

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Bronson Community School District

ISD/RESA: Branch ISD

School Name: Anderson Elementary School

Grades Served: K,1,2

Principal: Mrs. Dixie Koenemann

Building Code: 00092

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Anderson Elementary School
District:	Bronson Community School District
Public/Non-Public:	Public
Grades:	K,1,2
School Code Number:	00092
City:	BRONSON
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Anderson School will be a progressive teaching/learning institution focused on student achievement. Student engagement will be a priority as learning takes place through high-interest lessons. School will be perceived by students, parents, and staff as a place of fun, safety, and warmth.

Mission Statement

The Anderson Elementary community will share the responsibility for providing an orderly, safe, and caring environment, being supportive of the varied learning needs of our students. This will result in an educational experience that creates a learner who is responsible, skilled, enthusiastic, and self-confident.

Beliefs Statement

At Anderson Elementary School, we believe that:

1. All students can learn, given appropriate learning conditions and supports.
2. Each student is a unique individual with special talents, strengths and needs. Unique learning needs that must be considered include rate of learning, experiential base, specific strengths, special needs, and learning styles.
3. All students should be provided with a safe, caring, stable and engaging environment where they will be academically, socially and emotionally stimulated.
4. Parental involvement is an essential aspect of a quality education that includes opportunities for parents to be involved in the development and evaluation of school programs, policies, and curriculum.
5. Learning is maximized when faculty members employ a wide variety of research-based teaching methods and utilize data related to content areas.

Goals

Name	Development Status	Progress Status
Anderson Social Studies	Complete	Open
ELA Reading	Complete	Open
ELA Writing	Complete	Open
Improved achievement in Science	Complete	Open
School Climate-Positive Behavior Support	Complete	Open

Goal 1: Anderson Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: Seventy-five percent of Anderson second grade students will be proficient on CBMs in Social Studies.

Gap Statement: Social Studies MEAP scores have been deficient in recent years.

Cause for Gap: We have had inconsistent curriculum and teaching methods in recent years in Social Studies.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, teacher observation

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success on Social Studies CBMs and Social Studies MEAP scores.

Contact Name: Dixie Koenemann

List of Objectives:

Name	Objective
Social Studies Achievement	75% of second grade students at Anderson Elementary will be proficient on grade level CBMs, which will be measured using teacher-built assessments in collaboration with Calhoun Intermediate School District.

1.1. Objective: Social Studies Achievement

Measurable Objective Statement to Support Goal: 75% of second grade students at Anderson Elementary will be proficient on grade level CBMs, which will be measured using teacher-built assessments in

collaboration with Calhoun Intermediate School District.

List of Strategies:

Name	Strategy
Curriculum Revision in Social Studies	Anderson teachers, in cooperation with the district professional study committee, will undertake curriculum revision in Social Studies. Guidance will be obtained from Calhoun Intermediate School District and Kent ISD's Curriculum Crafter.

1.1.1. Strategy: Curriculum Revision in Social Studies

Strategy Statement: Anderson teachers, in cooperation with the district professional study committee, will undertake curriculum revision in Social Studies. Guidance will be obtained from Calhoun Intermediate School District and Kent ISD's Curriculum Crafter.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure

common learning targets.

Other Required Information for Strategy

Blank, R.K. (2002) Using Surveys of Enacted Curriculum to Advance Evaluation of Instruction in Relation to Standards, Peabody Journal of Education.

Blank, R.K., Porter, A.C, & Smithson, J. (2001) New Tools for Analyzing Teaching, Curriculum and Standards in Mathematics & Science: Results from Survey of Enacted Curriculum Project, Washington, DC: CCSSO.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum revision	2010-08-31	2012-05-31	Teachers, principal

1.1.1.1. Activity: Curriculum revision

Activity Description: Teachers will research and revise Social Studies curriculum including development of CBMs.

Planned staff responsible for implementing activity: Teachers, principal

Actual staff responsible for implementing activity: Teachers, principal

Planned Timeline: Begin Date - 2010-08-31, End Date - 2012-05-31

Actual Timeline: Begin Date - 08/31/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development days	General Funds	20,000.00	0.00

Goal 2: ELA Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Anderson Elementary second graders will improve reading fluency and comprehension skills as measured by BMAP, DRA and MLPP retell rubrics.

Gap Statement: Summary of Effectiveness scores from DIBELS show a lack of progress in oral reading fluency in second grade.

Cause for Gap: Additional strategies needed to teach oral reading fluency.

Multiple measures/sources of data you used to identify this gap in student achievement: DIBELS, BMAP, DRA, running records

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students at or above grade level as measured by DIBELS, BMAP, DRA, and running records.

Contact Name: Dixie Koenemann

List of Objectives:

Name	Objective
Improved Fluency and Comprehension	Eighty-five percent of Anderson second graders will meet or exceed grade level standards in fluency

2.1. Objective: Improved Fluency and Comprehension

Measurable Objective Statement to Support Goal: Eighty-five percent of Anderson second graders will meet or exceed grade level standards in fluency

List of Strategies:

Name	Strategy
Tiered Interventions	Students will receive scaffolding and support through tiered interventions. Instruction will target specific deficits in fluency and comprehension as determined through benchmark testing. Progress monitoring will occur regularly.

2.1.1. Strategy: Tiered Interventions

Strategy Statement: Students will receive scaffolding and support through tiered interventions. Instruction will target specific deficits in fluency and comprehension as determined through benchmark testing. Progress monitoring will occur regularly.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Other Required Information for Strategy

Marston, D., Muyskens, P., Lau, M. Y., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice*, 18, 187-200.

Joseph, J. E., Noble, K., & Eden, G. F. (2001). The neurobiological basis of reading. *Journal of Learning Disabilities*, 34, 566-579.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Support of Staff Delivering Intervention Support	2010-08-30	2012-05-31	principal, teachers

2.1.1.1. Activity: Support of Staff Delivering Intervention Support

Activity Description: Ongoing support and professional development will be provided for staff members responsible for delivering intervention support.

Planned staff responsible for implementing activity: principal, teachers

Actual staff responsible for implementing activity: principal, teachers

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-05-31

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for staff	General Funds	2,000.00	0.00

Goal 3: ELA Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Improve writing fluency and accuracy, especially in the content areas.

Gap Statement: MLPP scores indicate that students are struggling with fluent writing, especially when writing expository text.

Cause for Gap: Writing curriculum must be adjusted to include higher levels of student engagement in writing expository text.

Multiple measures/sources of data you used to identify this gap in student achievement: MLPP writing rubric, teacher observation, student self-assessment using rubrics

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MLPP writing rubric scores on expository text showing improved scores, student self-assessment scores using rubrics improved, teachers reporting qualitative data regarding improved student writing.

Contact Name: Dixie Koenemann

List of Objectives:

Name	Objective
Improve Writing Fluency	Eighty percent of students will improve writing fluency as demonstrated by scores on rubrics designe

3.1. Objective: Improve Writing Fluency

Measurable Objective Statement to Support Goal: Eighty percent of students will improve writing fluency as demonstrated by scores on rubrics designe

List of Strategies:

Name	Strategy
All Write Consortium	Teachers and support staff will be provided professional development in teaching writing and integrated literacy through joining the All Write Consortium.
Lucy Calkins Writing Units	All teachers will fully implement Lucy Calkins writing units.
Self-Assessment of Writing	Teachers will instruct students in the use of age-appropriate writing rubrics and checklists. Students will learn to gradually assume some of the responsibility for ensuring the quality of their own writing.

3.1.1. Strategy: All Write Consortium

Strategy Statement: Teachers and support staff will be provided professional development in teaching writing and integrated literacy through joining the All Write Consortium.

Selected Target Areas

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Other Required Information for Strategy

The philosophy of instruction used by All-Write!!!, is child-centered, research-based, and considered ?best practice? by leading authorities in the field of education (Steven Zemelman, Harvey Daniels, and Arthur Hyde, Best Practice: New Standards for Teaching and Learning in America?s Schools, Third Edition, Heinemann 2005).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development in Writing-All Write Consortium	2011-09-15	2015-06-15	principal

3.1.1.1. Activity: Professional Development in Writing-All Write Consortium

Activity Type: Professional Development

Activity Description: Teachers and members of the support staff will receive professional development in writing and integrated literacy through the All Write Consortium.

Planned staff responsible for implementing activity: principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2015-06-15

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Writing-All Write Consortium	Title II Part A	1,000.00	

3.1.2. Strategy: Lucy Calkins Writing Units

Strategy Statement: All teachers will fully implement Lucy Calkins writing units.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Other Required Information for Strategy

FLETCHER,R. 1993.What aWriter Needs. Portsmouth,NH:Heinemann.

GRAVES,D. 1983.Writing:Teachers and Children atWork. Portsmouth,NH:Heinemann.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continuing PD to Support Implementation	2010-08-31	2011-05-31	literacy coach, principal

3.1.2.1. Activity: Continuing PD to Support Implementation

Activity Description: Teachers will meet regularly with the literacy coach and/or the principal to discuss and evaluate implementation of the units.

Planned staff responsible for implementing activity: literacy coach, principal

Actual staff responsible for implementing activity: literacy coach, principal

Planned Timeline: Begin Date - 2010-08-31, End Date - 2011-05-31

Actual Timeline: Begin Date - 08/31/2010, End Date - 05/31/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
literacy coach	Title II Part A	45,000.00	0.00

3.1.3. Strategy: Self-Assessment of Writing

Strategy Statement: Teachers will instruct students in the use of age-appropriate writing rubrics and checklists. Students will learn to gradually assume some of the responsibility for ensuring the quality of their own writing.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Other Required Information for Strategy

Butler, D. & Winne, P. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65(3), 245-281.

Gardner, H. (1991). Assessment in context: The alternative to standardized testing. In B. R. Gifford and M. C. O'Connor (Eds.), *Changing assessments: Alternative views of aptitude, achievement and instruction*. Boston: Kluwer.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development in Assessment	2010-09-20	2012-05-23	Literacy coach, principal

3.1.3.1. Activity: Professional Development in Assessment

Activity Description: Teachers will examine student work under the tutelage of a Literacy Coach who will coach them in use of writing instructional strategies and assessment strategies.

Planned staff responsible for implementing activity: Literacy coach, principal

Actual staff responsible for implementing activity: literacy coach, principal

Planned Timeline: Begin Date - 2010-09-20, End Date - 2012-05-23

Actual Timeline: Begin Date - 09/20/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach	Title II Part A	45,000.00	0.00
Professional Development in Writing Assessments	General Funds	20,000.00	

Goal 4: Improved achievement in Science

Content Area: Science

Development Status: Complete

Student Goal Statement: Eighty percent of Anderson students will be proficient in Science GLCEs as measured by CBMs.

Gap Statement: Science MEAP scores in grade 5 have fallen in recent years from 79% proficient to 70% proficient.

Cause for Gap: Prioritization of ELA and Math, new science materials, lack of attention to curriculum development in Science.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores, CBMs, anecdotal data related to student engagement

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP scores, CBMs

Contact Name: Dixie Koenemann

List of Objectives:

Name	Objective
Improved Science Achievement	Eighty percent of Anderson students will be proficient in Science GLCEs as measured by CBMs

4.1. Objective: Improved Science Achievement

Measurable Objective Statement to Support Goal: Eighty percent of Anderson students will be proficient in Science GLCEs as measured by CBMs

List of Strategies:

Name	Strategy
Professional Development and Teacher Support in Science	Professional development will be provided to Anderson teachers to help them to better teach Science.

4.1.1. Strategy: Professional Development and Teacher Support in Science

Strategy Statement: Professional development will be provided to Anderson teachers to help them to better teach Science.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

Other Required Information for Strategy

Elmore, R. 2002. Bridging the gap between standards and achievement: The imperative for professional development in education. Washington, DC: Albert Shanker Institute.

Loucks-Horsley, S., K. E. Stiles, and P. Hewson. 1996. Principles of effective professional development for mathematics and science education: A synthesis of standards: NISE brief. Madison, WI: University of Wisconsin at Madison, National Institute for Science Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLC Groups for Science Education	2010-08-31	2012-05-31	Principal, teachers

4.1.1.1. Activity: PLC Groups for Science Education

Activity Description: PLC groups will examine current research in science education including

curriculum studies and appropriate assessment.

Planned staff responsible for implementing activity: Principal, teachers

Actual staff responsible for implementing activity: principal, teachers

Planned Timeline: Begin Date - 2010-08-31, End Date - 2012-05-31

Actual Timeline: Begin Date - 08/31/2011, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time, place, and materials	General Funds	1,000.00	0.00

Goal 5: School Climate-Positive Behavior Support

Content Area: Other

Development Status: Complete

Student Goal Statement: Office referrals for behavior will be reduced by 30%.

Gap Statement: While student behavior has been quite good at Anderson, there are still behaviors within classrooms that interrupt teaching/learning time.

Cause for Gap: Lack of effective three-tier behavior management program.

Multiple measures/sources of data you used to identify this gap in student achievement: SWIS data, teacher observation, number of office referrals.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Office referrals will diminish in frequency by 30% or more.

Contact Name: Dixie Koenemann

List of Objectives:

Name	Objective
Reduction of Office Referrals for Behavior	Behavioral office referrals will diminish by 30% due to more effective use of FBAPs, BIPs, and 2nd and 3rd tier behavioral interventions.

5.1. Objective: Reduction of Office Referrals for Behavior

Measurable Objective Statement to Support Goal: Behavioral office referrals will diminish by 30% due to more effective use of FBAPs, BIPs, and 2nd and 3rd tier behavioral interventions.

List of Strategies:

Name	Strategy
Positive Behavior Support	Tiered interventions will be fully implemented in relation to Positive Behavior Support.

5.1.1. Strategy: Positive Behavior Support

Strategy Statement: Tiered interventions will be fully implemented in relation to Positive Behavior Support.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008).Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial.Education and Treatment of Children, 31, 1-26.

Bradshaw, C., Mitchell, M., & Leaf, P. (in press).Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement Tiered Interventions in PBS	2010-08-31	2013-05-31	Principal, teachers, paraprofessionals

5.1.1.1. Activity: Implement Tiered Interventions in PBS

Activity Description: Tiered interventions will be chosen and fully implemented for children in grades K-2.

Planned staff responsible for implementing activity: Principal, teachers, paraprofessionals

Actual staff responsible for implementing activity: principal, teachers, paraprofessionals

Planned Timeline: Begin Date - 2010-08-31, End Date - 2013-05-31

Actual Timeline: Begin Date - 08/31/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time to meet with grade level teams	General Funds	3,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$91,000.00	\$0.00
General Funds	\$46,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

All data was collected and examined by a cadre of stakeholders.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

Celebrations include math achievement in all sub-groups and improved student behavior data. Areas of concern include ELA Writing and Science with ELA Reading being a place to closely watch.

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

A tiered intervention model has been implemented to provide tailored support for struggling students. Positive Behavior Support in its continuing implementation will continue to provide the positive climate needed for optimal learning. Upgraded use of best practice in balanced literacy will continue to promote improved student achievement in reading and writing.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

All teachers were involved in the development of this model as well as volunteer parents and support staff.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school

meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Anderson maintains a curriculum which is fully aligned with state standards.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Stakeholders including teachers, support staff members, and parents are included in study of research, discussion of strategies, and development, evaluation and revision of the plan.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All teachers and paraprofessionals currently in our employ meet the NCLB requirements to be classified as Highly Qualified.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

How long teachers have been teaching: Of 14 teachers, 1 has taught 0-3 years, 2 have taught 4-8 years, 3 have taught 9-15 years and 8 have taught more than 15 years.

How many years teachers have been assigned to this school: Of 14 teachers, 3 have been at Anderson 0-3 years, 5 4-8 years, 2 9-15 years, and 4 have been at Anderson more than 15 years.

The principal has been at Anderson for 14 years.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

All instructional paraprofessionals working for Anderson, Ryan, and Chicago Street Schools are highly qualified using one or more accepted methods contained in the No Child Left Behind guidance.

All Bronson elementary teachers are highly qualified for the position in which they are employed under the guidance of No Child Left Behind.

Elementary teachers in the Bronson schools tend to stay in their positions for long periods of time. There is an extremely low turnover rate.

Strategies used to keep highly qualified teachers include attention to school climate, competitive

compensation scale, and relevant and high quality professional development.

3. Describe the rate of teacher turnover for the school.

Teacher turnover is at an extremely low rate. In the past ten years, the only teacher resignations have been due to retirement.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

NA

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

We use the following strategies to encourage two-way communication:

- Every teacher has email and sends/returns email messages with parents.*
- Every teacher has a phone in her room with voice mail and sends/returns phone calls daily.*
- Parent/teacher conferences are held twice per year with additional TAT meetings, IEP meetings, and parent/teacher conversations as needed.*

These strategies provide for one-way communication only

- School newsletters are sent monthly.*
- Classroom newsletters are sent at least twice monthly.*
- A school website is maintained with news and parent involvement tips.*

These strategies are designed to actively involve parents/community in the decision making at the building

- A parent advisory council has been formed to assure involvement of parents in all facets of our work.*
- Parents are represented on various committees.*
- The principal meets informally with individual parents and small focus groups to discuss school issues and obtain input/feedback.*
- A newly revised Parent Involvement policy and plan has been written and disseminated.*

We use these methods to actively involve parents/community in student learning

- *A parent advisory council has been formed to assure involvement of parents in all facets of our work.*
- *Parents are represented on various committees.*
- *The principal meets informally with individual parents and small focus groups to discuss school issues and obtain input/feedback.*
- *A newly revised Parent Involvement policy and plan has been written and disseminated.*
- *Parent volunteerism is encouraged and facilitated.*

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

Parents who volunteer to serve on our Parent Advisory Team are included in the decision-making processes related to curriculum and other essential matters.

2b. Implementation

Parents who volunteer to serve on our Parent Advisory Team are included in the decision-making processes related to curriculum and other essential matters.

2c. Evaluation

Parents who volunteer to serve on our Parent Advisory Team are included in the decision-making processes related to curriculum and other essential matters.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Standards-based report cards are valuable tools that we use to inform parents related to student assessment results. In addition, we utilize parent/teacher conferences twice annually, more frequent conferences as needed, and weekly or daily updates for struggling students.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The school-parent compact is discussed with parents annually during fall parent/teacher conferences each year.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

Parent perception surveys will be conducted during the 2011-2012 school year.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

Parent perception survey results will be closely examined with data used to evaluate and (possibly) revise school improvement initiatives.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

At Anderson Elementary School, we are very sensitive to the special transition needs of our youngest students. Our kindergarten staff members have a great deal of experience in helping students and their parents at this exciting but sometimes anxious time. This plan has evolved through the years thanks to parent feedback and our own observations.

A timeline:

- *Mid-March--one or more Anderson kindergarten staff members attend the monthly parent meeting of our preschool programs to talk about kindergarten at Anderson and to answer parents' questions. Dates and other information related to registration are shared.*
- *Early April--Preschool staff members share names of students expected to attend kindergarten at Anderson. We work together to make contacts with parents to provide encouragement and support.*
- *April--Anderson staff members attend IEPs for preschool children who may be entering our kindergarten. Observations of students with special needs often take place.*
- *Mid-April--Anderson staff members publicize registration dates and information in a myriad of ways. Parents make appointments to register their children for kindergarten. A letter is then sent to each parent giving information about registration and kindergarten orientation.*
- *Mid-May--ISD programs visit Anderson kindergarten classrooms. Visits are welcome by other future kindergarten students as well.*
- *Mid-May--Kindergarten registration takes place. Parents complete forms while children experience several basic assessments such as writing their name, counting ten blocks, building a tower, talking about a picture, etc. Vision and hearing are screened by the County Health Department. Every child receives a gift bag that has been decorated by current kindergarten students. The bag contains small gift items, a locally-created coloring book that includes Anderson-specific information, and a copy of Eric Carle's *The Very Hungry Caterpillar*. Each family meets briefly with the principal to be welcomed and to go over assessment information together.*

- *Mid-May--Staff members from Anderson kindergarten and the ISD meet to share information related to student achievement and unique student needs.*
- *Late May--Parents and children return to school in the evening for kindergarten orientation. Students have an opportunity to ride a bus, go through the lunch line (for a snack), do a simple art project, listen to a story in a kindergarten room, etc. Parents meet with the principal and the teachers (who rotate in and out of the classrooms and the meeting room) to learn about the school and the kindergarten curriculum. Parents receive copies of the kindergarten parent booklet produced by Michigan Dept of Ed.*
- *Summer--Parents and children read *The Very Hungry Caterpillar* together at least 5 times. (This commitment is made at registration.) Children then begin their kindergarten year with knowledge of this book in common. The book is used in each kindergarten classroom during the first weeks of school and intermittently throughout the year.*
- *August-- An open house is held for the students and their families just prior to the beginning of school allowing everyone to come into the building and meet their assigned teacher.*
- *September--School begins and many extra hands are temporarily engaged in supporting kindergarten students. Assessments begin as soon as the students are settled in. All collected data is used to identify students who may be in need of tiered interventions.*

Teachers make contact by mail or telephone with their future students during the summer. The principal is available to answer questions.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

The Anderson staff has been running ahead of the pack in the use of data to monitor student achievement and to plan instruction and interventions. We have been using Data Director as a tool, and the reports that it generates are very frequent topics of discussion at grade level meetings and staff meetings. Additionally, our staff was invited to participate in the DATA 4SS (Data for Student Success) and we have been active recipients of related PD for the past year. This has helped us to hone our skills in choice/development of assessments, data analysis, clarification of problems, and making prescriptive decisions.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Teachers meet in Professional Learning Communities during common planning time and during Professional Development events to share and examine student work and student assessment results. Analysis of these artifacts and assessment data is used to inform planning and decision-making.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

We will assess our students using common grade-level assessments in all core academic areas. Additionally,

second grade students will be assessed using NWEA Measures of Academic Progress. One first grade classroom will pilot the NWEA MAP for first graders. DIBELS is used to evaluate progress in reading and writing rubrics are used to score writing prompts in each grade level multiple times per year.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

Tiered intervention support is utilized to support students who are at risk of failing to meet academic standards.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Anderson is a Kindergarten through second grade building so we do not have MEAP results for our students. We do, however, use DIBELS benchmarking and progress monitoring as well as CBMs to identify students at risk of failing to meet GLCE standards.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

We utilize funds from Title Ia, IIa, III, and Michigan Section 31a at Anderson. In addition, local Child Protection agencies and the local health department will provide support for our children.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Funds from all resources are utilized appropriately to fulfill the plans indicated in the school's school improvement plan. Each strategy and activity is included in budget planning for federal, state, and local funding sources.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Title IA funds will be used to support struggling students in the core academic areas. We will use tiered interventions as a structure for that support. The major expenses met by Title IA involve staffing with limited funds spent on supplies and materials.

4. Describe the coordination and integration of Federal, State and local programs and services in a manner

applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Federal, State, and local funding is appropriately integrated to meet the academic needs of all students including ELLs and those who are at risk for failing to meet academic standards. General funds are largely responsible for programming related to health, violence prevention, and wholistic needs of our students.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Technology has been integrated throughout the curriculum, i.e. Odyssey instruction, word processing, internet research, use of document cameras, etc.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Data is examined regularly to determine success levels of school initiatives. This data includes perception data, achievement data, and student behavior data.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

Student data is disaggregated and discussed in Professional Learning Community meetings. Individual student data is closely examined to determine effectiveness of Anderson programs.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

As data is examined, changes to the educational program are made collaboratively following conferences held with the building principal, teachers, support staff members, and parents.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Parents will be invited to be a part of a Parent Advisory Team that meets regularly to discuss the entire gamut of the school experience including school improvement measures. Staff members will meet regularly to examine and evaluate school improvement efforts.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Stakeholders have been involved in discussion of the plan and have proposed edits to the planning committee.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments: *NA*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments: *Our student handbook has a policy to ensure school safety.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments: *Staff has been trained in various measures to ensure student safety including CPI (select staff members), PBS, CHAMPS, etc.*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments: *Families are able to access policies through a printed student handbook as well as on our school website.*

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments: *We regularly assess student behaviors and safety information.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, do not use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *No*

Comments: *We do not use a health education curriculum at this time.*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments: *We have neither vending nor a la carte options at Anderson.*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Joan	Siler	teacher	silerj@bronson.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Superintendent
Address:	215 W. Chicago St., Bronson, MI
Telephone Number:	517-369-3257

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Anderson Elementary School
Bronson Community Schools
**Parent Involvement
Policy & Plan**



Anderson Mission Statement

The Anderson Elementary community will share the responsibility for providing an orderly, safe, and caring environment, being supportive of the varied learning needs of our students. This will result in an educational experience that creates a learner who is responsible, skilled, enthusiastic, and self-confident.

Parent Involvement Mission Statement

Anderson students will benefit from meaningful partnerships between parents, teachers, the principal, and support staff members. The school will provide opportunities for adult education related to learning strategies, child development, and communication. Parents will be included in decision-making related to school improvement. All activities will be designed to build working partnerships between school and home.

Anderson Elementary School staff will provide parents with the following:

- Timely information about Title I and all other programs in place at Anderson.
- School performance profiles, their child's individual student assessment results, including an interpretation of such results.
- A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if such parents so desire.
- Timely responses to their questions, comments, and suggestions.
- Involvement in the planning, review, and improvement of the school parental involvement policy and Title I schoolwide planning.

Objectives of Anderson Elementary School Parental Involvement:

1. To provide assistance to parents in such areas as:
 - Understanding the Michigan teaching standards
 - Understanding teaching strategies and materials implemented at Anderson.

- Understanding state and local assessments and knowing how to interpret and use results.
2. To provide materials and information to help parents to work with their children to improve achievement.
 3. To work with parents to build ties between home and school.
 4. To build capacity for optimum collaboration between home and school.
 5. To provide Anderson staff members with knowledge and skills related to family involvement.
 6. To develop appropriate partnerships with community-based organizations and businesses in parental involvement activities and to encourage the formation of partnerships between elementary and secondary schools as well as local businesses that include a role for parents.
 7. To provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form such parents understand.

Strategies:

1. Parents of all students will receive information at the beginning of each year or upon enrollment of their child at Anderson. They will also receive regular updates through school newsletters, our website, classroom letters, lunch menus, the local media, and discussions at various meetings including Board of Education public meetings, Parents & Pastries meeting, PTO meetings, and Anderson Parent Nights. They will be provided with information regarding:
 2. Building and district policies.
 3. Grade-level curriculum
 4. Opportunities for parent involvement
 5. Transportation
 6. Ways to access information related to their child's achievement, behavior, and attendance as well as that related to food service, changes in school policies, and information related to special events.
7. Parents of new kindergarten students will receive information to support them in helping their child to make a smooth transition into kindergarten. They will be given all of the information above and also:
 8. Kindergarten curriculum
 9. A typical kindergarten day
 10. Suggestions for ways to prepare the child at home for kindergarten entry.

Parent Involvement Plan:

- Parents/community stakeholders will be given opportunities to become active in the schools through a parent volunteer program. Tutors, classroom aides, chaperones for field trips and library helpers are a few of the areas where volunteers can be placed within the school. Opportunities to commit to these activities will be made available at the Back-to-School Open House, upon

enrollment of new students, and periodically throughout the year as new opportunities become available.

- The safety of our students will be reinforced by the use of background checks for school volunteers. School volunteers will be required to watch a video related to school policies and appropriate actions.
- A parent orientation meeting will be held for parents of incoming kindergarten students. The children will also be able to visit kindergarten rooms and do some kindergarten-type activities. At the end of each school year a needs assessment will be conducted by the school district. This survey will allow parents input to the evaluation of the building plan to maximize effectiveness. The survey results will be evaluated by the staff and the parent advisory council and the Title I schoolwide plan will be revised to continue to improve academic performance.
- We will monitor meetings to recognize sub groups of parents who are not participating in available activities and identify the barriers that are keeping them from participating in the students' education. Strategies will be developed that will encourage all parents to be involved in school activities.
- All teachers will have a working email address and these addresses will be posted on the district web page and also on each school's web page.
- Information related to special events and adult learning opportunities will be provided using school/classroom newsletters, the Anderson Hotline, and the school website.
- A Back-to-School open house will be held just prior to the beginning of the school year. Parents and children will have an opportunity to meet staff members, examine learning materials, and hear a presentation related to student data from the prior year.

Anderson Elementary School will make a concerted effort to keep parents informed and involved in the academic lives of their students. The staff will use telephone calls, notes, and emails to show parents we are serious about the home-school relationship.

Attendance, discipline and academics will all be included in discussions with parents.

We recognize parents as their child's first teacher and the one who will be their support throughout their lives.

Anderson Elementary Partnership Compact

Bronson Community Schools

EDUCATOR AGREEMENT

We want all students to achieve to their full potential. Therefore, I will do my best to:

- ◆ Demonstrate care and concern for each student.
- ◆ Recognize and value the unique characteristics of each student.
- ◆ Provide an environment that is safe and encourages learning.
- ◆ Explain and model the behaviors and procedures expected of students at school.
- ◆ Provide explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help meet those standards.
- ◆ Provide quality teaching and leadership.
- ◆ Provide parents with timely and accurate assessments of students' progress in meeting school achievement and performance requirements.
- ◆ Welcome the participation of parents in achieving educational goals.

Teacher's Signature _____

Principal's Signature _____

PARENT/GUARDIAN AGREEMENT

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- ◆ Require and assist my child in getting to daily classes on time.
- ◆ Help my child to develop positive school attitudes.
- ◆ Support school rules and procedures.
- ◆ Oversee and facilitate the completion of homework.
- ◆ Support my child's efforts to improve and do quality work.
- ◆ Communicate with educators about questions that I may have and/or problems that may interfere with my child's learning.
- ◆ Attend parent-teacher conferences.
- ◆ Read school letters and other important documents to stay informed.

Parent's Signature _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- ◆ Come to school every day unless I am sick. Be on time.
- ◆ Stay safe.
- ◆ Take responsibility for my actions and behaviors.
- ◆ Always do my best work.
- ◆ Respect myself and others.
- ◆ Cooperate with parents, classmates and teachers.
- ◆ Tell my teacher or other school helper about my needs.

Student's Signature _____

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP.