

2008-2009 Annual Report LeRoy Elementary

Barb Parmenter, Principal



Building Mission Statement

LeRoy Elementary Mission Statement: To welcome learners with genuine kindness, to stimulate them with meaningful learning experiences, and to challenge them to do quality work.

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Accreditation Status

Accreditation is a process that involves staff, district personnel, and the Board of Education in fulfilling conditions and standards identified by the School Improvement Team as required by the State of Michigan. We are in our second year of the new school improvement process cycle. Goals and strategies were established and continue to be monitored on a yearly basis. Data continues to be analyzed and strategies implemented for continued academic excellence and accreditation through the S.I. process.

Core Curriculum

Pine River Area Schools are in compliance with Section 1278 of P.A.25, which requires our district to establish a core curriculum for our pupils at the elementary, middle, and secondary school levels. The State of Michigan's Curriculum Framework is the core of Pine River Area School's curriculum and is aligned with Wexford Missaukee ISD pacing guides in English Language Arts and Mathematics. Core performance guidelines for subject areas are available where completed, or are under development. All curriculum areas use technology as a tool to deliver instruction.

2008 - 2009 School Improvement Goals

The school improvement team identified three goal areas: English Language Arts, Math and the Sciences. Each goal will align with grade level benchmarks and ISD pacing guides. Included under each area are strategies being implemented to achieve the goals.

ENGLISH LANGUAGE ARTS:

LeRoy Elementary will focus on Fluency and Comprehension to increase the number of students proficient in reading comprehension. All students not identified as proficient will receive differentiated instruction in fluency and comprehension from general education teachers and through the Title I and At risk programs. Parents will receive home kits and intervention strategies with materials and information on how to use.

Math: All teachers will focus on units of Measurement in time and money in addition to the standards and benchmarks listed by the State of Michigan. Parents will be made aware of any area their child is deficient and instruction will be aligned with student need. Title I and At Risk staff will add support for any student not meeting Goals. Grade Level content expectations will be sent home to parents and students will be monitored quarterly.

SCIENCES: 1. ALL Teachers will work towards developing an aligned Social Studies program and grade level content expectations will be measured quarterly. Grade level teams will align curriculum, instructions, and assessments using differentiated instruction for all students to assure student success.

- Education YES School Report Card—A
- Met Adequate Yearly Progress
- Not Targeted for Improvement
- Title 1 Building—Targeted Assisted
- 100% of teachers certified & qualified under NCLB
- Average Class Size— 20.8
- 100% of students tested through District and Classroom Assessments using DIBELS and Michigan Literacy Progress Profile (MLPP)

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Specialized Programs

LeRoy Elementary School provides a comprehensive educational program for approximately 250 students in grades pre-school through second grade. In addition to classroom teachers, services are provided through a Special Education teacher, a Librarian, a Title I program in all curricular areas, a Resource Room, Physical Education, Vocal Music and Art programs, and access to a preschool program. Students with special needs are assisted in their educational efforts by a school Social Worker, Psychologist and Speech and Language Therapist through our Wexford-Missaukee Intermediate School District. A Child Investigation Study (CSI) program is also available to all students with identified reading needs.

Opportunities to attend specialized schools are provided to students who need them. Specialized schools include: Classes for **EMI (Educable Mentally Impaired)** and **EI (Emotionally Impaired)** students at the center-based program in Cadillac. The process of identifying and placing of these students is coordinated with the Wexford-Missaukee Intermediate School District.

Professional Development

Professional development is designed to meet the needs of teachers. This year teachers received training in 6 + 1 Writing Traits, Differentiated Instruction, Literacy ,technology, review of the school curriculum, reading, writing, science, and social studies. and MEAP strategies. On going grade level meetings, Title I meetings, CSI (Child Study Investigation) meetings occur to allow teachers time to develop individualized focused instruction.

Parent Involvement

We had 97% of our parents attend fall conferences. Spring conferences were also held by request of the parent or teacher. Parents also attended Title 1 meetings, Family Night student activities and parent teacher group meetings. Monthly, preschool family nights were held to provide opportunities for parents to understand and use literacy strategies at home.

Our Tustin/LeRoy Committee (TLC) is very active in sponsoring school activities. Examples of activities and support include book fairs, reading activity nights, activity sleep-overs, student assemblies, Carnivals, Fun-and Field Day, Kindergarten Graduation, fall fundraiser, and Field trips. Parents and teachers meet monthly, alternating between buildings, to plan and coordinate school activities.

Evaluations

Student evaluations include:

- Grades K-2 District Reading Assessment in Dibels
- Grades K-2 MLPP (running records)
- Grades K-2 District and Classroom Reading, Math and Writing Assessments
- Quarterly assessments in reading, math, and social studies.

LeRoy Building Belief Statements

- All families are partners in the education of their children
- Parents participation enhances high expectations, student motivation and achievement
- Students learn best when they are actively engaged in meaningful and challenging curriculum
- Teachers should create and design challenging and engaging lessons that lead, encourage, and motivate students to achieve.
- Student must be literate to be successful in a changing society.
- Our school must provide an environment that is welcoming to our students, families, and community.
- All students need to be lifelong learners that are prepared to meet challenges as they leave our school.

District Mission Statement:

The Pine River Area Schools, with the parents and community, will provide educational opportunities enabling each student to develop the skills and abilities necessary to become a productive member of a changing society.

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Education YES! – Michigan School Report Card 05/2006

Student Enrollment: 246		Average Daily Attendance: 84.5 present	
Poverty Rate: 57%		Free & Reduced Lunch Rate: 57%	
Component		Score	Grade
Student Achievement	Achievement Status	84	B
Indicators of School Performance		94.4	A
Report Card Grade		87	B
AYP (Adequate Yearly Progress) Status			yes

Education YES! – Michigan School Report Card 06/2007

Student Enrollment: 238		Average Daily Attendance: 86 present	
Poverty Rate: 52%		Free & Reduced Lunch Rate: 52%	
Component		Score	Grade
Student Achievement	Achievement Status	79.2	C
Indicators of School Performance		90	A
Report Card Grade		80	B
AYP (Adequate Yearly Progress) Status			yes

Education YES! – Michigan School Report Card 07/08

Student Enrollment: 238		Average Daily Attendance: 95 present	
Poverty Rate: 22.51		Free & Reduced Lunch Rate: 57%	
Component		Score	Grade
Student Achievement	Achievement Status	80.1	C
Indicators of School Performance		100	A
Report Card Grade		87	B
AYP (Adequate Yearly Progress) Status			yes

Education YES! – Michigan School Report Card 08/09

Student Enrollment: 258		Average Daily Attendance: 88.5 present	
Poverty Rate: 22.51		Free & Reduced Lunch Rate: 57%	
Component		Score	Grade
Student Achievement	Achievement Status	86	B
Indicators of School Performance		100	A
Report Card Grade		91	A
AYP (Adequate Yearly Progress) Status			yes

District Documentation

Grade Level & Number of Students tested		Reading			Grade Level	Math Assessments		
		Guided Reading % at Grade Level		Math Percentages				
		Below	At		Above			
<i>First</i>	56	35.5%	27%	37.5%	<i>First</i>	3.5%	9%	87.5%
<i>Second</i>	64	23%	06%	71%	<i>Second</i>	14%	8%	80%