



# **School Improvement Plan**

Stambaugh Elementary School

West Iron County Public Schools

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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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

West Iron County Public Schools is one of two school districts serving the Iron County area. The District is made up of Stambaugh Elementary, West Iron County Middle School and High School. The three entities along with the administrative personnel are all located on one campus in Iron River, Michigan. The District serves the west side of Iron County which is made up of the communities of Iron River, Caspian and Gaastra. The total population of the county is approximately 11,800, with 97% of the population white. (2010 U.S. Census)

Stambaugh Elementary School has an enrollment of approximately 390 students. The building houses kindergarten through fifth grade. The average class size is in the mid to upper 20's. The student population is approximately 95% white. The population of our socio-economically disadvantaged subgroup is 70%. The special education population makes up 19% of the student population at Stambaugh Elementary. Percentages for both ED and SWD have remained within the same range for four years. There are 16 core academic teachers, 1 Title I teacher, 1 physical education teacher, 1 technology teacher, 2.3 special education teachers, 3 certified Title I aides, 3 Educational Specialists, and 1 principal.

A challenge to the entire district has been the reduction of school buildings and consolidation into one campus. This challenge is mainly in the redistribution of resources, technology and funds in the district. Another challenge is that the math and language arts curriculum needed to be updated to the Common Core State Standards. Physical space is also a challenge in meeting the needs of students for pull out interventions. There is also a challenge in the mobility of students in the area. Due to population decline and lack of employment in the area, many families have been forced to leave the area.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Beliefs--

1. All students can learn to and achieve to their highest potential.
2. All students have a right to learn in a safe and supportive environment.
3. All students have dignity and worth.
4. All teachers must have high expectations with realistic goals for all students.
5. The education of our students is the responsibility of our entire community to ensure their future success.

**Mission:** We, the staff of Stambaugh Elementary School in cooperation with the families of our students, are committed to challenge each student to achieve his or her full academic potential, acquire high moral values, and develop a positive self-image in a safe and supportive environment.

**Vision:** Based on our beliefs of how children develop and learn, we at the Stambaugh Elementary School envision an environment that provides positive learning experiences to promote a transition from home to school and to address individual needs by using a variety of teaching methods to ensure school success.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Areas of improvement: Training in data analysis and increased usage of different measures for student success including State Assessments, DIBELS, STAR, and school assessments.

Technology improvements: iPADS, Smartboards, updated computer lab, updated teacher stations, increased opportunity for streaming in all core areas.

Increased teacher support through the use of Educational Specialists rotating through all classrooms.

Professional Resource Educators providing PD and in class mentoring.

The school has completely moved to standards based assessing and reporting

Areas of Improvement for the next three years:

Projected technology improvements: Traveling Chromebook, and iPADS for classroom.

Alignment to the CCSS for science

Continued use of MiBLSi universal behavior procedures.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Stambaugh Elementary made AYP and met attendance rates once again for the 2013-2014. It ranked 56% from Top to Bottom Ranking as compared to 60% in 2012-2013 and then 50% in the 2011-2012 school year. The student academic growth for 3rd - 8th grades increased from 14.9% to 16.4%.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders were selected based on interests, skill strengths, and experience. Diversity in the group was a focus. Staff included members from each grade level, Title I, and special education. Stakeholders were surveyed on their interests regarding involvement in the School Improvement Plan. Administration reviewed these surveys and assigned roles according to interests, strengths and passion for various SIP topics. PD was provided to all stakeholders to ensure cooperation and time to reflect and research information. Each member was informed of his or her role with specific, measurable goals.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

There was representation from all grade levels, special education, Title I, and Title I paraprofessionals.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The SIP is posted on the district/school website for all stakeholders to view. There are 12 scheduled Professional Development days to provide stakeholders an opportunity to share data, reflect on how it is impacting student achievement, and to review the SIP goals, objectives, strategies, and activities. Communication to parents and stakeholders occurs during Open House, Title I Annual Meeting, parent teacher conferences, and other parent events throughout the school year.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.



## Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### Student Demographic Data

#### 1. In looking at the three year trend in student enrollment data, what challenges have been identified?

In the last three years, there was a decrease of students each year. The student enrollment went from 410 to 390 to 384.

### Student Demographic Data

#### 2. In looking at the three year trend in student attendance data, what challenges have been identified?

Attendance remained the same. (93.3%, 94.4% and 92.04% respectively).

### Student Demographic Data

#### 3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

There were 180 referrals, 79 suspensions and 1 expulsions in 2013 and 2014. There were 184 referrals, 43 suspensions, 1 expulsion in 2013 and 2014. This is very consistent from year to year. The staff will continue to teach and model PBIS.

### Student Demographic Data

#### 4. What action(s) could be taken to address any identified challenges with student demographic data?

The administrative staff has met to address chronic absenteeism in a small group of students. We will work with the community and other institutions to reduce absenteeism.

### Teacher/School Leader(s) Demographic Data

#### 5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

There has been an implementation of a Leadership Team made of teachers and administrators. This team has been able to supply the building administrator with a large amount of feedback regarding student achievement and behavior.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

With more teachers moving up in years of experience and less in the 0-3 range, there is more focus on student learning and less on classroom management.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Majority of the administration days absent are professional development which benefits the staff and students. Administrative absences were few which also indicates a commitment to school and to the integrity of the program.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

There was a review of the possibility of PD session as part of evening/summer/ or weekend as compared to during the school day but it was found that during the school day is the best time to have teachers participate in these times.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

In general, there are no major challenges in Stambaugh Elementary. Those smaller issues were noted in previous answers and will continue to be addressed as stated.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

The School Systems Review identified Curriculum, Instruction, Instructional Leadership, Organizational Management, Professional Learning Systems and Communication as strengths.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

The School System Review indicated Engagement and Assessment as challenges. We have begun to offer instruction to teachers on the difference between engagement for compliance and intellectual engagement. We are also completing common assessments that are directly linked to the standards being taught.

### **12. How might these challenges impact student achievement?**

By including students in the assessment process, we will be able to better the assessment results for our students. We are also being more intentional about only assessing standards.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Staff will be able to work twice a month on analyzing the validity of assessments given and assessment results.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Students with disabilities access a full array of programs through Title I, Section 31a, 504 and IEP plans. All students are able to participate in an after school homework club.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

After school homework club, Windsor Center community based programs, summer reading recovery program, extended learning through the Museum/Cultural Center, numerous programs through the West Iron County District Library during the school year and in the summer.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Teachers and Title I coordinator refer students for these programs. Principal sends mail correspondence and makes phone calls to parents to get students involved.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Evidence is through the use of a standards based report card, each grade level assesses on the state standards. Four meetings a year are dedicated to staff reviewing these standards both horizontally and vertically.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Our reading instruction operates under an RTI 3-tier system. This is a strength.

### **19b. Reading- Challenges**

The challenge in our reading instruction is that the first round of intervention given by classroom teachers must be more consistent. Another challenge is that the progress monitoring data is obtained and recorded but not consistently used to guide instruction. We are dedicating interventionists to classroom teachers to better address this.

### **19c. Reading- Trends**

We attribute our lower reading scores this year to the fact that general education teachers have not consistently used monitoring data to guide instruction.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2016-2017**

**tiered instruction if appropriate.**

Teachers will have planned time in the SIP to address quadrant sorts provided from progress monitoring data. They will work within their grade level and with teachers in grades above and below. This will allow teachers to better plan instruction to meet the needs of the students.

#### **20a. Writing- Strengths**

All staff has been trained and utilizes a common writing rubric. As a school we see almost every student improve by 2 or more points on this rubric. The rubric was designed to correlate with Michigan's Writing Rubric.

#### **20b. Writing- Challenges**

Time constraints are the biggest challenges for writing instruction and learning. Teaching, editing, peer editing, revising and assessment take a large amount of time.

#### **20c. Writing- Trends**

We have watched our state writing scores rise in the past years.

#### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

N/A

### **21a. Math- Strengths**

Students have worked to increase their math vocabulary and basic math understanding. Staff has increased classroom discussion and math journal writing.

### **21b. Math- Challenges**

Students continue to struggle with math facts (addition/subtraction and multiplication/division facts).

### **21c. Math- Trends**

I have observed teachers and students showing an increased amount of confidence in math. Students are excited to partake in lengthy multi step problems and classroom discussions. This is a positive change. Teachers use the Teaching Student-Centered Mathematics text and Mental Computation Strategies.

### **21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The math challenges will be addressed in the SIP by implementing a math block for each classroom teacher. This will continue.

### **22a. Science- Strengths**

All grade levels are using state designated science standards.

**22b. Science- Challenges**

As a district we are not certain of which direction the state will move toward in regards to science standards.

**22c. Science- Trends**

There are no trends in science.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

N/A

**23a. Social Studies- Strengths**

Teachers, paraprofessionals and instructional specialists all work to use reading strategies in the social studies curriculum. This has allowed greater comprehension in Social Studies.

**23b. Social Studies- Challenges**

No challenges have been identified.

**23c. Social Studies- Trends**

There are no Social Studies trends.

**23d. Social Studies- Summary**



## School Improvement Plan

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**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

N/A

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

Students are most satisfied with the purpose and direction of the school. They are confident that their teachers and principal want them to learn.

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

Students are least satisfied with Governance and Leadership. Only 33% of students feel other students treat adults with respect.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

As a staff we will continue to model respect for our students.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents indicate a strongest satisfaction with the teachers in the school and the instruction of their students.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Parents are least satisfied with stakeholder involvement. We will continue to grow our parent input through parent stakeholder groups.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

To increase parent satisfaction in stakeholder involvement, we will have teacher sharing/reporting at monthly parent meetings and allow more transparency with standards based reporting.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Teachers are most satisfied with Governance and Leadership in the school.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Teachers/staff are least satisfied with teaching strategies of others and the assessment of learning.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Staff will complete assessment literacy training and complete standards based reporting.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

N/A

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

N/A

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

N/A

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

The majority of stakeholders are satisfied with the direction of the school. They want to be included more often in decision making and information.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

If stakeholders perceive to have more influence in decisions, they will be more likely to support the school and student learning.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

We will use a standards based reporting system in the coming school year. Stakeholders will be more informed of student learning.

# School Additional Requirements Diagnostic

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Testing is as follows: DIBELS - grades K-5 Pre/Post Tests - grades K-5 M-STEP and MI-Access - grades 3-5	

Label	Assurance	Response	Comment	Attachment
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 in the box below.	Yes	It is found in the Annual Report on the following web site: <a href="http://www.westiron.org/elementary/">www.westiron.org/elementary/</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	This is not directly applicable to Stambaugh School but the Middle School complies with this assurance.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This is not directly applicable to Stambaugh Elementary but is met by the Middle School.	

Label	Assurance	Response	Comment	Attachment
5.	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This statement is found on all necessary school information.	WIC Non-discrimination Policy



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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Name/Position: Christopher Thomson, Superintendent Address: 601 Garfield Ave Iron River, MI 49935 Telephone Number: 906.265.9218	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	School Parent Involvement Plan is attached.	Stambaugh SIP Parent Involvement Plan, 2016-2017

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	School-Parent Compact is attached.	Stambaugh Parent School Compact, 2016-2017

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	The School can provide agenda of SIP and PD meetings.	

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The Leadership Team and Grade Level Teams met throughout the school year to hold data driven meetings. All data was analyzed prior to completion of the CNA

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The SIP and Leadership Team analyzed historical grades, teacher made pre/post tests, state test scores when available, and DIBELS scores. (Grade Level teams hold data driven meetings after each DIBELS screening and report their findings to the Leadership Team. The Grade Level Teams also analyze state scores and work on item analysis. They report these findings to the leadership team.) An eligible pool of children who are failing or most at risk of failing to meet the state core curriculum standards in the core content areas was determined from all of these findings. The K-5 Title I teacher met with each teacher individually in the spring to review student data, instructional effectiveness, program effectiveness, and to gain teacher input. The Title I teacher and the classroom teachers identified the students with the most need who would be receiving Title I services in the fall from within the pool of those identified as failing or most at risk of failing to meet the state core curriculum standards in the four core content areas. The Title I teacher presented any additional findings from the teachers to the Leadership Team. The SIP, Leadership Team, and Grade Level Teams analyzed the state scores when the scores became available Any additional students needing Title I services were identified and referred.

### 3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Teachers analyze state tests(when available), teacher made pre/post tests, historical grades, teacher input and DIBELS performance scores to select students who are failing or at greatest risk of failing to meet the state core curriculum standards in the four core academic areas.

### 4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

All students are eligible for Title I services if, at any time in the 2 years preceding the year for which determination is made, they participated in Head Start, Even Start, or Early Reading First programs. Migrant, Neglected, or Delinquent children, and homeless students are also eligible. Developmental screening are done on all in-coming PreK students to use as a baseline to monitor adequate yearly progress, as well as the evaluation tool, Creative Curriculum. This is a data driven assessment tool that is used three times a year on all Pre-K children.

Assessment results are documented and placed in the students CA60 and kept on file. These are also used to appropriately identify Title I  
SY 2016-2017

students along with teacher judgments and parent referrals following interviews. K thru Grade 2 students are selected using teacher made developmentally appropriate pre/post tests, DIBELS, teacher judgments, and parent referrals following interviews. The Title I teacher met with each teacher individually in the spring to review student data, instructional effectiveness, program effectiveness, and to gain teacher input. The Title I teacher presented referrals made by classroom teachers on an individual case by case basis to the Leadership team. Parental input was also included as an important part of the equation in the dialogue in an effort to fill in all gaps. The team then determined the students most in need of services. Pre-K thru Grade 2 teachers communicate with our Title I staff on an on-going basis throughout the school year on student's academic progress and areas of concern. Each grade level holds a data driven meeting after each DIBELS screening dedicated to analyzing their DIBELS data and progress monitoring data. These findings are reported to the Title I teacher and the Leadership Team. Changes to classroom, Title I, and Special Education interventions can be made accordingly. All Early Childhood staff work closely with Title I staff on tracking potential Title I students, monitoring student achievement, and offering intervention information as appropriately needed. All programs are housed in the same building, which further facilitates this communication process.

## **Component 2: Services to Eligible Students**

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

The Title I, Part A students are included in and focused on in the SIP process, All Title I, Part A student scores are reviewed by the SIP team, Grade level Teams, and Leadership Teams. The teams analyze state test scores(when available), DIBELS scores, teacher made developmentally appropriate pre/post scores, and historical grades. The teams identify students who are failing or at greatest risk of failing to meet the state core curriculum standards. An item analysis was also reviewed so the needs of students could be better met. All these findings were taken into account when developing the School Improvement Goals.

## Component 4: Instructional Strategies

### 1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

#### Reading

Classroom teachers will provide initial interventions to Tier II and III students at risk of not meeting the CCSS in reading as identified through analysis of DIBELS data, state testing data and pre/post tests. Special Education teachers, Title I Part A teacher and will provide a second round of interventions (pull in/pull out) to Tier II and III targeted Title I and Special education students.

#### Math

The classroom teachers, along with the special education teachers and instructional specialists, will work as a team to provide small group instruction. The Title I staff will provide support for targeted Title I, Part A students.

#### Social Studies

The classroom teachers through the use of six minute solutions will increase reading fluency. Title I through the use of Great Leaps will increase reading fluency. Classroom interventions will increase reading comprehension through the use of guided reading practice, close reading, and vocabulary building activities. Title I will increase reading comprehension through the use of Making Connections.

#### Science

Teachers will use direct instruction strategies to teach content-specific science vocabulary. Title I staff will assist targeted Title I students.

#### Writing

ELA teacher, special education teacher, and Title I Part A teacher, will use a universal writing language to aide communication among educators and students, complete extensive modeling, and use grade level writing prompts to help students meet the CCSS writing genre requirements emphasizing narrative, persuasive, and informative writing genres.

### 2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Stambaugh Elementary has implemented an RTI system. Below is a description of its components and the process we are following. RTI is a general education framework that involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of these data over time to make educational decisions. Key to the RTI process is the application of scientifically based interventions that have been demonstrated to work in randomizing controlled trials. A goal of the RTI process is to apply accountability to educational programs by focusing on programs that work rather than programs that simply look, sound, or feel good.

RTI follows a number of core assumptions:

The educational system can effectively teach all children.

Early intervention is critical to preventing problems from getting out of control.

The implementation of a multi-tiered service delivery model is necessary.



A problem solving model should be used to make decisions between tiers.

Progress monitoring must be implemented to inform instruction.

Data should drive decision making.

Stambaugh Elementary has also implemented an RTI behavioral aspect that is ongoing throughout our building. The Leadership Team attended MiBLISI training for Cohort 6 (academic and behavioral) and all grade level teams have been trained.

A description follows:

RTI can also be implemented to support positive behavioral functioning through positive behavior interventions and support (PBIS) systems. PBIS is a framework that is used for assisting school personnel (e.g. principals, teachers, support staff) in implementing and organizing evidence-based behavioral interventions that enhances students' social behavior. PBIS utilizes the same principles that are characterized in academic RTI procedures: universal screening, progress monitoring, data-based decision making, and implementation of evidence-based interventions. Within each principle, students are taught effective strategies that are essential for supporting teaching and learning. This plan has increased the quality and quantity of instruction for all targeted Title I eligible students.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Example: Pull out - Reading Interventions for Grades 1st-5th

After analyzing universal screening data, eligible students are selected by grade level teams and the Leadership team. Targeted Title I students receive a second round of interventions (classroom teachers provide the first round of interventions) 4-5 times a week for at least 30 minutes. The Title I team uses research based intervention materials designed to help them develop effective strategies for reading and writing. The Title I teacher closely monitors each student's progress using Great Leaps and makes ongoing teaching decisions based on that student's current use of reading and writing strategies.

Example: In-class: "Push-In" As a Delivery Model for Kindergarten

Stambaugh Elementary also uses a "push-in" delivery of additional services for targeted Title I Kindergarten Students. Under the supervision of the regular classroom teacher, a Title I teacher or paraprofessional works with small groups of identified targeted Title I students, some of whom, at times, may be non-Title I. This structure minimizes disruption while it provides direct services to Title I students and incidental assistance to their classmates who might need assistance on a particular concept or skill. Eligible Title I students are identified after the grade level team has analyzed all universal screening data and parental and teacher input. The Title I staff has found it more effective to work directly in the room with the Kindergartners following along with the particular concepts that are being taught daily by the classroom teacher.

In our Title I school, a Title I Coordinator (a certified teacher) provides every classroom teacher with pedagogic support, including modeling instructional strategies and other professional advice, support, and guidance. The goal is to help every teacher establish and maintain classroom learning conditions that stimulate and accelerate Title I students' learning.

The Title I staff also provides support in Math 30 minutes a day 4-5 times a week in each classroom working directly with targeted Title I students and at least two times a week for 30 minutes in Science and/or Social Studies. These times also include help in writing. Our school is following 6+1 Traits of Writing model and all Title I staff has been trained as well as the classroom teachers.

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

All Title I, Part A staff maintain student records that indicate that students are rarely pulled from their regular classroom. Only 1st-5th grade targeted students in the reading pull out intervention program leave the classroom. This is for 30 minutes a day 4 times a week. Math, Science, and Social Studies, and Writing all take place in the classroom.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Title I, Part A services for math, science, writing, and social studies, takes place in the regular education classroom. In these areas, coordination and integration is ongoing on a regular daily basis. At this time, Stambaugh Elementary is having Title I provide a second round of interventions in reading that is a pull out (1st-5th) or pull in ( K ) program. All interventions are done so that students do not miss their reading block, math, science, social studies, computers, speech, ELA services, or specials such as physical education, music, etc...

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

The West Iron County Public Schools' Preschool and Dickinson-Iron Headstart maintain both home visits and center visits during the school year along with frequent one-to-one contact with parents and grandparents. The Headstart program is housed in the Bates School in Iron County (a few miles apart) and the Preschool Program is in the Stambaugh Elementary in Iron County and so allows for interaction between the students of both school programs. The Headstart class joins the Stambaugh El. for various activities at the Stambaugh school throughout the year. Headstart visits kindergarten and preschool in the spring of the year and opportunities for enrollment questions and issues are addressed at an evening meeting. Head Start, Even Start, and Early Reading are all invited to visit the elementary school throughout the school year. The classes are invited to many functions yearly such as puppet shows, concerts, book and science fairs. The Pre-K class is housed in the same building as K-5th and is included in all of the school districts activities. To ease transition into Kindergarten the Pre-K students visit the kindergarten classes often throughout the year and the kindergartners visit the Pre-K classroom.

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Currently all Title I, Part A paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Currently all teachers meet the NCLB requirements for highly qualified.	

## Component 7: High Quality and Ongoing Professional Development/Learning

### 1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All professional staff including Title I and special education staff began training with a Regional Resource Educator four year ago and will continue implementing instruction and strategies that were learned during this process in the next school year. The PD sessions relate to transitioning from the GLCEs to Common Core State Standards (CCSS) and High School Content Expectations (HSCE), M-STEP, effective instructional and intervention strategies, data analysis in all core content areas, and development of assessments.

All staff including Title I and special education staff began training four years ago and will continue through this school year in the area of curriculum development in writing, report card updating, and using the 6 + 1 Writing Traits with all students and math curriculum development with all students.

Technology professional development is on-going with training continuing in Smart Board and iPad usage and on-line resource such as Discovery Ed. Reading strategies to increase fluency and comprehension are also being researched on a regular basis with input from teaching staff and direction from administration.

### 2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All staff began training four years ago and will continue through this school year to work in the area of curriculum development in writing and using the 6 + 1 Writing Traits, report card updating, transitioning from the GLCEs to Common Core State Standards (CCSS) and math curriculum development.

Technology professional development is on-going with training offered to parents and pupil services personnel in Smart Board and iPad usage and on- line resource such as Discovery Ed. Reading strategies to increase fluency and comprehension are provided to parents during Title I meetings. Training is provided for parents during conferences on powerschool usage and school website access.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Calendar for 2016-2017 school year is attached.	2016 Stambaugh Calender

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

A parent meeting in May addresses program design. A review of test scores and historical grades along with school improvement goals is reviewed. A program for the following year is presented, reviewed, and adjusted accordingly. The Parent Compact is reviewed and revisions are made.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

In the fall a parent meeting is held to discuss the meaning of Title I, program implementation, and solicit parent involvement in the upcoming school year especially during Title I activities, School Improvement, and future Title I meetings. Title I staff schedules are reviewed and adjusted according to student need. We have been discussing having the school wide meeting in the fall instead of the spring after talking with other districts and comparing what would be best for our school.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents were invited to attend all sessions of the process and invited to become members of the SI Team. Program evaluation is reviewed in the May parent meeting. Effectiveness of the program based on data analysis and student progress is made and adjustments to the program for the following year are made. The Parent Involvement Policy is reviewed. The School-Parent Compact is reviewed and revised. Parents were asked to provide input throughout the process.	Stambaugh Parent Involvement Plan, 2016

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Section 1118 (e) through (f)?

The school does have a Title I Parent Involvement Policy

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) ?

1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) (1)]

During the annual Kindergarten orientation and 1st-5th grade Open House, the school program is highlighted and overall academic

expectations are presented to the students and parents. The teachers meet with the parents of their students, in grades K-5 and academic expectations are shared with students and parents. Teachers send home daily folders with weekly information attached and grade level flyers are posted on the website. The Stambaugh Elementary strives to provide any written communications in parent-friendly, jargon-free language.

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]

During parent-teacher conferences, teachers give suggestions to parents on how they can assist their children with their learning. The parent/teacher compact is discussed. Parents are provided with reading and math activities for use at home. Parents are instructed on the use of Power School and given a password. Parents are encourage to volunteer in their child's classroom and attend Literacy night and other school activities.

3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; [1118 (e) (3)]

During the 2016-17 school year, staff will continue to train on parent involvement and its importance to the student's academic achievement. The staff will be exploring ways to increase parental involvement during Professional Development.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; [1118 (e) (4)]

Community agencies which Stambaugh Elementary coordinates with include, but are not limited to the following: Dickinson-Iron Intermediate School District, Dickinson-Iron Health Department (annual flu shot clinic, vision and hearing screening, and other individual services), dental sealant program, Northpointe Mental Health, West Iron District Library, and Fuel-Up Fitness program.

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]

Stambaugh Elementary coordinates with the Dickinson-Iron ISD to provide translation services to students and/or parents as needed. Stambaugh Elementary consistently strives to provide communication in parent-friendly and jargon-free language.

14. Shall provide such other reasonable support for parental involvement activities under this as parents may request. [1118 (e) (14)]

Parents are always welcome at Stambaugh Elementary. Parents have an opportunity to volunteer in their child's classroom or for special activities. Any request by a parent to observe in his/her child's classroom is addressed as appropriate.

f. In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

These are provided in the following ways:

- \*\*flexibly scheduled meetings which accommodate parent schedules and personal needs
- \*\*handicap accessible entrances and within building including elevator, bathrooms, and doorways
- \*\*when necessary, a translator is provided for either language or physical constraints
- \*\*both legal parents/guardians are provided with the full array of information for their student.
- \*\*if parent/guardian are cognitively impaired, arrangements will be made to communicate in language that is appropriate to the individual and accommodations such as speaking more slowly and using simpler vocabulary will be utilized

**5. Describe how the parent involvement activities are evaluated.**

The activities will be evaluated through the use of surveys. The surveys will help gather views and perception data from parents and staff.

**6. Describe how the school-parent compact is developed.**

The school-parent compact was originally developed by researching compacts used in other school districts and creating a compact unique to our school. This compact is reviewed by parents at the Annual Title 1 Parent Meeting and any suggestions for improvement are encouraged. This compact is brought to the school improvement team, which includes parent(s), annually for the team's input and to share parent suggestions received during the annual Title 1 parent meeting and the May meeting. Adjustments are made as agreed upon.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See Attachment	Stambaugh Parent Compact, 2016

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

Report cards are sent home each quarter. A parent letter containing DIBELS results with an explanation is sent home three times a year with report cards. The letter includes all student results in a parent friendly format. During fall conferences, the results are explained/clarified to parents. These assessments and result letters are also explained at the Annual Title 1 Meeting. Modifications have been made/will continue to be made to the letters as reoccurring questions arise. State test results are sent to parents(when available) in the parent report provided by the state. A web-based grade book (power school) is used so parents have immediate, up-to-date access to their child's grades and progress. Parents are issued passwords so they can view and monitor their child's grades, attendance, homework completion, school announcements and upcoming events, and contact teachers easily via email links. All staff has an email account to contact parents and vice versa. A telephone is also provided in each classroom. Flexibly scheduled parent-teacher meetings are scheduled to accommodate parents  
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throughout the year as needed and/or requested.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See Attachment	Stambaugh Parent Involvement Plan, 2016

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

Teachers review the compact with parents during the parent teacher conferences. Teachers and parents sign the compact. Any suggestions from parents are passed on to the SIP team and taken into consideration during the annual compact updating process. The parent compact is included in the Stambaugh Elementary handbook.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

1. 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. All Federal, State, and local program and services must meet approval from our school board and administration before being presented to the students in our school. Programs must meet board policy.

Grade level appropriateness is also determined by the administration. Title I, Part A students are included in any program available to their class. Below is a list of some of the programs and services provided in the Stambaugh Elementary.

1. Community Garden with NorthStar Health System
2. Upper Peninsula Power Company - How Electricity Works
3. Iron County Museum K-5th
4. Reading Angels for Kindergarten
5. Making maple syrup and apple cider
6. Michigan State Police provides safety instruction
7. National Honor Society student tutors
8. Key Club tutors
9. Violence Prevention
10. Fire Safety provided by the Iron River Fire Department and State Farm Insurance
11. Yell and Tell-materials provided by the Kiwanis
12. West Iron County District Library programs
13. Family Literacy Night
14. Dickinson-Iron Health Department vision and hearing screenings
15. Representation (Principal) on the Iron County Wrap-Around committee
16. Great Start funding provided through Department of Human Services which provides counseling for high-risk children within the school.
17. US Forest Service- Fire Safety instruction
18. Miner's State Bank-Economics for Kids
19. Family/Child counseling services provided by Northpointe Mental Health facility
20. Kinship involvement with students(similar to Big Brother/Big Sister program)
21. GED program available for parents
22. Counseling/Psychological Testing provided by local Children's Psychologist
23. Free/reduced lunch/breakfast program(summer too)
24. Teacher community outreach program
25. Splash
26. Organ Wise grant
27. Fuel-Up to Play 60
28. Partnership with Northstar Health Care System
29. Veteran's Day program
30. Guest speakers
31. School social worker maintains a file of community agencies able to provide resources for a variety of family needs

- 32. DARE program
- 33. Parenting classes are provided by DHS, Northpointe Behavioral Health System, and Dickinson-Iron Health Department
- 34. School representative sits on the Iron County Collaborative Body.
- 35. West Iron County District Library programs

**2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

All programs offered at each grade level are age appropriate for that grade level. Each grade level has access to Federal, State, and Local programs.

## Component 10: Ongoing Review of Student Progress

### 1. Describe how the progress of participating students is reviewed on an ongoing basis.

The school's leadership team (which includes the Title I teacher) with input from the grade level teams determines a pool of eligible students. The Title I teacher meets with the classroom teachers individually to determine further need. Together they review state test scores, DIBELS scores, teacher made developmentally appropriate pre and post tests, historical grades, parent referrals, and teacher judgments.

A determination of eligibility for students is made based on the grade level relevant criteria. Each grade level holds a data driven grade level meeting to determine from the pool of eligible students at each grade level those most in need of Title I services. The Title I teacher in May then discusses the process with parents and further refines the group to receive services based on parent input. In September students are given teacher made developmentally appropriate pre and post tests, DIBELS, and state testing. At the end of the first marking period report cards are issued. The Title I teacher collects all relevant data (each marking period) and monitors the progress of participating eligible students. (DIBELS, state tests, pre and post tests, teacher judgments, and historical grades depending on the grade level.) Students are dismissed and added to the Title I program continually throughout the school year.

In reading, all Tier II students are progress monitored bi-weekly and Tier III weekly. The DIBELS test is given three times a year. Title I staff attends the grade level data driven meetings to analyze DIBELS data and progress monitoring data three times a year after each DIBELS screening. Possible changes to interventions, programming, and the progress of participating eligible Title I, Part A students are reported to the leadership team (which includes the Title I teacher). The Title I teacher makes necessary revisions for Title I, Part A students and programming. The Title I teacher meets with the 3rd, 4th, and 5th grade teachers individually to discuss state scores when they are made available.

Revisions to Title I, Part A student programming are made at this time if needed. Students can be referred for Title I, Part A services at any time during the year. A meeting is held with the classroom teacher and Title I teacher to review relevant criteria before the student is made eligible. Then a program is developed to meet the student's needs. Parents are informed of a student's eligibility and encouraged to meet with the Title I teacher and/or the classroom teacher.

### 2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Each May after analyzing all the data collected for the year the program is evaluated and then revised to meet student needs. Title I staff schedules are continually being adjusted so targeted Title I students receive instruction and review in their areas of need. The school improvement team meets to formulate school goals. Then necessary changes to instruction are made for the following year along with parental input taken from the May parent meeting.

### 3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

After the evaluation of program services in May, the areas of student need are identified. A local professional development calendar is set up for the following school year to address these needs. The 2016- 2017 school year professional development calendar will contain time to  
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help further train teachers in identified areas of need: teaching writing, providing interventions, and differentiating instruction to students who are failing or most at risk of failing to meet the state core curriculum in the four core subjects.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Each May after analyzing all the data collected for the year the program is evaluated and then revised to meet student needs. Title I staff schedules are continually being adjusted so targeted Title I students receive instruction and review in their areas of need.

The school improvement team meets to formulate school goals. Then necessary changes to instruction, and implementation of the targeted assistance program are made for the following year along with parental input taken from the May parent meeting.

### **2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

All data collected by the leadership team is used to evaluate the results achieved by the targeted assistance program.. The team collects state test scores, DIBELS scores, pre and post test scores, and historical grades.

All are analyzed. DIBELS scores are looked at three times a year along with progress monitoring data from Tier II and III students. Changes are then made to the targeted assistance program as needed for the upcoming school year.

### **3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

Every spring the SIP team meets with the staff to evaluate the effectiveness of the targeted assistance program. Staff then plans the implementation of our goals, objectives, strategies, and activities for the upcoming school year. Data Driven Grade level meetings, The Leadership Team, and SIP team review data from all assessment tools for identifying gaps in achievement previous to this meeting. Goals, objectives, strategies, and activities are revised based on these data driven reviews.

The school determines whether the targeted assistance program has been effective by analyzing all the data collected through the school year (school data analysis) of eligible students who are furthest from achieving the standards. The Program Evaluation Tool was used this year to assist in the evaluation of our intervention program.

### **4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Every spring the SIP team meets with the staff to evaluate the results of our SIP plan. Staff then plans the implementation of our goals, objectives, strategies, and activities for the upcoming school year. Data Driven Grade level meetings, The Leadership Team, and SIP team review data from all assessment tools for identifying gaps in achievement previous to this meeting. Goals, objectives, strategies, and activities are revised based on these data driven reviews. Based on the Program Evaluation Tool used this year, revisions were made to our SY 2016-2017

intervention program. If revisions to the program need to be made during the school year based on data, parent and/or teacher input, the grade levels will meet and inform the leadership team and revisions will be made.

## **2016-2017 Stambaugh SIP Goals**



## Overview

### Plan Name

2016-2017 Stambaugh SIP Goals

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Stambaugh Elementary will improve their reading proficiency.	Objectives: 1 Strategies: 7 Activities: 15	Academic	\$42010
2	All students will demonstrate a proficiency in science.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$2650
3	All students at Stambaugh Elementary School will become proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$9250
4	All students at Stambaugh Elementary School will improve toward becoming proficient in math.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$42885
5	All student will increase their proficiency in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Increased parent involvement in the Stambaugh Elementary School educational community.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	Stambaugh Elementary Principal will improve skills directly related to position.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1800

## Goal 1: All students at Stambaugh Elementary will improve their reading proficiency.

### Measurable Objective 1:

74% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level one or two of the M-STEP reading assessment in English Language Arts by 06/09/2017 as measured by state assessments.

### Strategy 1:

Intervention - Classroom teachers will provide initial interventions to Tier II and III students as at-risk of not meeting the CCSS in reading as identified through analysis of DIBELS data, state assessment data, and pre/post tests. Title I Part A teacher and paraprofessionals, and Special Education teachers will provide a second round of interventions to Tier II and III targeted Title I and special education students.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbroudk, J., & Jones, C. (2005) Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.

K-5th Grade Student Center Activities, Florida Center for Reading Research. (January 2002)

K-5 Harcourt Trophies Intervention Kit. (2011)

Through the provided research student academic growth will be maximized through the explicit intervention instruction. Research shows that explicit instruction and intervention scaffolds students to guide them through the learning process. Further, when intervention includes high-quality instruction, frequent assessment and data-based decision making student success is maximized.

Tier:

Activity - Analyze Universal Screening Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Grade level committees will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier II and III. (Examples of possible strategies include REWARDS, Phonics for Reading, 6-minute Solution, Harcourt Reading Interventions, Close Reading, and Making Connections).	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	classroom teachers, special education teachers, Title I Part A teacher and paraprofessionals
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Activity - Implementing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the Tier II and III students have been identified, the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff will provide a second round of interventions at least four times a week for thirty minutes (pull out or pull in). The special education teacher will provide a second round of interventions for students with IEP's accordingly.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	classroom teachers, special education teachers, Title I Part A teacher and paraprofessionals

Activity - Intervention Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of pre and post tests, DIBELS and other standards based classroom assessments will show if interventions are improving student performance.	Direct Instruction		Evaluate	09/03/2013	06/09/2017	\$500	Title I Part A	classroom teachers, special education teachers, Title I Part A teacher and paraprofessionals

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will be based on DIBELS reports for individual students, state assessment data, standards based assessments and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report)	Academic Support Program		Evaluate	09/03/2013	06/09/2017	\$0	No Funding Required	classroom teachers, special education teachers and Title I Part A teacher

## School Improvement Plan

Stambaugh Elementary School

Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified professional educator will work with k-5th grade students daily for 3 hours a day for 178 days for the 2016-2017 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting bench marks and required proficiency levels.	Academic Support Program		Monitor	09/03/2015	06/09/2017	\$8385	Section 31a	1 qualified teacher

### Strategy 2:

Core Reading Instruction - All classroom teachers will have a ninety-minute reading block five days a week focused on evidence-based reading strategies.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbrouck, J., & Jones, C. (2005). Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.

Neuman, Susan B., & Gambrell, Linda B. (2013). Quality reading instruction in the age of common core standards. International Reading Association Press.

MAISA Units

Daily 5, Second Edition, Fostering Literacy in the Elementary Grades, Gail Boushey and Joan Moser

Research indicates that quality reading instruction is dependent on time. It shows that students need a minimum of 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development.

Tier:

Activity - Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will engage in quality reading instruction through whole group, small group and individual instruction to assist in reading achievement for ninety minutes five times a week.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	General Fund	classroom teachers

## School Improvement Plan

Stambaugh Elementary School

Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Harcourt Vocabulary and Comprehension Selection Tests, Trimester standards based assessments and MAISA Unit Evaluations	Direct Instruction		Evaluate	09/03/2013	06/09/2017	\$0	General Fund	classroom teachers

### Strategy 3:

Instructional Assistants - Instructional Assistants, with direction from classroom teachers as needed, will work with students in areas of academic weaknesses as identified by data analysis.

Category: English/Language Arts

Research Cited: Hall, Susan L. (2006). I've DIBEL'd now what? Designing interventions with DIBELS data. Sopris West. New, York NY.

Michigan Association of Administrators of Special Education. (2007). Response to intervention: enhancing the learning of all children. MAASE Press. Lansing, MI  
 Research proves that early identification of students not reaching benchmark, frequent monitoring of student needs and response to data to make education decisions as done with instructional assistants and paraprofessionals under the supervision of classroom teachers helps ensure students make adequate yearly growth.

Tier:

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
instructional assistants will assist teachers on a daily basis through the school year to work with students in small groups and one-to-one interventions. Students are identified through data analysis as not meeting curriculum benchmarks. These specialists will do the following in all core subject areas: math and reading interventions, progress monitoring for reading, homework monitoring each day, lunch room assistance, and homework club.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$8300	Section 31a	Classroom teachers and principal

Activity - IS-Stambaugh Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Stambaugh Elementary School

One instructional assistant will work in grades K – 5th for 178 days to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate ThinkAlouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Implement	09/03/2015	06/09/2017	\$17200	Title II Part A	Stambaugh Elementary Principal and instructional assistant
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Activity - K-1 Intensive Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
instructional assistants will be dedicated to providing dense reading interventions in grades K and 1 for the first month of school	Academic Support Program		Implement	08/24/2016	06/09/2017	\$0	No Funding Required	classroom teachers and instructional assistants

### Strategy 4:

Title I Strategy - The classroom teachers will provide initial interventions to Tier II and III students at-risk of not meeting the CCSS in reading as identified through analysis of DIBELS data, state assessment data, standards based assessments and pre/post tests. Title I Part A teacher and paraprofessionals, and special education teachers will provide a second round of interventions to Tier II and III targeted Title I and special education (k-5).

Category: English/Language Arts

Research Cited: Tindal, G., Habroutk, J., & Jones, C. (2005) Oral reading fluency: 90 years of measurement (Technical Report No. 33 Behavioral Research and Teaching). Eugene, OR: University of Oregon. K-5th Grade Student Center Activities, Florida Center for Reading Research. (January 2002) K-5 Harcourt Trophies Intervention Kit. (2011)

Research shows that key features of effective instruction include content, delivery, pace, response, assessment. These are made possible through the use of classroom teachers, Title teachers, paraprofessionals and instructional specialists.

Tier:

## School Improvement Plan

Stambaugh Elementary School

Activity - Title I Activities in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the Tier II and III students have been identified the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff (k-5) will provide a second round of interventions at least four times a week for thirty minutes (pull out or pull in). The special education teacher will provide a second round of interventions for students with IEP's accordingly. Examples of possible activities include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, prereading activities, summarization). Use of pre and post tests, DIBELS and other classroom assessments will show if interventions are improving student performance. Evaluation will be based on DIBELS reports for individual students, state assessment data, and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report.)	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	classroom teachers, Title I and special education staff

Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration		Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	teaching staff and administration

### Strategy 5:

ISD ELA Collaboration Meetings - Professional Development for teacher collaboration in reading instruction and strategies

Category: English/Language Arts

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.

Tier:

Activity - ISD ELA Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Stambaugh Elementary School

Representative teacher will attend ELA collaborative meetings six times a year. Representative teacher will report to entire staff upon returning to the district.	Professional Learning		Monitor	08/24/2016	06/09/2017	\$0	No Funding Required	Administrative staff and classroom teachers
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### Strategy 6:

Teacher Professional Development - Teachers will attend professional development to increase knowledge of phonemic awareness, phonics, comprehension, fluency and vocabulary

Category: English/Language Arts

Research Cited: When teachers have opportunities to learn in supportive environments, the research shows student achievement benefits. (Ronfeldt et. al. 2015)

Through the use of well-designed professional development, some research has shown an increase in student achievement by as much as 21 percent. (Yoon, Duncan, Lee, Scarloss, and Shapeley, 2007)

Tier:

Activity - Michigan Reading Association Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five teachers will attend the Michigan Reading Association Annual Conference. Upon returning to the district, they will share in appropriate grade level meetings any and all information gained at the conference.	Professional Learning, Teacher Collaboration, Curriculum Development			03/10/2017	03/13/2017	\$6500	Section 31a	Teaching staff and building administrator

### Strategy 7:

Professional Learning - Groups of teachers share, reflect, and collaborate on their practice and student learning

Category: English/Language Arts

Research Cited: Research has shown that when teachers are able to participate in an ongoing community of learning based on classroom experiences and then use the knowledge to guide future teaching practices, student growth is evident. (Vescio, 2008) (Stoll, Bolam, McMahon, Wallace and Thomas, 2006) (DuFour, 2004)

Tier:

Activity - After School Meetings/June Cross-Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Stambaugh Elementary School

Teachers will meet four times a year after school to discuss grade level and cross-grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content	Professional Learning, Teacher Collaboration, Curriculum Development			08/24/2016	06/23/2017	\$1125	Section 31a	teaching staff and administrator
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## Goal 2: All students will demonstrate a proficiency in science.

### Measurable Objective 1:

31% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level I and II in Science by 06/09/2017 as measured by State Assessments.

### Strategy 1:

Science Vocabulary Instruction - Teachers will use direct instruction strategies to teach content-specific science vocabulary. Title I staff will assist targeted Title I students.

Category: Science

Research Cited: Carrier, S. Effective strategies for teaching science vocabulary. Learn NC

Practical information and examples of effectively increasing the instruction of vocabulary in K-12 classrooms. It is supported with strategies that have been researched.

Tier:

Activity - Vocabulary Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies including close reading, teachers will teach subject-specific vocabulary before and during informational reading. Title I staff will work directly with targeted Title I students.	Direct Instruction		Monitor	09/02/2014	06/09/2017	\$0	General Fund	classroom teachers and Title I staff

Activity - Vocabulary Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and post assessments will determine the effectiveness of the direct instruction methods.	Direct Instruction		Evaluate	09/02/2014	06/09/2017	\$0	General Fund	classroom teachers

### Strategy 2:

Inquiry-Based Science - Staff will move towards implementation of an inquiry-based science curriculum using the state adopted science standards. Teachers will teach

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## School Improvement Plan

Stambaugh Elementary School

students how do develop hypotheses, develop research questions, conduct research, collect and analyze data and report findings.

Category: Science

Research Cited: Banilower, E., Cohen, K., Pasley, J., & Weiss, I. (2010) Effective science instruction, what does research tell us? RMC Center on Instruction. Portsmouth, NH

Tomlinson, Carol Ann. One to Grow On/The Kind of STEM Teachers We Need. Educational Leadership. December 2014-January 2015. Volume 72. Number 4. pp.60-65.

Hoachlander, Gary, Yanofsky, Dave. Making STEM Real. Educational Leadership. March 2011. Volume 68. Number 6. pp. 60-65.

Research has shown that using an integrated curriculum, project based learning, work based learning and continuous improvement will increase science knowledge.

Tier:

Activity - STEM Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in STEM based activities	Academic Support Program		Implement	08/24/2016	06/09/2017	\$0	No Funding Required	classroom teachers

### Strategy 3:

Technology Upgrade - The school will continue to improve and upgrade technology and increase usage of these in all classrooms with all students.

Category: Science

Research Cited: Bell, Randy. "Technology in Secondary High School Science". 2007

Research proves that digital images and digital video greatly increases comprehension, recall and achievement.

Tier:

Activity - PD Smartboard Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained teachers from within the district will teach use of Smartboards to other teachers during one early release Professional development day.	Professional Learning		Monitor	09/02/2014	06/09/2017	\$2650	Title VI Part B	trained teachers and administration

### Strategy 4:

Title I Strategy - Teachers will use directed instructional strategies to teach content-specific vocabulary. Title I staff will assist targeted Title I students (k-5)

## School Improvement Plan

Stambaugh Elementary School

Category: Science

Research Cited: Carrier, S. Effective Strategies for Teaching Science Vocabulary. Learn NC

Practical information and examples of effectively increasing science vocabulary instruction in k-12 classrooms. Strategies, that have been researched, are outlined and further resources are noted in the article

Tier:

Activity - Title I Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration		Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	administration and teaching staff

### Strategy 5:

ISD Science Collaboration Meetings - Professional development for teacher collaboration in science instruction and strategies

Category: Science

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.

Tier:

Activity - ISD Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative staff members will attend ISD sponsored science collaboration meetings six times a year. Representatives will present information to entire staff upon returning to the district.	Professional Learning		Monitor	08/24/2016	06/09/2017	\$0	No Funding Required	Administrative staff and representative classroom teachers

## Goal 3: All students at Stambaugh Elementary School will become proficient in Social Studies.

## School Improvement Plan

Stambaugh Elementary School

### Measurable Objective 1:

49% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level I and II in Science by 06/09/2017 as measured by State Assessments.

### Strategy 1:

Reading Strategies in social studies - Classroom interventions through use of 6-Minute Solution will increase reading fluency Title I will increase reading fluency through the use of Great Leaps. Classroom interventions will increase reading comprehension through use of guided reading practice, close reading and vocabulary building activities. Title I will increase reading comprehension through the use of Making Connections and Rewards Plus, Reading Strategies Applied to Social studies and Science Passages.

Category: Social Studies

Research Cited: Therrien, William J., Gormley, Shannon, Kubina, Richard M. (2006). Boosting fluency and comprehension to improve reading achievement. Council for Exceptional Children, 38 (3). 22-26.

Existing scientific research on reading fluency indicates that it is an important factor in reading education and thus should be part of any comprehensive and effective reading curriculum.

Youngblood, Martha. (1998). Teaching reading comprehension through social studies reading. Yale-New Haven Teachers Institute.

Article gives specific examples that can be utilized in the classroom while teaching history. Guidelines for giving evaluation are provided. There is a wide range of lesson plans and resources noted.

Tier:

Activity - Social Studies Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies.	Direct Instruction		Monitor	08/24/2016	06/09/2017	\$0	No Funding Required	classroom teachers
Activity - Reading Comprehension Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre/post tests, unit/chapter assessments, section quizzes and worksheets, progress monitoring in reading comprehension and vocabulary will assess effectiveness of reading strategies.	Academic Support Program		Evaluate	08/24/2016	06/09/2017	\$0	No Funding Required	classroom teachers, special education teachers, and Title I Part A teacher

## School Improvement Plan

Stambaugh Elementary School

### Strategy 2:

Technology Upgrade - The school will continue to improve and upgrade technology and increase usage of these in all classrooms with all students.

Category: Social Studies

Research Cited: Wolf, Drew; Lindeman, Patrick; Wolf, Trent; and Dunnerstick, Robert. "Integrate Technology with Student Success" National Council of Teachers in Mathematics. May, 2011.

Research proves that digital images and digital video greatly increases comprehension, recall and achievement.

Tier:

Activity - PD Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be in place for opportunities during the school year to attend PD sessions for additional technology training. Chrome book cart(s) are also desired.	Professional Learning		Monitor	09/03/2015	06/09/2017	\$2650	Title VI Part B	administration and trained teachers

### Strategy 3:

Title I Strategy in Social Studies - Title I staff will increase reading comprehension through the use of making connections in social studies.

Category: Social Studies

Research Cited: Therrien, William J., Gormley, Shannon, Kubina, Richard M. (2006). Boosting fluency and comprehension to improve reading achievement. Council for Exceptional Children, 38 (3). 22-26. Youngblood, Martha. (1998). Teaching reading comprehension through social studies reading. Yale-New Haven Teachers Institute. Drago, Kyrie. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." National Dissemination Center for Children with Disabilities. N.p., Aug. 2011. Web. 05 May 2013.

Existing scientific research on reading fluency indicates that it is an important factor in reading education and thus should be part of any comprehensive and effective reading curriculum.

Tier:

Activity - Title I Activity in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies. Title I staff will work with all Title I students in social studies reading comprehension (k-5)	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$6600	Title II Part A	Classroom teachers, Title I and special education staff

## School Improvement Plan

Stambaugh Elementary School

Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration		Evaluate	09/02/2014	06/09/2017	\$0	No Funding Required	administrative and teaching staff

### Strategy 4:

ISD Social Studies Collaboration Meetings - Professional Development for teacher collaboration in social studies instruction and strategies

Category: Social Studies

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.

Tier:

Activity - ISD Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend ISD social studies collaboration meetings	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/09/2017	\$0	No Funding Required	administrative staff and teachers

## Goal 4: All students at Stambaugh Elementary School will improve toward becoming proficient in math.

### Measurable Objective 1:

45% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level I and II in Mathematics by 06/09/2017 as measured by MEAP math assessment.

## School Improvement Plan

Stambaugh Elementary School

### Strategy 1:

Targeted Math Interventions - The classroom teachers, along with the special education teachers and instructional specialists, will work as a team to provide small group instruction. The Title I staff will provide support for targeted Title I, Part A students.

Category: Mathematics

Research Cited: Marzano, R.J., Pickering, D., & Pollack, J.E. (2001). Classroom instruction that works: research-based strategies for increasing student achievement.

Association for Supervision and Curriculum Development. Alexandria, VA.

Research shows that small group instruction provides students with differentiation and acceleration. Students also work best when they have a full range of instruction in various group sizes.

Tier:

Activity - Strategic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students not meeting benchmarks in math, small group strategic intervention, defined as additional instruction by the grade level teams, will be provided to reteach skills or common core standards not met as identified through analysis of assessment data. The Title I staff, which includes instructional specialists and paraprofessional, with direction from the classroom teacher will work directly with eligible students at least three to four times a week for 30 minutes in areas of concern in math.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$9000	Section 31a	classroom teachers along with instructional specialists, Title I Part A teacher along with paraprofessionals

Activity - Intensive Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategic intervention will be followed up with additional assessment to confirm acquisition of skills. Determination of success of skills will be evaluated through pre and post tests as well as universal screeners. Students requiring additional help will receive individual, intensive intervention provided by the teaching team. Title I targeted students will receive help from the Title I staff, which includes Instructional Specialists and paraprofessionals, and students with IEPs will receive help from the special education staff.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$5000	Section 31a	classroom teacher along with instructional specialists, Title I Part A staff, and special education teachers

Activity - Technology Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Stambaugh Elementary School

2-3 times each week students will participate in internet based math interventions.	Technology		Monitor	09/02/2014	06/09/2017	\$10000	Title I Part A	Technology Teacher
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Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified professional educator will work with k-5th grade students daily for 3 hours a day for 178 days for the 2015-2016 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	09/03/2015	06/09/2017	\$8385	Section 31a	instructional assistant and building administrator

### Strategy 2:

Instructional Assistants - Instructional assistants, with direction from the classroom teacher, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: Mathematics

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

Research has shown that various groupings-whole group, small group and one on one-provides the best instruction for students

Tier:

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three instructional specialists will work in grades k-5 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Professional Learning		Monitor	09/02/2014	06/09/2017	\$10500	Section 31a	classroom teachers, special education staff, and administration

**Strategy 3:**

ISD Math Collaboration Meetings - Professional Development for teacher collaboration in math instruction and strategies.

Category: Mathematics

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.

Tier:

Activity - ISD Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend ISD math collaboration meetings.	Professional Learning, Teacher Collaboration			08/24/2016	06/01/2017	\$0	No Funding Required	Administrative staff and classroom teachers

**Strategy 4:**

Professional Learning - Groups of teachers share, reflect, and collaborate on their practice and student learning

Category: Mathematics

Research Cited: Research has shown that when teachers are able to participate in an ongoing community of learning based on classroom experiences and then use the knowledge to guide future teaching practices, student growth is evident. (Vescio, 2008) (Stoll, Bolam, McMahon, Wallace and Thomas, 2006) (DuFour, 2004)

Tier:

Activity - After school meetings/June Cross-Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet four times a year after school to discuss grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content.	Professional Learning, Teacher Collaboration, Curriculum Development			08/24/2016	06/23/2017	\$0	Other	teaching staff and administrator

**Goal 5: All student will increase their proficiency in writing.**

## School Improvement Plan

Stambaugh Elementary School

### Measurable Objective 1:

49% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level I and II in English Language Arts by 06/09/2017 as measured by State and local assessments.

### Strategy 1:

Classroom Writing and Modeling - ELA teacher, special education teacher, and Title I Part A teacher will use a universal writing language to aide communication among educators and students, complete extensive modeling, and use grade level writing propts to help students meet the CCSS writing genre requirements emphasizing narrative, persuasive, and informative writing genres.

Category: English/Language Arts

Research Cited: Culham, Ruth. (2005). 6 + 1 traits of writing, the complete guide for primary and grades 3 and up. Northwest Regional Educational Laboratory. Portland, OR.

Research recommends students have daily writing experiences, learn to use the writing process for a variety of writing purposes, and become a part of a community of writers that includes teachers. Finally, the use of classroom-based writing assessments is supported by meta-analysis that investigated the effectiveness of formative writing assessment in improving students' writing

Tier:

Activity - Writing Portfolio System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will continue to submit writing samples to the their established writing portfolio.	Direct Instruction		Evaluate	09/02/2014	06/09/2017	\$0	General Fund	classroom teachers
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction will be provided individually and in small groups. Title I staff will work with targeted Title I students.	Direct Instruction		Monitor	09/02/2014	06/09/2017	\$0	General Fund	classroom teachers, special education teachers and Title I Part A teacher

## Goal 6: Increased parent involvement in the Stambaugh Elementary School educational community.

### Measurable Objective 1:

collaborate to increase stakeholder satisfaction in school involvement by 06/09/2017 as measured by attendance at scheduled stakeholder events.

### Strategy 1:

Parent Involvement - Increase two way communication between school and families

Category: School Culture

Research Cited: "The Flat World in Education", Linda Darling Hammond, 2010, Teacher's College Press.

"Schools, Families, Communities" Education Leadership, Vol. 68 No. 8, 2011.

Tier:

Activity - Teacher Share Outs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month at scheduled parent meetings, a different teacher will report to parent and community members about various school initiatives.	Community Engagement		Implement	08/24/2016	06/09/2017	\$0	No Funding Required	All professional staff
Activity - School Wide Title I Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sustain the number of parents participating in the Event from the previous school year.	Community Engagement		Monitor	04/04/2016	06/09/2017	\$0	No Funding Required	Principal, Title I and Special Education and all classroom teachers.

## Goal 7: Stambaugh Elementary Principal will improve skills directly related to position.

### Measurable Objective 1:

complete a portfolio or performance on ASCD conferences and Board meetings in Lansing by 06/09/2017 as measured by participation in sessions including written reports and notations.

## School Improvement Plan

Stambaugh Elementary School

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### Strategy 1:

Professional Development - Principal - Stambaugh Elementary will attend ASCD Conferences and Board Meetings in Lansing.

Category:

Research Cited: Braskamp, Larry A.; Brandenburg, Dale C.; & Ory, John C. (1984). Evaluating teaching effectiveness: A practical guide. Beverly Hills, CA: Sage.

Seldin, Peter & Associates. (1990). How administrators can improve teaching: Moving from talk to action. San Francisco: Jossey-Bass.

Tier:

Activity - PD-Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stambaugh Elementary principal will attend 3-4 ASCD Conferences and Board Meetings in Lansing during the school year to increase leadership skills, maintain communication with other school leaders, and continue to learn about policy and procedures related to her educational administrative role in order to more effectively guide the school system.	Professional Learning		Implement	08/24/2016	06/09/2017	\$1800	Title I Part A	Administration and Stambaugh Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Smartboard Training	Trained teachers from within the district will teach use of Smartboards to other teachers during one early release Professional development day.	Professional Learning		Monitor	09/02/2014	06/09/2017	\$2650	trained teachers and administration
PD Technology	PD will be in place for opportunities during the school year to attend PD sessions for additional technology training. Chrome book cart(s) are also desired.	Professional Learning		Monitor	09/03/2015	06/09/2017	\$2650	administration and trained teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After school meetings/June Cross-Grade Level Meetings	Teachers will meet four times a year after school to discuss grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content.	Professional Learning, Teacher Collaboration, Curriculum Development			08/24/2016	06/23/2017	\$0	teaching staff and administrator

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Evaluation	Pre and post assessments will determine the effectiveness of the direct instruction methods.	Direct Instruction		Evaluate	09/02/2014	06/09/2017	\$0	classroom teachers
Core Instruction	Classroom teachers will engage in quality reading instruction through whole group, small group and individual instruction to assist in reading achievement for ninety minutes five times a week.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	classroom teachers

## School Improvement Plan

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Evaluation	Harcourt Vocabulary and Comprehension Selection Tests, Trimester standards based assessments and MAISA Unit Evaluations	Direct Instruction		Evaluate	09/03/2013	06/09/2017	\$0	classroom teachers
Writing Portfolio System	All students will continue to submit writing samples to the their established writing portfolio.	Direct Instruction		Evaluate	09/02/2014	06/09/2017	\$0	classroom teachers
Differentiated Instruction	Differentiated instruction will be provided individually and in small groups. Title I staff will work with targeted Title I students.	Direct Instruction		Monitor	09/02/2014	06/09/2017	\$0	classroom teachers, special education teachers and Title I Part A teacher
Vocabulary Lesson	Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies including close reading, teachers will teach subject-specific vocabulary before and during informational reading. Title I staff will work directly with targeted Title I students.	Direct Instruction		Monitor	09/02/2014	06/09/2017	\$0	classroom teachers and Title I staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Wide Title I Meeting	Sustain the number of parents participating in the Event from the previous school year.	Community Engagement		Monitor	04/04/2016	06/09/2017	\$0	Principal, Title I and Special Education and all classroom teachers.
Title I Activity	Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration		Monitor	09/02/2014	06/09/2017	\$0	administration and teaching staff
Social Studies Reading Strategies	Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies.	Direct Instruction		Monitor	08/24/2016	06/09/2017	\$0	classroom teachers
ISD Collaborative Meetings	Representative teachers will attend ISD math collaboration meetings.	Professional Learning, Teacher Collaboration			08/24/2016	06/01/2017	\$0	Administrative staff and classroom teachers

## School Improvement Plan

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STEM Week	All students will participate in STEM based activities	Academic Support Program		Implement	08/24/2016	06/09/2017	\$0	classroom teachers
ISD ELA Collaboration	Representative teacher will attend ELA collaborative meetings six times a year. Representative teacher will report to entire staff upon returning to the district.	Professional Learning		Monitor	08/24/2016	06/09/2017	\$0	Administrative staff and classroom teachers
Implementing Interventions	After the Tier II and III students have been identified, the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff will provide a second round of interventions at least four times a week for thirty minutes (pull out or pull in). The special education teacher will provide a second round of interventions for students with IEP's accordingly.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	classroom teachers, special education teachers, Title I Part A teacher and paraprofessionals
Reading Comprehension Assessment	Pre/post tests, unit/chapter assessments, section quizzes and worksheets, progress monitoring in reading comprehension and vocabulary will assess effectiveness of reading strategies.	Academic Support Program		Evaluate	08/24/2016	06/09/2017	\$0	classroom teachers, special education teachers, and Title I Part A teacher
Analyze Universal Screening Data	Grade level committees will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier II and III. (Examples of possible strategies include REWARDS, Phonics for Reading, 6-minute Solution, Harcourt Reading Interventions, Close Reading, and Making Connections).	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	classroom teachers, special education teachers, Title I Part A teacher and paraprofessionals
K-1 Intensive Intervention	instructional assistants will be dedicated to providing dense reading interventions in grades K and 1 for the first month of school	Academic Support Program		Implement	08/24/2016	06/09/2017	\$0	classroom teachers and instructional assistants
Content Area Connection	Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration		Monitor	09/02/2014	06/09/2017	\$0	teaching staff and administration



## School Improvement Plan

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Evaluation	Evaluation will be based on DIBELS reports for individual students, state assessment data, standards based assessments and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report)	Academic Support Program		Evaluate	09/03/2013	06/09/2017	\$0	classroom teachers, special education teachers and Title I Part A teacher
Teacher Share Outs	Each month at scheduled parent meetings, a different teacher will report to parent and community members about various school initiatives.	Community Engagement		Implement	08/24/2016	06/09/2017	\$0	All professional staff
Title I Activities in Reading	After the Tier II and III students have been identified the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff (k-5) will provide a second round of interventions at least four times a week for thirty minutes (pull out or pull in). The special education teacher will provide a second round of interventions for students with IEP's accordingly. Examples of possible activities include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, prereading activities, summarization). Use of pre and post tests, DIBELS and other classroom assessments will show if interventions are improving student performance. Evaluation will be based on DIBELS reports for individual students, state assessment data, and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report.)	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$0	classroom teachers, Title I and special education staff
Content Area Connection	Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies.	Teacher Collaboration		Evaluate	09/02/2014	06/09/2017	\$0	administration and teaching staff
ISD Collaboration Meetings	Representative teachers will attend ISD social studies collaboration meetings	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/09/2017	\$0	administrative staff and teachers
ISD Collaboration Meetings	Representative staff members will attend ISD sponsored science collaboration meetings six times a year. Representatives will present information to entire staff upon returning to the district.	Professional Learning		Monitor	08/24/2016	06/09/2017	\$0	Administrative staff and representative classroom teachers

**School Improvement Plan**

Stambaugh Elementary School

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Assessment	Use of pre and post tests, DIBELS and other standards based classroom assessments will show if interventions are improving student performance.	Direct Instruction		Evaluate	09/03/2013	06/09/2017	\$500	classroom teachers, special education teachers, Title I Part A teacher and paraprofessionals
PD-Leadership	Stambaugh Elementary principal will attend 3-4 ASCD Conferences and Board Meetings in Lansing during the school year to increase leadership skills, maintain communication with other school leaders, and continue to learn about policy and procedures related to her educational administrative role in order to more effectively guide the school system.	Professional Learning		Implement	08/24/2016	06/09/2017	\$1800	Administration and Stambaugh Principal
Technology Intervention	2-3 times each week students will participate in internet based math interventions.	Technology		Monitor	09/02/2014	06/09/2017	\$10000	Technology Teacher

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic Intervention	For students not meeting benchmarks in math, small group strategic intervention, defined as additional instruction by the grade level teams, will be provided to reteach skills or common core standards not met as identified through analysis of assessment data. The Title I staff, which includes instructional specialists and paraprofessional, with direction from the classroom teacher will work directly with eligible students at least three to four times a week for 30 minutes in areas of concern in math.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$9000	classroom teachers along with instructional specialists, Title I Part A teacher along with paraprofessionals

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After School Meetings/June Cross-Grade Level Meetings	Teachers will meet four times a year after school to discuss grade level and cross-grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content	Professional Learning, Teacher Collaboration, Curriculum Development			08/24/2016	06/23/2017	\$1125	teaching staff and administrator
Intensive Intervention	Strategic intervention will be followed up with additional assessment to confirm acquisition of skills. Determination of success of skills will be evaluated through pre and post tests as well as universal screeners. Students requiring additional help will receive individual, intensive intervention provided by the teaching team. Title I targeted students will receive help from the Title I staff, which includes Instructional Specialists and paraprofessionals, and students with IEPs will receive help from the special education staff.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$5000	classroom teacher along with instructional specialists, Title I Part A staff, and special education teachers
Instructional Assistants	Instructional assistants will assist teachers on a daily basis through the school year to work with students in small groups and one-to-one interventions. Students are identified through data analysis as not meeting curriculum benchmarks. These specialists will do the following in all core subject areas: math and reading interventions, progress monitoring for reading, homework monitoring each day, lunch room assistance, and homework club.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$8300	Classroom teachers and principal
At-Risk Intervention	One highly qualified professional educator will work with k-5th grade students daily for 3 hours a day for 178 days for the 2015-2016 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	09/03/2015	06/09/2017	\$8385	instructional assistant and building administrator

## School Improvement Plan

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Instructional Assistants	Three instructional specialists will work in grades k-5 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, critical thinking, problem solving activities help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection and assist as needed in the school day.	Professional Learning		Monitor	09/02/2014	06/09/2017	\$10500	classroom teachers, special education staff, and administration
Michigan Reading Association Annual Conference	Five teachers will attend the Michigan Reading Association Annual Conference. Upon returning to the district, they will share in appropriate grade level meetings any and all information gained at the conference.	Professional Learning, Teacher Collaboration, Curriculum Development			03/10/2017	03/13/2017	\$6500	Teaching staff and building administrator
At-Risk Intervention	One highly qualified professional educator will work with k-5th grade students daily for 3 hours a day for 178 days for the 2016-2017 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	09/03/2015	06/09/2017	\$8385	1 qualified teacher

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**School Improvement Plan**

Stambaugh Elementary School

IS-Stambaugh Reading	<p>One instructional assistant will work in grades K – 5th for 178 days to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate ThinkAlouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.</p>	Academic Support Program		Implement	09/03/2015	06/09/2017	\$17200	Stambaugh Elementary Principal and instructional assistant
Title I Activity in Social Studies	<p>Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies. Title I staff will work with all Title I students in social studies reading comprehension (k-5)</p>	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$6600	Classroom teachers, Title I and special education staff