, anecdotal records, oral reading into tape recorder, and Accelerated Reader.

### **Effective Technology:**

All classrooms are equipped with 2 computers. 18 Alpha Pro-Smart desk top computers, one computer lab, and a scanner are at our student's disposal. Teachers have received professional development to facilitate the use of technology across the curriculum. Continued training and usage will be a priority among the staff and students.

### **On the Job Learning:**

The transition from school to work has been addressed by our partnership with Junior Achievement involvement (all grades), career awareness projects and work related student projects for older students.

## Student Attendance Rate

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

<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
<b>92.85%</b>	<b>92.92%</b>	<b>90.34%</b>

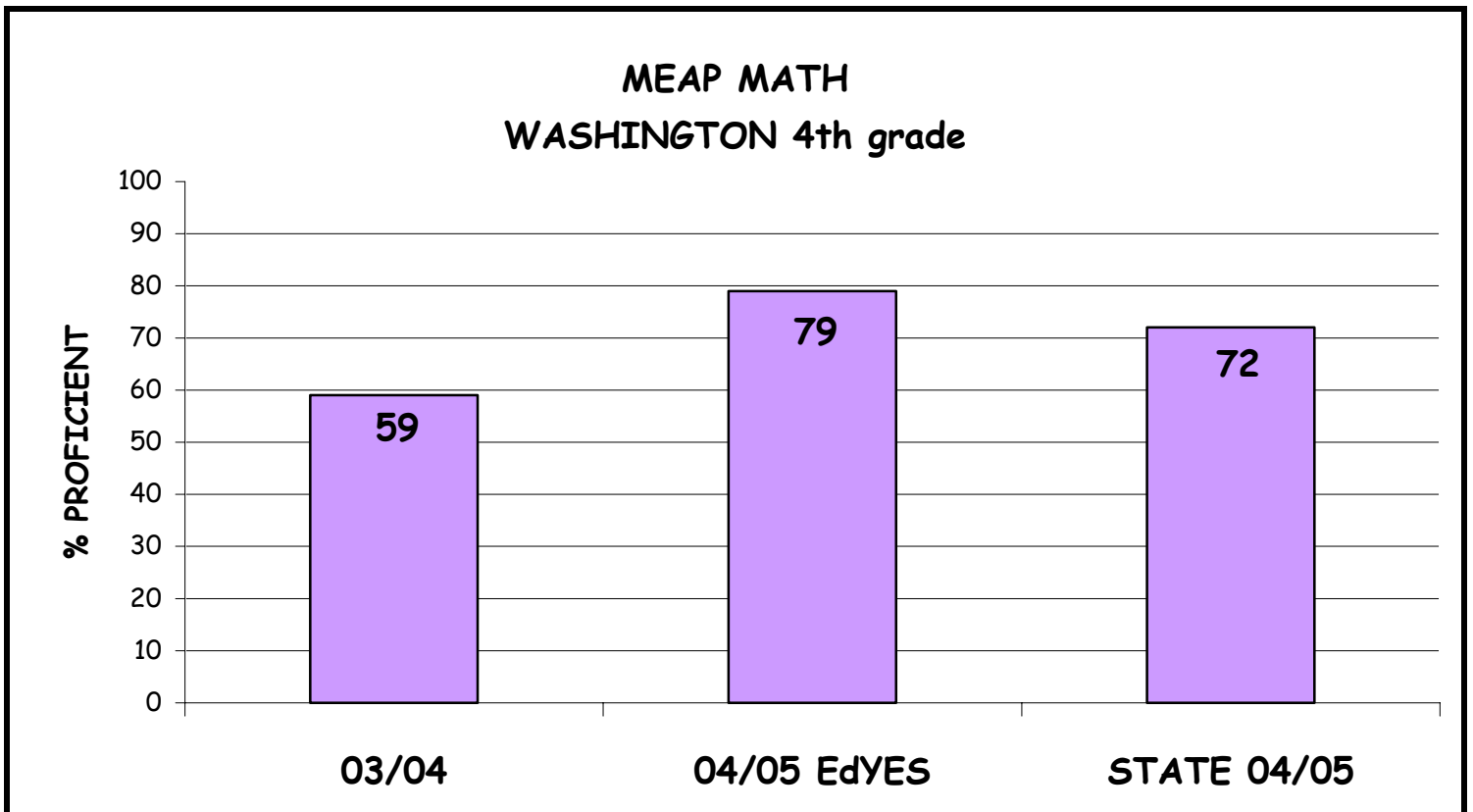
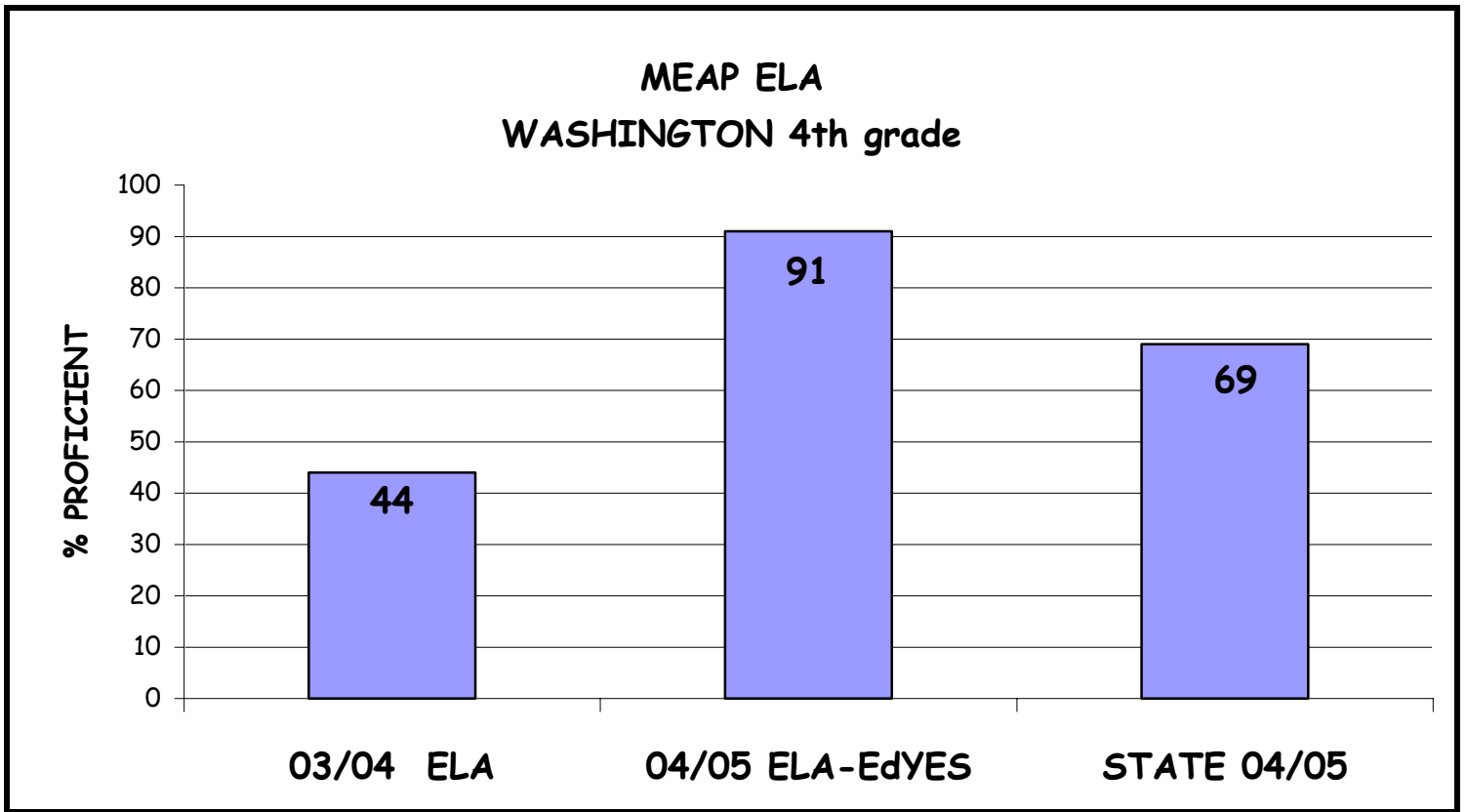
Percentage of parents attending our Parent/Teacher Conferences for the past three years :

<b>Year</b>	<b>Fall</b>	<b>Spring</b>
<b>2002-03</b>	<b>85%</b>	<b>68%</b>
<b>2003-04</b>	<b>86%</b>	<b>58%</b>
<b>2004-05</b>	<b>92%</b>	<b>74%</b>

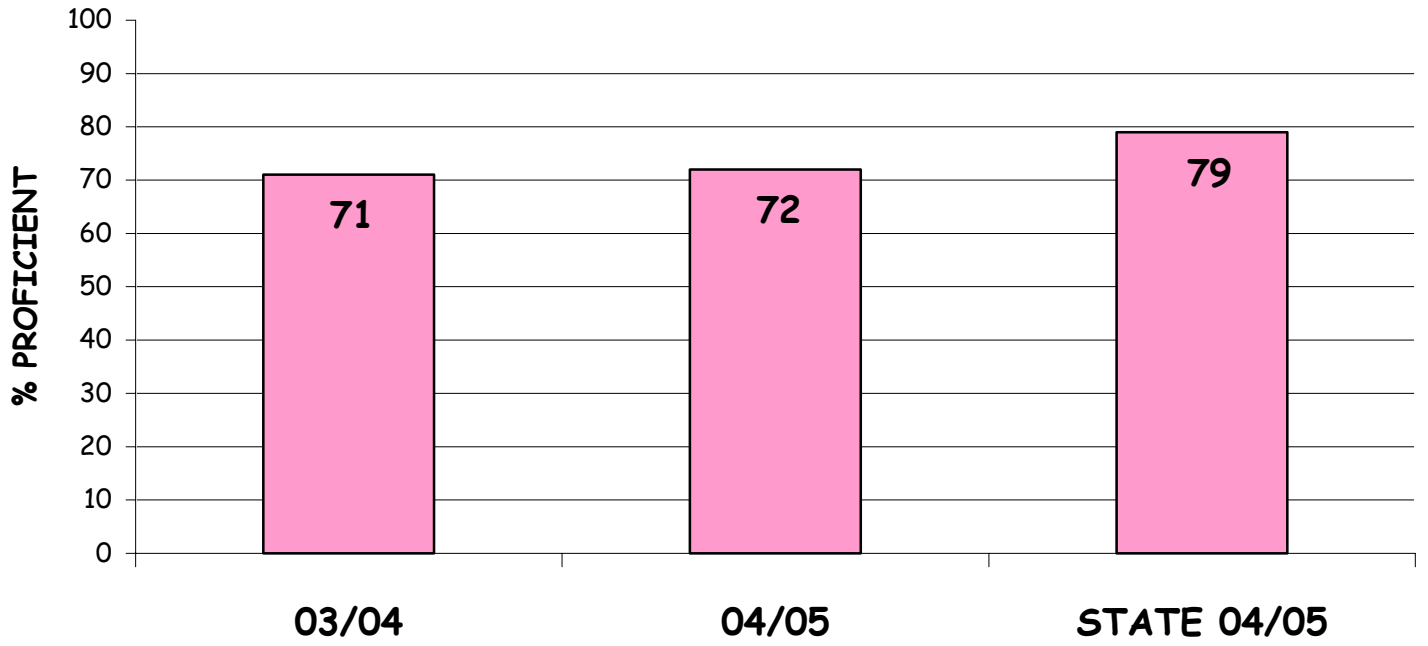
## HOW ARE OUR STUDENTS ACHIEVING?

<b>MEAP Results Disaggregated by Subgroups</b>												
<b>Washington 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>	41	59	79	38	44	91	66	71	72	9	14	6
<b>Male</b>	38	61	46	29	31	32	65	67	76	13	13	5
<b>Female</b>	45	58	58	53	54	52	67	77	69	4	17	8
<b>Am. Ind.</b>			100			100						
<b>Asian</b>			100			100						
<b>Black</b>	13	39	100	7	33	91	56	69	59	0	6	
<b>Hispanic</b>	15		64	33		82	53	33		6		
<b>White</b>	55	65	76	48	48	92	69	81	78	11	21	9
<b>Multi-Racial</b>			100			100						
<b>No Econ Disadvantaged</b>	55	68	69	61	48	63	75	88	83	13	35	10
<b>Economic Disadvantaged</b>	33	55	75	27	42	93	62	64	67	7	6	5
<b>LEP</b>	28		56	24		89	53	50		0	7	
<b>Sp. Ed.</b>		30	59		10	68	73	33	32	13		0

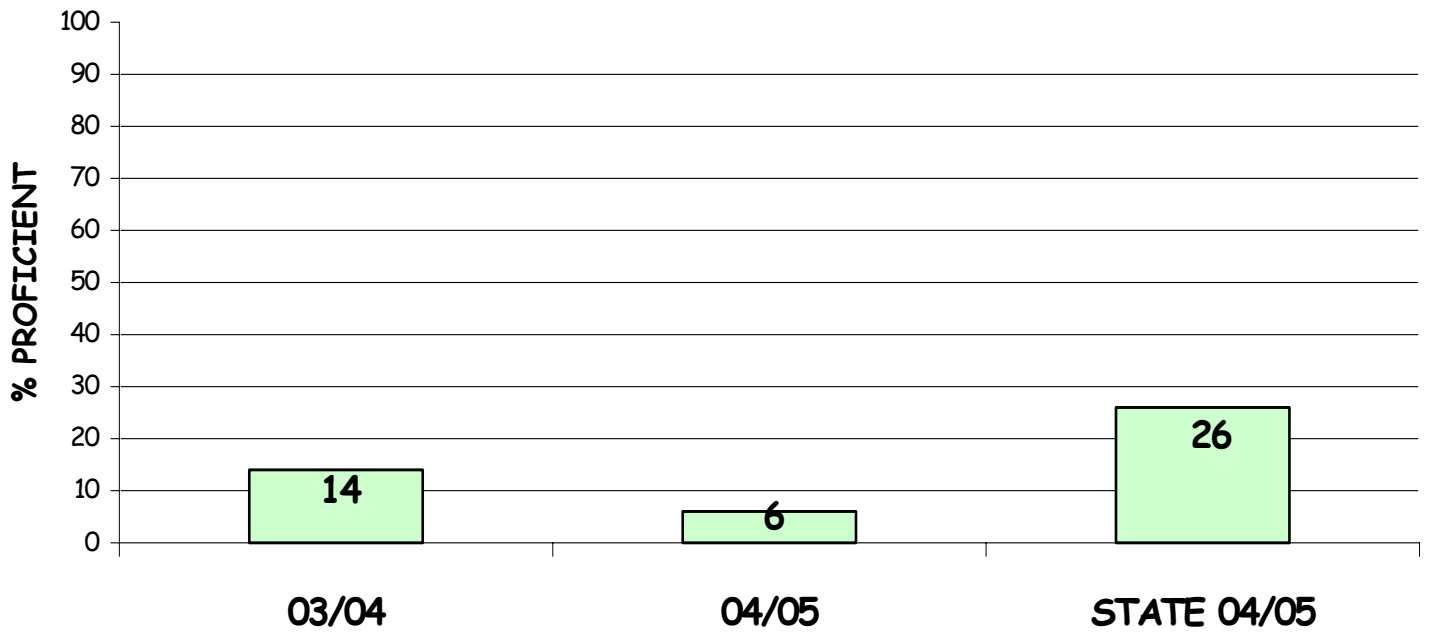
# MEAP Results—Two Year History with State Comparison



**MEAP SCIENCE  
WASHINGTON 5th grade**



**MEAP SOCIAL STUDIES  
WASHINGTON 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**

Parents at Washington School are extremely active in programs both during and after school hours. Our parents are involved in tutoring, fundraising, classroom projects, chaperoning field trips, and school-wide beautification. They have raised funds to purchase playground equipment, flags for our hallway and refreshments for reading month and MEAP testing. 9,112 hours of volunteer time were logged in our building this year.

Our VIP Organization was actively involved in fundraising and facility improvements. The funds from the fundraising activities allowed the organization to purchase the following:

- \* Playground equipment
- \* Ellison Dies
- \* Laminating Machine
- \* Holiday Treats
- \* Teacher Appreciation Week
- \* Office Beautification
- \* Bagels/Juice for Reading Month
- \* Good Citizens Luncheons

# **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.

## **ACCREDITATION**

**Washington Elementary is accredited by the State of Michigan based on the Education YES! Report.  
Our Report Card Grade from the State was a “B.”**

## **SPECIALIZED SCHOOLS**

Specialized services available at Washington include: Special Education, Title I Reading, Psychologist, Social Worker, School Service Worker, and HELP team.

## **BUSINESS PARTICIPATION**

The purpose of Partners in Education is to foster a better understanding in the community of our school systems and enhance the educational process through direct involvement of businesses or organizations with individual schools.

Partnerships are basically career oriented: K Grade - Junior Achievement, 1st Grade - Junior Achievement, 2nd Grade - Junior Achievement, 3rd Grade - Junior Achievement, 4th Grade - Junior Achievement, 5th Grade - First of America Bank and Junior Achievement. All students are able to utilize the Boys and Girls Club facilities and programs.

## **OTHER INFORMATION**

Listed below are additional programs or activities which affect students at Washington Elementary School:

- CHS School-to-Work Program
- Cinco de Mayo - Building Program & District Wide Participant
- Spanish Fiesta Celebration
- Boys and Girls Club Extension Program
- Extensive Community Education Programming after school
- Camp Timbers Outdoor Education Program: 5th Grade
- Academic Award Program: 4th - 5th Grades
- Computer Labs (1)
- Smart Moves: K - 5th Grades
- Library for all students
- V.I.P. Program
- Marshall Frederick Art Gallery SVSU: 5th Grade
- H.E.L.P. Program
- Active P.T.O. activities
  1. Building Beautification
  2. Pizza Sale
  3. Reading Month Activities
  4. Box Tops for Education
  5. Halloween Trick or Treat Dance
  6. Daddy/Daughter Dance (February)
  7. Mother/Son Dance (May)

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

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**or**

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