

Bay County Public School Academy's

Annual Report And School Improvement Plan September 1, 2006

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About Our School

Bay County Public School Academy(Bay County PSA) is a Michigan public school academy chartered through Bay Mills Community College and management by Mosaica Education, Inc. Bay Mills Community College is an authorizing body empowered by the State of Michigan to contract and operate public school academies throughout the state of Michigan. The Academy began operations in 2001-2001 with an enrollment of 211 students in grades K-5. The Academy is now a K-8 school. Bay County PSA is a public school and accepts all students residing in the Bay County area. Students may enroll in the Academy during the open enrollment period of March 1 – April 15th. A lottery enrollment is used to accommodate excess enrollment.

Day to day operations of the Academy are conducted by the Chief Administrative Officer, who is employed by Mosaica Education, Inc., and reports to the school's Board of Directors. A new CAO was hired for the 2005-06 school year. There are 22 classroom teachers including a music, physical education and art teacher. As a Reading First school, the school has a Literacy Coach and a Literacy Paraprofessional that works with the reading teachers. There is a Behavior Intervention Specialist as a well as a Curriculum Program Facilitator and Food Service Director on site. The school employees two Title I teachers that support 1st through 4th grade students whom are working below grade level. At-Risk dollars support tutoring of 5th – 8th grade students.

Aligned Curriculum

Bay County Public School Academy has aligned its ELA and Mathematics curriculum to state standards and benchmarks, work continues in science and social studies. The Academy through its school improvement teams and grade level teams facilitate school-wide curriculum mapping in the four core subject areas. The process of reviewing takes place weekly during grade level meetings, quarterly during faculty meetings and during content team release time. The Content and Grade Level Teams evaluate MEAP results and the Iowa Test of Basic Skills as well as DIBELS data to help determine student needs and curriculum gaps and redundancies. In addition, Bay County PSA is working with the Quality Performance Resource Group to ensure Bay County's compliance with state requirements. This includes purposeful and orderly school improvement planning.

Continuous Improvement

Bay County PSA has a school improvement team inclusive of all faculty. The full team has met four times during 2005-06 and bi-weekly as grade level teams. The formulating, review, and implementation of goals, measures, and action plans are an on-going process. These are re-examined on a continuous basis and updated. The SIT and the entire staff of Bay County seek additional improvement opportunities.

Decision Making Process

The CAO (principal) is the ultimate decision maker of the building, as he/she is responsible for and held accountable for the results of all decisions made for the school. He/she bases decisions on the input and data collected from all stakeholders. In this way decisions become a

consensus decision. The Leadership Team meets each Monday morning to assess information gathered and to advise the CAO in his/her decisions. Mosaica (the management company), the state of Michigan, MAPSA, Bay Mills Community College, Bay Arenac ISD, and legal council are also utilized and available for assistance and guidance as needed.

The SIT plays an important role in developing, implementing, and evaluating the SIP and meets on a regular basis. New members are instructed on the purpose of the SIT and the importance of the SIP. The SIT reviews data and aggregates data to determine and prioritize the goals needed to take in develop and implementation of them. The actions taken are reported as needed to the SIT and evaluated. The facilitator also maintains an ongoing calendar of periodic review of strategies and the SIT evaluates the effect of improvement goals through data collected and presented.

Parent Involvement

Title I Parents:

Parents are members of the School Improvement Team. Other Title I parent involvement and responsibilities are listed in the Parent Compact.

A magazine designed to outline effective reading and parenting skills is sent home four times a year to all K-3 parents. Title I parents have conferences prior to the end of the school year to inform them of student progress made in Title I and to review significant tests. Title I parents will be notified by mail of summer tutoring available at Bay County Public School Academy for the summer of 2006. All parents of students participating in Title I reading/mathematics are sent a letter notifying them of placement and they must return to accept placement.

Bay County's school policy includes: an annual meeting to be held every spring for Title I parents which allows parents to critique program and make suggestions for improvement; parent/teacher meetings to be held throughout school year as needed or requested by either parent or teacher.

Parent Involvement and Parent Teacher Organization (PTO):

Bay County PSA has an active parent group. They participate in curriculum committees, school improvement committees, Health Committee and help financially with other activities.

The PTO charter clearly points out how many parents are involved. At Bay County PSA, we are committed to developing students who participate and serve the total community and who are devoted to helping others. In partnership with our PTO, the following activities occurred during the 2005-06 school year:

- ⊗ School-wide Spelling Bee
- ⊗ School-wide Art Fair
- ⊗ Fieldtrips for Each Grade Level
- ⊗ Blood Drive
- ⊗ Cinco De Mayo Celebration
- ⊗ After School Clubs such as Football, Soccer, Floor Hockey, Writing Club, Baby-sitting Clinic,
- ⊗ School Dances

- ⊖ Jump Rope for Heart
- ⊖ Master Garden Program

We continue to work with our parents in order to improve our students' daily attendance. The state expectation for attendance is 95%.

	Average Daily Student Attendance For the School Year
2003-2004	96%
2004-2005	91%
2005-2006	92%

Parent/Teacher Conference Attendance Data	Fall K-5	Spring K-5	Fall 6-8	Spring 6-8
2004-2005	94%	90%	52%	48%
2005-2006	97%	94%	55%	46%

Community Involvement

Bay County Public School Academy would like to increase its participation as a member of the local community. BCPSA is presently a member of the Bay City Chamber of Commerce. The Academy is also partnered with Bay Area Literacy Council, Fazoli's Restaurant, Pizza Hut, the local ISD, numerous charity agencies, and local chapters of the Girl Scouts and Boy Scouts.

Use of Technology

Bay County Public School Academy has a technology plan that has met the standards and criteria set by the State of Michigan and have been submitted for review as of April 30, 2006. Bay County PSA's School Improvement Plan focuses on improving student achievement in all academic areas. One of the ways in which we strive to accomplish these goals is through the use of technology throughout the curriculum. Kindergarten through eighth grade classrooms are equipped with multiple computers for student use. Each teacher has a laptop or desktop computer available in the classroom. Bay County Public School Academy uses the A+ ILS in 3rd – 8th. A+ is a self paced math and reading computerized tutorial program to help students strengthen weak areas in math and reading. Teachers have access to projector systems in their classrooms to instruct with and they use various forms of software in support of reading, math, science and social studies. Additional software is purchased each year to support the core content areas and to assist in the remediation of instruction with students.

Coordination of Services

1. Bay County PSA identifies students in need of Title I services in several ways. Iowa and MEAP test scores are a primary source of information along with DIBELS and MLPP assessments. These program's pre-tests indicate a student's level of performance. In addition, Bay County uses the Child Study process as a tool to design intervention plans for students in need of help. Parent referrals are always taken under consideration.
2. Bay County PSA extends learning time in several different ways. The Academy has an extended school day, more hours than most schools in the state, and an extended school year (200 planned instruction days). All Title I students are invited to participate in a special summer tutoring program.
3. Bay County minimized the removal of children for instruction from the regular classroom for Title I instruction by utilizing in-class programs.
4. Bay County takes special care so that Title I students do not miss regular instruction in math or reading. Title I has been carried out within the classroom.
5. Bay County Academy has a Michigan School Readiness Program as of January 2006.
6. Bay County Academy will be participating in a three year Reading First Grant beginning the fall of 2005.
7. All core teachers at Bay County meet State Certification requirements.

School Improvement Team		Mission
Name	Position	
Alicia Kubacki Jennifer Parrish Susan Thill Donna Kroczaleski Dan Laabs Felipe Sanchez Bridget Rochelle Michelle Therrian Alisha Albrecht Sue Prentice Matt Lewis Robin Seibert Stacey Berreles Vicki Beyersdorf Kelly Pletzke Shalynn Schatzer Megan Storm Dawn Voss Casey Phelps Laura Ferry Melissa Gorm Michelle Sturm Amanda VanHoeoy Jacquie Ferguson Stephanie Gessford Tonia Reinig Joy Wagner Stacey VanBuren	CAO Program Facilitator – Math Comm. Literacy Coach- Reading Comm. Title I Director – Math Comm. ACAO – Science Comm. Parent – Math Parent – ELA Parent – Math Teacher- Social Studies Comm. Teacher- Social Studies Comm. Teacher- Social Studies Comm. Teacher- Social Studies Comm. Teacher – Science Comm. Teacher – Science Comm. Teacher – Science Comm. Teacher – Science Comm. Teacher – Science Comm. Teacher – Science Comm. Teacher – Science Comm. Teacher – Mathematics Comm. Teacher – Mathematics Comm. Teacher – Mathematics Comm. Teacher – ELA Comm. Teacher – ELA Comm. Teacher – ELA Comm. Teacher – ELA Comm. Teacher – ELA Comm.	Bay County Public School Academy empowers its students to be inquisitive, life-long learners and responsible decision-makers who are inspired by a stimulating curriculum and strengthened by a positive, nurturing atmosphere. Adopted 3-17-2004
Reading and Mathematics Committee: Donna Kroczaleski Jennifer Parrish Susan Thill	Title I Director Program Facilitator Literacy Coach	Primary goal of this committee – Provide Parent Nights for Reading First and Title I families that give families ready to use resources at home.
Dates of Meeting: December 12, 2005 4 – 5:00 pm January 9, 2006 4 – 5:00 pm February 13, 2006 4 - 5:00 pm March 10 2006 8 – 3:30 nm		

Reading - Goals, Measures and Data Analysis

Goal:	All students will read at or above grade level by the end of 3 rd grade and continue to stay at grade level thereafter.
Rationale:	1. Federal law (No child left behind) dictates that reading is a primary goal of each district to ensure every child experiences academic success.
	2. See Reading Data pages at the end of this document

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. % of students scoring at Proficient Level(s) on MEAP ELA and reading tests.	1. and 2. Classroom, individual, and school wide summary scores 3. Sign in sheets for various reading activities. 4. DIBELS	MEAP and ITBS scores	Staff & CAO	1. To SIT by June of each year (immediately upon receiving results)	1. Item Analysis using Disaggregated results by Gender, LEP, SES, Disabilities, and Racial/Ethnic and Title 1 and At Risk identified. 2. and 4. Item Analysis using Disaggregated results by content and GE 3. Compile sign in data by activity and total	By August of every year	SIT , Title I director and Leadership Team	CAO, SIT, and Title I director	1. - 4... To our stakeholders which includes parents, staff members, Board of Education and the community	1. August of each year
2. % of students scoring at or above 50 NCE ITBS				2. To SIT by September and June of each year						
3. % of parents at each grade level who attend at least one reading activity			Staff	3. June of each year						
4. % of students who read at or above grade level based on DIBELS			Literacy Coach Title I director	4. Every 10 weeks						

Reading - Action Plan # 1

Goal:	All students will read at or above grade level by the end of 3 rd grade and continue to stay at grade level thereafter.
Strategy:	We will expand number of library books, classroom reading resources, and media resources.
Rationale:	1. Current media center resources are limited and an expanded Media Center will improve the reading skills of our students. 2. To provide a literature enriched environment for students to learn. 3. To provide a variety of genre and media.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Purchase fiction and nonfiction books at all reading levels and genre.	Program facilitator	Program facilitator, staff	Financial resources, current list of books, recommended list of books for elementary and middle school children.	7/01/04 to 6/30/08	All budgeted moneys expended for library resources
Program facilitator, as Media Coordinator, will oversee funding, organization, and operations of media center.	Program facilitator	Program facilitator, Media center personnel	Media guides, grant writing information.	07/01/04 to 06/30/08 Report given Feb. 2005	Biannual report to school improvement team in September and January.
Identify curriculum driven fiction and nonfiction reading materials for classroom use.	Curriculum team, teachers	Program facilitator	Curriculum, list of supportive resources from classroom teacher	07/01/04 to 06/30/08	Classroom sets are identified and purchased. Monitoring system established.

Reading - Action Plan # 2

Goal:	All students will read at or above grade level by the end of 3 rd grade and continue to stay at grade level thereafter.
Strategy:	We will involve family and community in reading.
Rationale:	1. Increased parent involvement will result in more active student readers.
	2. Studies show that parent involvement dramatically influences reading success.
	3. Create an awareness of the importance of reading.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Literacy nights every other month	Literacy Coach, Program Facilitator, Title 1 Director, Preschool Teacher	Literacy Coach, PF, Title 1 director, teachers, Parents, Students	Books to give away; parent information packets	August-June yearly	Parent sign in
Parent Newsletters	Literacy Coach, PF,		Paper	September, January, May	Copies of newsletters
"Reading First Notes"	Literacy Coach	CAO, Literacy Coach	CAO newsletter	Monthly	Copies of newsletters

Reading - Action Plan # 3

Goal:	All students will read at or above grade level by the end of 3 rd grade and continue to stay at grade level thereafter.
Strategy:	We will assess all students using DIBELS on an ongoing base and after 3 rd grade STAR Reading.
Rationale:	1. To assess students in order to provide effective individual instruction.
	2. To document growth of individual students.
	3. To unify all assessment techniques.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Teachers will be trained in Dibels	Literacy Coach	Teachers, Literacy Coach, Title 1 Director	Dibels materials, LETRS booklets, time	Sept 2005; ongoing for new staff	Completion
Teachers will Benchmark test students Sept, Jan. and May	Teachers	Teachers, Literacy Coach, Program Facilitator	DIBELS material, timers.	06/06 to 06/07	Results compiled in Dibels data base.
Teachers will progress monitor strategic (every 2 weeks) and intensive (every week) students in area of weaknesses.	Classroom teachers	Teachers, Literacy Coach, Program Facilitator	DIBELS material	06/06 to 06/07	Progress Monitoring graphs
Assessment results used to organize instruction	Teachers, Literacy Coach	Teachers, Literacy Coach	Dibels materials	On going, every 2 weeks	Intervention calendars

READING ACTION PLAN # 4

Goal:	All students will read at or above grade level by the end of 3 rd grade and stay at grade level thereafter.
Strategy:	We will implement Open Court Reading with fidelity.
Rationale:	To meet students diverse needs by incorporating a comprehensive program
	To enable teachers to build upon knowledge that students previously learned.
	To enhance teachers knowledge of reading development.

Activities to Implement Strategies	Persons Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
PD Days for teachers	Literacy Coach K- 3; Program Facilitator 4-6	All Staff K-8	Open Court Trainers LETRS materials; Teachers Reading Academy material	August 2005; Nov 2005; yearly for new teachers	Training held
Purchase all Open Court Material	Literacy Coach K- 3; Program Facilitator 4-6	Literacy Coach; PF; teachers	Order Template	July 2005; May 2006; July 2006	Arrival of all material.
Schedule Grade Level Meeting Schedule	Literacy Coach K- 3; Program Facilitator 4-6	Literacy Coach; PF	Master School Schedule	Year-long schedule completed in August	Schedule completed
Plan Literacy Blocks of 120 minutes at staggered times	Literacy Coach K- 3; Program Facilitator 4-6; teachers	Leadership team, classroom teachers	Master School Schedule of Electives	Completed in August	Schedule completed
Small flexible groups incorporated.	Teachers; literacy coach	Teachers, Literacy Coach, Aids, students	Intervention calendar; Dibels progress monitoring information	Every two weeks reevaluate	Progress monitoring scores increasing.

Title I/At-Risk Reading Strategy - Action Plan

Goal:	All students will read at or above grade level by the end of 3 rd grade.
Strategy:	We will provide remediation within the classroom and after school tutoring and summer school.
Rationale:	1. There is a need to improve below level reading abilities through an intervention plan.
	2. It is very difficult for one classroom teacher to meet the needs of all students.
	3. The reading specialist will be able to evaluate individual students and implement appropriate plan.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Identify students below grade level using IOWA scores, MEAP and DIBELS data and Child Study Process	Title I Director	Teachers and administration	IOWA test results	On going	List of students receiving services
Push-into the classroom to provide remediation activities during Literacy Workshop	Title I Teachers	Title I personnel	Open Court Materials Supplemental Materials Establish protocols for classroom time	On going	Title Teacher Weekly Schedules and procedures
Provide grade level remedial tutorials after school	Classroom Teachers and Title I Teachers	Grade Level Teacher Title I Teacher and Director	Open Court Materials and A+ and Supplemental Materials	Weekly for each grade	Student list of attendees and progress report, A+ reports
Continuously evaluate the usage of the materials and the growth of students	Title I Director and Teachers	Title I personnel, teachers, parents.	Teacher input, parent survey, and student results	On going	Report submitted by Title I Director, which includes data to substantiate findings.

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Identify student-reading difficulties in 5 th - 8 th grade by giving STAR Reading Assessment	5 th - 8 th grade ELA teachers	ELA Teachers Special Education Teachers	Accelerated Reader Tests available for students to take after completing books	ongoing	AR tests are kept and STAR Assessment is given to each student at the end of the school year.
Provide year-end Report to entire staff of all Title Reading scores using the ITBS and gains in reading grade levels for STAR readers	Title 1 Director	Title 1 Director	ITBS	6/05	Results sent to teachers

Math - Goals, Measures and Data Analysis

Goal:	All students will demonstrate proficiency at or above grade level in math.
Strategy:	1. Target assistance at 5 th , 6 th and 7 th grades
Rationale:	See Assessment Data Pages at the end of the document

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. % of students scoring at Proficient Level(s) on MEAP Math test.	1. and 2. Classroom, individual, and school wide summary scores	MEAP and ITBS scores		1. To SIT by June of each year (immediately upon receiving results)	1. Item Analysis using Disaggregated results by Gender, LEP, SES, Disabilities and Racial/Ethnic and Title 1 and At Risk identified.	By August of every year	SIT , Title I director and Leadership Team	CAO, SIT, and Title I director	1. - 3... To our stakeholders which includes parents, staff members, Board of Education and the community	1. September of each school year.
2. % of students scoring at or above 50 NCE on ITBS				2. To SIT by June of each year						
3. % of students who perform below grade level and increase their NCE score	3. ITBS and various other assessment pieces			3. June of each year	3. Item Analysis using Disaggregated results by content and GE					

Math - Action Plan # 1

Goal:	All students will demonstrate proficiency at or above grade level in math.
Strategy:	We will align Bay County's curriculum with the <i>Grade Level Content Expectations</i> .
Rationale:	1. If we align our curriculum to the <i>GLCE</i> , MEAP scores should indicate math proficiency.
	3. Find the gaps in our curriculum and eliminate redundancies.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Establish a curriculum committee Accomplished****	CAO	Program Facilitator	3 faculty members - early, middle, and late elementary teachers.	3/10/04 to 6/30/04	Existence of a committee
Align Everyday and Impact Math program with <i>GLCE</i> to find gaps making sure there is a plan for hitting <i>GLCE</i> not covered or not well covered in EM	Curriculum committee	Curriculum committee, staff	Time, current curriculum, manuals, lesson plans, <i>GLCE</i>	06/04 - Report given 01/05 - Report given 06/05 - Report given 03/06 - Report given 01/07 06/07	Disaggregated data of MEAP, IOWA, Everyday Math secure tests
Put the standards and vocabulary in clear view: Curriculum Map Posters, Post Standards using vocabulary students need to know, Make Report Card more parent friendly	Curriculum Committee PF	Curriculum committee Grade levels PF	Time, poster making machine	Quarterly progress with 1 st quarter completed before school begins Sept 5, 2006	By June 2007, Curriculum Maps for the school year are generated
Professional development provide to assist teachers with differentiation of instruction uses Everyday Math	Curriculum Committee PF Mosaica Math Specialist	Curriculum committee, teachers, program facilitator	Summer time Release Time Resources: Reteach/Extensions, Homelinks, Title I	05/05 to 08/07	Teacher Math Initiative Survey 4-06 Same Survey 4-07

MATH ACTION PLAN # 2

Goal:	All students will demonstrate proficiency at or above grade level in math.
Strategy:	We will assess all students using mid and end of year assessments in Everyday Math and Impact Math
Rationale:	1. To assess students in order to provide effective individual instruction.
	2. To document growth of individual students.
	3. To unify all assessment techniques.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/data to Verify Activity was implemented and implemented correctly
Create standardized secure unit assessments at each grade level of EM	PF Grade levels	PF Grade levels	Everyday Math Software and Impact Math Resources	Specified by Everyday and Impact Math	Compare EM data with MEAP data - scores should be comparable
Discuss and analyze results of assessments at grade level meetings	Teachers, program facilitator	Teachers	Everyday and Impact Math results	As specified by Everyday and Impact Math	Meeting held
New students will be assessed with previous end of the year test	Teachers	Teachers	Everyday and Impact Math	Beginning of each year	Individual Assessment of Progress form
K-2 Teachers need to become more familiar with the MEAP format	Grade Levels PF	Grade Levels PF	Grade Level Time	Beginning of each year	Survey of K-2 teachers

Title I/At-Risk Math Strategy - Action Plan

Goal:	All students will demonstrate proficiency at or above grade level in math.				
Strategy:	We will provide instruction under the direction of a certified professional to help students who need remediation.				
Rationale:	1. There is a need to improve below level math abilities through an intervention plan.				
	2. It is very difficult for one classroom teacher to meet the needs of all students.				
	3. The specialist will be able to evaluate individual students and implement appropriate plan.				
Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Identify students below grade level using IOWA scores and EM secure tests.	CAO	Teachers and administration	IOWA test results EM Unit Tests	09/06-06/07 09/06 to 06/07	List of students.
Identify students below grade level using the Child Study process.	Child Study team	Teachers and child study team.	Teacher referral forms and assessment(s).	Ongoing	List of students.
Identify students using STAR Mathematics	Program Facilitator and Title I Teachers	PF and Title I Teachers	Purchase STAR Mathematics Test for all grades	Fall and Spring Testing	Reports of gains from Sept. to May
Provide after hours tutoring for identified students	Classroom Teachers Title I Teachers	Students, teachers	Intervention materials	06/06	Increased test scores.
Provide year-end Report to entire staff of all Title Math scores using the ITBS and EM Secure Test Data and STAR Math growth	Title 1 Director	Title 1 Director	ITBS, EM Secure Tests STAR Mathematics	6/07	Results presented to teachers and school board

Science and Social Studies - Goals, Measures and Data Analysis

Goal:	All students will demonstrate proficiency at or above grade level in science and social studies.
Rationale:	1. Current MEAP scores for 5 th grade science in 2001/2002 was 54.2%; in 2002/2003 was 53%; and in 2003/2004 was 47% and in 2004 was 76% 8 th science grade MEAP is 29%
	2.Current 5 th grade MEAP scores in social studies for 2003 was 16% and 2004 was 0% and current 8 th grade MEAP social studies is 5.9%

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
1. % of students scoring at Proficient Level(s) on MEAP Science and social studies test.	Classroom, individual, and school wide summary scores	MEAP		To SIT by June of each year (immediately upon receiving results)	Item Analysis using Disaggregated results by Gender, LEP, SES, Disabilities, and Racial/Ethnic and Title 1 and At Risk identified.	By August of every year	SIT , Title I director and Leadership Team	CAO, SIT, and Title I director	1. To our stakeholders which includes parents, staff members, Board of Education and the community	1. August of each year

Science and Social Studies - Action Plan # 1

Goal:	All students will demonstrate proficiency at or above grade level in science.
Strategy:	We will align Bay County's curriculum with the Michigan Curriculum Framework.
Rationale:	1. If we align our curriculum to the MCF, MEAP scores should indicate science and social studies proficiency.
	2. So curriculum is grade and developmentally appropriate.
	3. Find the gaps in our curriculum and eliminate redundancies.

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Science Curriculum is being aligned to MCF	Curriculum committee PF	Curriculum committee, staff	Time, current curriculum, manuals, lesson plans, MCF	5/01/04 to 5/31/07	Disaggregated data of MEAP, IOWA,
Curriculum committee provides status report to school improvement team	Curriculum committee	Curriculum committee representative, SIT	Curriculum committee's progress report	06/04 01/05 06/05 01/06 06/06 01/07 06/07	Report given.
Map curriculum to current resources and create calendar year; create curriculum map for science	Curriculum committee Grade Level PF	Curriculum committee Grade level PF	Science materials and time to create map	September 2006	Mapped curriculum by grade level

Writing - Goals, Measures and Data Analysis

Goal:	All students will write across the curriculum (science, social studies, arts, music, PE) at or above grade level.
Rationale:	1. See data pages at the end of this document.
	2. Writing is essential for academic success in all content areas.

Measure	Data Collection				Data Analysis			Reporting Performance Results		
	What	Source	Who	When	Method	When	Who	Who	Audience	When
% of students who meet levels 1 or 2 on MEAP writing	Use MEAP school wide summary scores	MEAP	CAO	To SIT by June of each year	Item analysis using disaggregated results	By August of every year	SIT, Title I director and leadership team	CAO, SIT Title I director	To our stakeholders which includes staff members, Board of Education and the community	August of each year
% of students who meet grade level expectations as stated on school writing rubric	Tally sheet	Rubric	PF and teachers	To SIT by November and May	Grade level percentages	Monthly	Teachers	PF	To our stakeholders which includes staff members, Board of Education and the community	August of each year

Writing - Action Plan # 1

Goal:	All students will write across the curriculum at or above grade level
Strategy:	We will implement Open Court Writing in K-6 th grade, 7 th and 8 th grade will be developed using Paragon Humanities Topics All grades will use Six Traits as part of their focus and editing
Rationale:	1. Student achievement will improve
	2. Staff will have direction and focus for daily lesson planning

Activities to Implement Strategies	Person(s) Responsible	Persons Involved	Resources Needed	Timelines (Specific Beginning and Ending Dates)	Evidence/Data to Verify Activity was implemented and implemented correctly
Open Court Resources have been purchased K-6 th	CAO, Reading First Grant and PF	Administration	None	Began implementing Spring 2006	Resources received
Train teachers in 6-Traits	CAO	Teachers, Title I Director, Literacy Coach	\$1,500 for MSU trainer August 2006	04/05 initial purchase of resources, one teacher trained last year.	Training completed
Curriculum committee provides status report to school improvement team	Curriculum committee	Curriculum committee representative, SIT	Curriculum committee's progress report	03/06 - report given 06/06 01/07 06/07	Report given.
Provide new teachers with ELA mentor at the upper elementary and ms levels	CAO	CAO and Mentor	Budget to Pay for expert	Feedback from Mentor Meeting 1x a week	Feedback from mentors and mentees
Create a required writing block within the master schedule for each grade	CAO, PF and Staff	CAO, PF and Staff	Time in the schedule		Master Schedule reflects the importance of a writing block of time.
Each ELA classroom will have an author's chair	CAO, PF and Staff	CAO, PF and Staff	Support teacher's creation of chairs Last 5 min. of writer's workshop is presentation	Begin implementing first marking period 06-07	Feedback from children and parents Portfolio of students writing

3RD GRADE READING, WRITING AND MATH MEAP
PERCENTAGE PASSING RESULTS

3rd Grade Reading Scores	Fall 2005	Fall 2006	3rd grade Writing Scores	Fall 2005	Fall 2006	3rd grade Mathematics	Fall 2005	Fall 2006
All Students	85%			61%			87%	
State Average	87%			51%			87%	
Sub-Groups								
White	91%			68%			90%	
Black	<			<			<	
Hispanic	<			<			<	
Am. Indian	<			<			<	
Asian	<			<			<	
Multi-Racial	<			<			<	
Other	<			<			<	
Special Ed	<			<			<	
Econ. Disadvantaged	94%						93%	
Male	84%			74%			89%	
Female	86%			50%			85%	
Title I								
At-Risk								

4th Grade MEAP READING, WRITING AND MATHEMATICS
PERCENTAGE PASSING RESULTS

4th Grade Reading	2004	Winter 2005	Fall 2005	4th Grade Writing	2004	Winter 2005	Fall 2005	4TH Grade Math	2004	Winter 2005	Fall 2005
All Students	20%	36%	83%		12%	32%	51%		48%	68%	81%
State Average	64%	69%	83%		48%	46%	55%		73%	73%	82%
Sub-Groups											
White	21%	39%	85%				56%		58%	74%	82%
Black	<	<	<		<	<	<		<	<	<
Hispanic	<	<	<		<	<	<		<	<	<
Am. Indian	<	<	<		<	<	<		<	<	<
Asian	<	<	<		<	<	<		<	<	<
Multi-Racial	<	<	<		<	<	<		<	<	<
Other	<	<	<		<	<	<		<	<	<
Special Ed	<	<	<		<	<	<		<	<	<
Econ. Disadvantaged		33%	73%			17%	73%		NA	58%	73%
Male			91%				48%		71%	62%	87%
Female			75%				75%		18%	75%	75%
Title I											
At-Risk											

5th Grade MEAP READING, WRITING, MATHEMATICS and SCIENCE
PERCENTAGE PASSING RESULTS

5 th Grade Reading	Fall 2005	5 th Grade Writing	Fall 2005	5 TH Grade Math	Fall 2005	5 TH Grade Science	2004	Winter 2005	Fall 2005
All Students	87%		47%		71%		47%	76%	71%
State Average	80%		75%		63%		78%	79%	77%
Sub-Groups									
White	92%		54%		73%		57%	78%	80%
Black	<		<		<		<	<	<
Hispanic	<		<		<		<	<	<
Am. Indian	<		<		<		<	<	<
Asian	<		<		<		<	<	<
Multi-Racial	<		<		<		<	<	<
Other	<		<		<		<	<	<
Special Ed	<		<		<		<	<	<
Econ. Disadvantaged	<		<		<		na	83%	70%
Male	<		<		<		70%	71%	<
Female	90%		50%		80%		<	<	80%
Title I									
At-Risk									

6th Grade MEAP READING, WRITING, MATHEMATICS and SOCIAL STUDIES
PERCENTAGE PASSING RESULTS

6th Grade Reading	Fall 2005	6th Grade Writing	Fall 2005	6TH Grade Math	Fall 2005	6TH Grade Social Studies	Fall 2005
All Students	93%		78%		52%		81%
State Average	80%		75%		65%		78%
Sub-Groups							
White	95%		75%		55%		75%
Black	<		<		<		<
Hispanic	<		<		<		<
Am. Indian	<		<		<		<
Asian	<		<		<		<
Multi-Racial	<		<		<		<
Other	<		<		<		<
Special Ed	<		<		<		<
Econ. Disadvantaged	89%		78%		44%		78%
Male	87%		67%		60%		87%
Female	100%		92%		42%		75%
Title I							
At-Risk							

7th Grade MEAP READING, WRITING, MATHEMATICS
PERCENTAGE PASSING RESULTS

7 th Grade Reading	2004	Winter 2005	Fall 2005	7 th Grade Writing	2004	Winter 2005	Fall 2005	7 TH Grade Math	Fall 2005
All Students	45%	62%	67%		15%	44%	53%		20%
State Average	61%	73%	76%		57%	53%	67%		60%
Sub-Groups									
White	45%	68%	67%		15%	44%	58%		17%
Black	<		<		<	<	<		<
Hispanic	<		<		<	<	<		<
Am. Indian	<		<		<	<	<		<
Asian	<		<		<	<	<		<
Multi-Racial	<		<		<	<	<		<
Other	<		<		<	<	<		<
Special Ed	<		<		<	<	<		<
Econ. Disadvantaged	na	70%	<		na	50%	<		20%
Male	45%	<	<		18%	<	<		<
Female	<	50%	<		<	50%	<		<
Title I									
At-Risk									

8th Grade MEAP READING, WRITING, MATHEMATICS and SCIENCE
PERCENTAGE PASSING RESULTS

8 th Grade Reading	Fall 2005	8 th Grade Writing	Fall 2005	8 TH Grade Math	Winter 2005	Fall 2005	8 TH Grade Science	Winter 2005	Fall 2005
All Students	76%		67%		24%	33%		29%	76%
State Average	73%		65%		62%	63%		64%	77%
Sub-Groups									
White	79%		63%		27%	37%		33%	79%
Black	<		<		<	<		<	<
Hispanic	<		<		<	<		<	<
Am. Indian	<		<		<	<		<	<
Asian	<		<		<	<		<	<
Multi-Racial	<		<		<	<		<	<
Other	<		<		<	<		<	<
Special Ed	<		<		<	<		<	<
Econ. Disadvantaged	83%		67%		na	42%		na	75%
Male	<		<		<	<		<	<
Female	75%		83%		<	33%		<	75%
Title I									
At-Risk									

Adequate Yearly Progress (AYP)

	2002-03	2003-04	2004-05	2005-06
Reading(ELA Composite)	Yes	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes	Yes

READING SCORES FOR IOWA BASIC SKILLS TEST (ITBS)

		SPRING 2006	SPRING 2007	SPRING 2008	SPRING 2009
	1 ST	46			
NCE's					
% making grade level		48%			
# of students		48			
	2 ND	51			
NCE's					
% making grade level		42%			
# of students		59			
NCE's	3 RD	51			
% making grade level		39%			
# of students		39			
	4 TH	56			
NCE's					
% making grade level		66%			
# of students		44			
NCE's	5 TH	51			
% making grade level		47%			
# of students		15			
NCE's	6 TH	49			
% making grade level		38%			
# of students		24			
NCE's	7 TH	35			
% making grade level		14%			
# of students		14			
NCE's	8 TH	42			
% making grade level		35%			
# of students		20			

MATHEMATICS SCORES FOR IOWA BASIC SKILLS TEST (ITBS)

		SPRING 2006	SPRING 2007	SPRING 2008	SPRING 2009
	1 ST	42			
NCE's					
% making grade level		48%			
# of students		48			
	2 ND	49			
NCE's					
% making grade level		42%			
# of students		59			
NCE's	3 RD	43			
% making grade level		39%			
# of students		39			
	4 TH	54			
NCE's					
% making grade level		57%			
# of students		44			
NCE's	5 TH	40			
% making grade level		20%			
# of students		15			
NCE's	6 TH	39			
% making grade level		21%			
# of students		24			
NCE's	7 TH	34			
% making grade level		7%			
# of students		14			
NCE's	8 TH	34			
% making grade level		15%			
# of students		20			

READING SCORED FOR IOWA BASIC SKILLS TEST (ITBS)

		Reading 2001-2002		Reading 2002-2003		Reading 2003-2004		2004-05	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
NCE's	K	49	61	51	61	58	66	42	70
% making grade level			76%		59%		79%		84%
# of students			91		83%		72		63
NCE's	1	34	49	43	48	46	58	37	48
% making grade level			44%		45%		61%		34%
# of students			34		65		66		59
NCE's	2	46	53	49	45	39	52	44	56
% making grade level			50%		35%		50%		60%
# of students			22		34		68		42
NCE's	3	44	46	44	43	35	49	47	51
% making grade level			40%		41%		45%		53%
# of students			20		32		30		49
NCE's	4	41	43	40	52	46	47	46	53
% making grade level			22%		47%		38%		48%
# of students			22		19		29		21
NCE's	5	51	43	40	44	46	42	46	49
% making grade level			24%		35%		37%		45%
# of students			21		20		19		20
NCE's	6			48	43	39	31	40	40
% making grade level					38%		8%		13%
# of students					26		25		13
NCE's	7					50	40	40	41
% making grade level							35%		25%
# of students							26		16
NCE's	8							35	30
% making grade level									14%
# of students									14

MATHEMATIC SCORES FOR IOWA BASIC SKILLS TEST (ITBS)

Bay County Public School Academy									
Iowa Comparative NCE Scores									
Percent Making Grade Level									
Goal: All students will demonstrate proficiency at or above grade level in math.									
		2001-02		2002-03		2003-04		2004-05	
		Math		Math		Math		Math	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
NCE's	K	48	68	53	65	51	78	48	70
% making grade level			78%		71%		87%		77%
# of students			91		84		72		64
NCE's	1	36	42	37	53	52	61	56	55
% making grade level			26%		60%		69%		65%
# of students			34		65		66		60
NCE's	2	35	56	27	47	40	54	44	54
% making grade level			40%		41%		60%		59%
# of students			22		34		68		41
NCE's	3	38	46	35	43	33	47	46	49
% making grade level			40%		28%		26%		52%
# of students			20		32		30		48
NCE's	4	45	35	49	51	44	46	44	53
% making grade level			18%		47%		27%		52%
# of students			22		19		29		21
NCE's	5	48	40	24	35	41	44	38	50
% making grade level			29%		30%		42%		45%
# of students			21		20		19		20
NCE's	6			46	44	34	31	38	40
% making grade level					46%		8%		23%
# of students					26		25		13
NCE's	7					43	38	38	32
% making grade level							19%		18%
# of students							26		17
NCE's	8							32	30
% making grade level									21%
# of students									14