

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: West Iron County Public Schools

ISD/RESA: Dickinson-Iron ISD

School Name: Stambaugh Elementary School

Grades Served: PK,K,1,2,3,4,5,6

Principal: Mrs. Carol A. Brunswick

Building Code: 04048

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Stambaugh Elementary School
District:	West Iron County Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6
School Code Number:	04048
City:	IRON RIVER
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Stambaugh Elementary School will be a safe and secure place in which our students will learn and succeed in the 21st century. The Stambaugh staff, parents, and the community will work collaboratively to nurture a positive and productive learning climate for all students. Students will be empowered and taught to solve problems and make decisions that benefit themselves and others. Student achievement will be assessed continually to monitor progress. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. Stambaugh students will be encouraged to be responsible, respectful, self-disciplined members of our learning community and beyond.

Mission Statement

Stambaugh Elementary School, in cooperation with the families of our students, are committed to provide a healthy and safe environment for all students and staff. We will 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.

Beliefs Statement

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.

Goals

Name	Development Status	Progress Status
Math Improvement	Complete	Open
ELA Improvement	Complete	Open
Science Improvement	Complete	Open
Social Studies Improvement	Complete	Open
Writing, Writing, and More Writing	Complete	Open

Goal 1: Math Improvement

Content Area: Math

Development Status: Complete

Student Goal Statement: All students, which include Title I and students with IEP's, will improve their proficiency scores.

Gap Statement: The three year trend (2008 through 2011) for economically disadvantaged students shows approximately 10% difference with those students who are not economically disadvantaged in meeting level 1 and 2 of MEAP Math assessment. After reviewing STAR Math Grade Level Growth reports, at least a year's growth per grade level is observed. Although the aggregate of economically disadvantaged student percentages meet/succeed MI AYP targets, these students are scoring significantly below other students.

Cause for Gap: In 2009, areas of weakness identified by item analysis are the following two categories: Add and Subtract Whole Numbers and Understanding of Fractions.

In 2010, Add and Subtract Whole Numbers and Understanding of Fractions were again noted.

Multiple measures/sources of data you used to identify this gap in student achievement: All 3rd and 4th graders are assessed by MEAP math, compilation of Title I student results, STAR Math test, and teacher-made, developmentally appropriate pre and post tests.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated. The present monitoring of progress will be in place as well as review of individual item analysis for students in the sub-group.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Increase in Math Scores	By the end of the 2012-13 school year, there will be at least a 10% increase in the proficient scores on the MEAP math assessment for the economically disadvantaged sub-group, which includes

Title I students and students with IEPs.
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1.1. Objective: Increase in Math Scores

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year, there will be at least a 10% increase in the proficient scores on the MEAP math assessment for the economically disadvantaged sub-group, which includes Title I students and students with IEPs.

List of Strategies:

Name	Strategy
Strategy Interventions in Math	The following intervention strategy will be in place: 1. The Title I teacher and/or the Title I paraprofessionals will provide support for targeted students 3 times a week for 30 minutes. 2. The Title I staff, with direction from the classroom teacher, will work directly with eligible students in areas of concern in math. Each grade level during their data driven grade level meeting will meet to identify eligible students for math interventions. 3. Instructional specialist will work with students in math areas of weaknesses. 4. Additional math activities will be sent home to parents for home instruction during the school year and the summer months. Each grade level during their data driven grade level meetings will meet to decide on materials to be used in the math packets being sent home. 5. Technology equipment will be made available to support teaching of the math process. 6. Staff will follow MiBLSi behavioral procedures. Data will be entered into SWIS. Behavioral lesson plans will be utilized by the staff.

1.1.1. Strategy: Strategy Interventions in Math

Strategy Statement: The following intervention strategy will be in place:

1. The Title I teacher and/or the Title I paraprofessionals will provide support for targeted students 3 times a week for 30 minutes.

2. The Title I staff, with direction from the classroom teacher, will work directly with eligible students in areas of concern in math. Each grade level during their data driven grade level meeting will meet to identify eligible students for math interventions.

3. Instructional specialist will work with students in math areas of weaknesses.

4. Additional math activities will be sent home to parents for home instruction during the school year and the summer months. Each grade level during their data driven grade level meetings will meet to decide on materials to be used in the math packets being sent home.

5. Technology equipment will be made available to support teaching of the math process.

6. Staff will follow MiBLSi behavioral procedures. Data will be entered into SWIS. Behavioral lesson plans will be utilized by the staff.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

Other Required Information for Strategy

The staff is utilizing Making the Most of Small Groups-Differentiation for All by Debbie Dillar, The Differentiated Classroom by Carol Ann Tomlinson, and Response to Interventions by Rachel Brown-Chidsey and Mark W. Steege.

Scope and Sequence of Scott Foresman/Addison Wesley Diamond Edition Math series for K-4th grade.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
math interventions	2010-09-08	2013-05-28	classroom teachers and Title I staff.

1.1.1.1. Activity: math interventions

Activity Description: Activities will be as follows:

Each classroom has a scheduled Title I teacher or paraprofessional for at least 30 minutes 3 times a week for math. The staff will work directly with struggling targeted students with materials provided by the classroom teacher to provide ample opportunities for practice in the struggling areas of concern.

An instructional specialist will work with students on a one-to-one and in small groups as needed throughout the school year on math skills identified by highly qualified teacher.

Access to computer assisted math intervention will be provided to students at least twice a week for 15 minutes. All teachers have classroom computers as well as access to a computer lab in the Stambaugh

Elementary building.

Each grade level will prepare a math packet to be sent home quarterly. The teachers will meet and develop the math packets together as a team. The packets will address areas already taught by the classroom teachers.

Planned staff responsible for implementing activity: classroom teachers and Title I staff.

Actual staff responsible for implementing activity: classroom teachers and Title I staff

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
classroom teachers with Title I support	General Funds	500.00	0.00

Goal 2: ELA Improvement

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students, which includes Title I and students with IEP's, will increase their proficiency scores in reading.

Gap Statement: In analyzing the 2009 MEAP data, the economically disadvantaged third grade students show a 12% difference in meeting proficiency levels 1 and 2 as compared to those who are not economically disadvantaged.

The economically disadvantaged fourth grade students show a 20% difference in meeting proficiency levels 1 and 2 as compared to those who are not economically disadvantaged. Although the aggregate of economically disadvantaged student percentages meet/succeed MI AYP targets, these students are scoring significantly below other students.

In 2010, the gap in third grade decreased significantly to 1% while the 4th grade gap widened to 14%.

In analyzing the DIBELS data in the area of oral reading fluency (ORF) for first through 4th graders in the 2010-2011 school year, the data shows an average of 37% of students are below benchmark mid-year. Breakdown is as follows:

First Grade 31% below

Second Grade 33% below

Third Grade 43% below

Fourth Grade 40% below

Cause for Gap: In 2009, areas of weakness found by item analysis in the following two categories: comprehension and fluency.

In 2010, 3rd grade informational text, word study and ORF showed weakness and 4th grade showed informational text and ORF.

Multiple measures/sources of data you used to identify this gap in student achievement: Students are assessed by MEAP tests, compilation of Title I student results, and teacher-made, developmentally appropriate pre and post tests.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated. Besides using the present sources of data, DIBELS, DIBELS Progress Monitoring, selection comprehension tests, and weekly oral reading fluency assessments will also be reviewed.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
ELA Improvement	By the end of the 2012-13 school year, there will be at least a 10% increase in the proficient scores on the MEAP reading assessment for the economically disadvantaged sub-group, which includes Title I students and students with IEPs.

2.1. Objective: ELA Improvement

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year, there will be at least a 10% increase in the proficient scores on the MEAP reading assessment for the economically disadvantaged sub-group, which includes Title I students and students with IEPs.

List of Strategies:

Name	Strategy
Intervention Strategies to Improve Comprehension	The following intervention strategy will be in place: 1. The classroom teacher will provide support to students that are not benchmark. All strategic and intensive students will receive interventions at least 4 times a week for 30 minutes. 2. The Title I staff will provide a second round of interventions for targeted students (pull out) in addition to the interventions the classroom teacher is providing. 3. The Special Ed staff will provide a second round of interventions for students with IEPs in addition to the interventions the classroom teacher is providing. 4. Additional ELA activities will be sent home to parents for home instruction during the school year and summer months. Each grade level during their data driven grade level meeting will meet to decide materials to be used in ELA packets being sent home. 4. Technology equipment will be made available to support teaching of the ELA curriculum. 5. Differential instruction will be emphasized in all classrooms through teacher training. 5. Staff will follow MiBLSi behavioral procedures. Data will be entered into SWIS. Behavioral lesson plans will be utilized by the staff.

2.1.1. Strategy: Intervention Strategies to Improve Comprehension

Strategy Statement: The following intervention strategy will be in place:

1. The classroom teacher will provide support to students that are not benchmark. All strategic and intensive students will receive interventions at least 4 times a week for 30 minutes.
2. The Title I staff will provide a second round of interventions for targeted students (pull out) in addition to the interventions the classroom teacher is providing.
3. The Special Ed staff will provide a second round of interventions for students with IEPs in addition to the interventions the classroom teacher is providing.
4. Additional ELA activities will be sent home to parents for home instruction during the school year and summer months. Each grade level during their data driven grade level meeting will meet to decide materials to be used in ELA packets being sent home.
4. Technology equipment will be made available to support teaching of the ELA curriculum.
5. Differential instruction will be emphasized in all classrooms through teacher training.
5. Staff will follow MiBLSi behavioral procedures. Data will be entered into SWIS. Behavioral lesson plans will be utilized by the staff.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

Other Required Information for Strategy

The staff is utilizing Making the Most of Small Groups-Differentiation for All by Debbie Dillar, The Differentiated Classroom by Carol Ann Tomlinson, Response to Interventions by Rachel Brown-Chidsey and Mark W. Steege, and I've DIBEL'd Now What? by Susan L. Hall, ED.D.

Elementary staff and principal have attended trainings in MiBLSi. Staff and administrators will continue to

attend training for the next two years.

Our school had a Reading First Grant for three years. All the staff attended the Teacher Reading Academy, SERP, and LETRS/DIBELS training.

This summer the staff will be attending DIBELS NEXT training in June and/or August at the DIISD. New staff will receive LETRS and DIBELS NEXT training if not trained.

Evidence-based programs recommended by MiBLSI and the FCRR website.

K through 4th grade Student Center Activities, Florida Center for Reading Research

Additional resources used from the Oregon Reading First site at oregonreadingfirst.uoregon.edu

Scope and Sequence of K-3 Harcourt Trophies Reading Series

Scope and Sequence of 4th grade Harcourt Collections Reading Series

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Specifics on Intervention	2010-09-07	2013-05-27	Classroom teachers and Title I and Special Ed staff

2.1.1.1. Activity: Specifics on Intervention

Activity Description: Activity is as follows:

1. The classroom teacher will provide support to students that are not benchmark. All strategic and intensive students will receive interventions at least 4 times a week for 30 minutes. All classroom teachers have the Harcourt trophies Intervention manuals and materials as well as intervention materials developed from the FCRR website. Teachers have been trained in PALS, REWARDS, and Six Minute Solution.
2. The Title I staff will provide a second round of interventions for targeted students (pull out) in addition to the interventions the classroom teacher is providing. Title I will be using the following programs in addition to activities from FCRR and Harcourt: Making Connections, Phonics for Reading, Rode to the Code, Great Leaps, and Rewards. These are supplemental Intervention Reading programs (evidence based) that will be used w/ Targeted Title I students, K-5th grade. They provide explicit, systematic instruction. The student materials are aligned and provide ample opportunities for practice.
3. Special Ed staff will provide a second round of interventions (pull out) for students with IEP's in addition to the interventions the classroom teacher is providing. They will be using the Harcourt Intervention manuals, Phonics for reading, Rewards, Read Naturally, Lexia reading, Six Minute Solution, and FCRR website activities.
4. Each grade level will prepare an ELA packet to be sent home quarterly.
5. Students will have access to Read Naturally on the computer twice a week for at least 15 minutes.
6. Staff will attend DIBELS NEXT Training at the DIISD in June and/or August of 2011.

7. Presentation (PD) on differential instruction for teacher training will be done in 2012.

Planned staff responsible for implementing activity: Classroom teachers and Title I and Special Ed staff

Actual staff responsible for implementing activity: Classroom teachers and Title I and Special Ed staff

Planned Timeline: Begin Date - 2010-09-07, End Date - 2013-05-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
classroom teacher with Title I support	General Funds	500.00	

Goal 3: Science Improvement

Content Area: Science

Development Status: Complete

Student Goal Statement: All students, which includes Title I and students with IEPs, will increase their proficiency scores in science.

Gap Statement: Science MEAP assessment results for 5th graders over a three year period (2008 through 2011) have not met the state average scores. In 2008, State average in science for 5th graders was 83%, while district results were 75%. In 2009, State average in science for 5th graders was 81%, while district results were 79%. In 2010, State average was 78% and district was 77%.

Cause for Gap: In 2009 analysis of the MEAP strands, the two main strands identified are Constructing Knowledge and Life Science. In 2010, the science process with inquiry and analysis.

Multiple measures/sources of data you used to identify this gap in student achievement: All 5th grade students are assessed by MEAP science. Staff completed a science and reading MEAP item analysis of the 5th grade science and the 3rd and 4th grade reading to determine these areas of concern.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated. Staff will monitor progress and success through analyzing MEAP assessment results, use of teacher-made, developmentally appropriate pre and post tests, and chapter/unit tests.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Increasing Science Results	By the end of the 2012-2013 school year, there will be at least a 5% increase in the percentage of students obtaining proficiency scores in level one and two of the 5th grade MEAP Science Assessment.

3.1. Objective: Increasing Science Results

Measurable Objective Statement to Support Goal: By the end of the 2012-2013 school year, there will be at least a 5% increase in the percentage of students obtaining proficiency scores in level one and two of the 5th grade MEAP Science Assessment.

List of Strategies:

Name	Strategy
Science Focus Intervention	Teachers will promote the following strategy to meet the science objective: 1. Alignment of the science curriculum with the GLCEs. 2. Reinforce reading strategies and increase fluency and comprehension through interventions which includes Title I support. 3. Increase hands-on science activities. 4. Attendance at Greater Proficiency in Science Training. 5. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

3.1.1. Strategy: Science Focus Intervention

Strategy Statement: Teachers will promote the following strategy to meet the science objective:

1. Alignment of the science curriculum with the GLCEs.
2. Reinforce reading strategies and increase fluency and comprehension through interventions which includes Title I support.
3. Increase hands-on science activities.
4. Attendance at Greater Proficiency in Science Training.
5. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

Other Required Information for Strategy

Scope and Sequence of Scott Foresman Diamond Edition Science series for 1-4th grade.

Curriculum Framework Document

Comprehensive Strategies Grade K - 4, Teacher Reading Academy, ISD.

K - 4 Student Center Activities, Florida Center for Reading Research

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Putting It into Action	2010-09-08	2013-05-30	Grade level teachers

3.1.1.1. Activity: Putting It into Action

Activity Description: Teacher-led activities to meet strategy are as follows:

1. Update curriculum maps and submit to school website.
2. Utilize DIBELS Progress Monitoring
3. Implement DAZE
4. Host Science Fair
5. Have students perform one hands-on science activity each quarter which is related to the curriculum.

Planned staff responsible for implementing activity: Grade level teachers

Actual staff responsible for implementing activity: Grade level teachers

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Supplies	General Funds	200.00	0.00

Goal 4: Social Studies Improvement

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students, which includes Title I and students with IEPs, will increase their proficiency scores in social studies.

Gap Statement: Social Studies MEAP results for 6th graders over a three year period have steadily decreased, and the gap between local and state scores has widened by 11%. In 2007--6th grade results were 72% proficient, in 2008--61%, and in 2009--62% and in 2010-64%.

Cause for Gap: Upon the analysis of the 2009 MEAP strands, the two main strands identified are Economics and Comprehending the Past. In 2010, civics and government and history.

Multiple measures/sources of data you used to identify this gap in student achievement: All 6th grade students are assessed by the MEAP social studies test. Staff completed an item analysis social of the 6th grade social studies results and the 3rd and 4th grade reading to determine these two areas of concern.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated. Staff will monitor progress and success through analyzing MEAP Assessment results, using teacher-made, developmentally appropriate pre and post tests, and chapter/unit tests.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Social Studies Outcome	By the end of the 2012-2013 school year, there will be at least a 5% increase in the percentage of students obtaining proficiency scores in level one and two of the 6th grade Social Studies MEAP Assessment.

4.1. Objective: Social Studies Outcome

Measurable Objective Statement to Support Goal: By the end of the 2012-2013 school year, there will be at least a 5% increase in the percentage of students obtaining proficiency scores in level one and two of the 6th grade Social Studies MEAP Assessment.

List of Strategies:

Name	Strategy
Social Studies Strategy	The following strategy to increase knowledge in social studies is as follows: 1. Alignment of the social studies curriculum with the GLCEs. 2. Utilize community resources/increase parent involvement and foster social skills through socialization 3. Reinforce reading strategies and increase fluency and comprehension through reading interventions which include Title I staff support. 4. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

4.1.1. Strategy: Social Studies Strategy

Strategy Statement: The following strategy to increase knowledge in social studies is as follows:

1. Alignment of the social studies curriculum with the GLCEs.
2. Utilize community resources/increase parent involvement and foster social skills through socialization
3. Reinforce reading strategies and increase fluency and comprehension through reading interventions which include Title I staff support.
4. Staff will follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the

contribution that collaboration makes to student success.

Other Required Information for Strategy

Curriculum Frameworks Document

K - 4th Grade Student Center Activities, Florida Center for Reading Research

Comprehensive Strategies Grade K through 4, Teacher Reading Academy, ISD

MiBLSi training

Economics for Kids, Mark C. Schug

Response to Intervention by Rachel Brown-Chidsey and Mark W. Steege

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Away We Go	2010-09-08	2013-05-30	All grade level teachers

4.1.1.1. Activity: Away We Go

Activity Description: Activities to promote strategy are as follows:

1. Update curriculum maps and submit to school website.
2. Incorporate community people, parents, and resources into the classroom.
3. Utilize DIBELS progress monitoring
4. Implement MiBLSi lesson plans
5. Embark on field trips/ museum trips
6. Feature a display of student produced products

Planned staff responsible for implementing activity: All grade level teachers

Actual staff responsible for implementing activity: All grade level teachers

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Community Field Trips	General Funds	100.00	0.00

Goal 5: Writing, Writing, and More Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students, which includes Title I and students with IEP's, will increase their proficiency scores in writing.

Gap Statement: MEAP writing tests are given in 4th and 7th grade, but in 2009 there were no writing scores as the writing component was used as a pilot study. A look at the 2007 and 2008 writing results for 5th grade shows 57% and 65% proficiency rate, 6th grade is 74% and 57%, and 7th grade is 72% and 73%. Though meeting AYP during these years, most of the scores listed above are below the state percentage of proficiency. In 2010, 44% proficiency at 4th grade level with state results at 47%, a 36% proficiency at 7th grade level with state results at 46%, clearly a gap in our school's performance in writing compared to the State

Cause for Gap: An area of weakness identified by the MEAP rubric is Developing Ideas through the Use of Details. Narrative and informational writing need emphasis.

Multiple measures/sources of data you used to identify this gap in student achievement: Students are assessed through the MEAP test, utilization of the MEAP rubric to score student writing samples, and compilation of Title 1 student results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objectives as stated. Besides using the present sources of data compilation, we will be updating writing rubrics for classroom usage.

Contact Name: Carol Brunswick

List of Objectives:

Name	Objective
Write to Improve	By the end of the 2012-13 school year, there will be at least 1% increase a year in the number of students scoring in proficiency levels one and two on the MEAP writing assessment at grades 4th and 7th.

5.1. Objective: Write to Improve

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year, there will be at least 1% increase a year in the number of students scoring in proficiency levels one and two on the MEAP writing assessment at grades 4th and 7th.

List of Strategies:

Name	Strategy
Writing Through Demonstration	Instructional Strategy is as follows: 1. Writing rubric development and implementation 2. Evaluation and revision as needed of the writing process and quality of rubric with further assistance in how to use this rubric 3. Model writing process in each class room with follow-up peer coaching by demonstration teacher. 4. Provide time and assistance for each student to produce one to two writing samples from each of the 4 content areas to keep in a portfolio, utilizing the newly development writing rubric 5. Focus on using cross curriculum writing prompts with answer plans and rubrics as well as 4-Square and 6 + 1 Traits of Writing 6. Follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

5.1.1. Strategy: Writing Through Demonstration

Strategy Statement: Instructional Strategy is as follows:

1. Writing rubric development and implementation
2. Evaluation and revision as needed of the writing process and quality of rubric with further assistance in how to use this rubric
3. Model writing process in each class room with follow-up peer coaching by demonstration teacher.
4. Provide time and assistance for each student to produce one to two writing samples from each of the 4 content areas to keep in a portfolio, utilizing the newly development writing rubric
5. Focus on using cross curriculum writing prompts with answer plans and rubrics as well as 4-Square and 6 + 1 Traits of Writing
6. Follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Selected Target Areas

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Other Required Information for Strategy

- 4-Square, Judith and Jay Gould, Teaching and Learning Company.
- 6 + 1 Traits of Writing, Northwest Regional Educational Laboratory.
- Writing Across the Curriculums, Michigan Department of Education-Toulman's Model of Argumentation.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Thoughts on Paper	2011-08-25	2013-05-30	elementary teachers, Title I and Special education staff, educational specialists

5.1.1.1. Activity: Thoughts on Paper

Activity Type: Professional Development

Activity Description: 1. Professional Resource educator to train teachers through PD in writing process and rubric development before school begins. Follow-up assistance with each teacher to debrief, to review the quality of the rubric, and to provide further assistance in how to best use the rubric with in classroom.

2. Demonstration teacher will model writing process with debriefing and follow-up peer coaching sessions.

3. The teaching staff will provide opportunities for the students to complete one to two writing samples from each of the 4 core content areas. The writing rubric will be used to assess writing progress.

2. Teachers will teach a variety of writing techniques such as 4-Square, 6 + 1 Traits of Writing, Writing Across Curriculum.

Planned staff responsible for implementing activity: elementary teachers, Title I and Special education staff, educational specialists

Actual staff responsible for implementing activity: elementary teachers, Title I and Special education staff, educational specialists

Planned Timeline: Begin Date - 2011-08-25, End Date - 2013-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,300.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

The MiBLSI, SIP teams, 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. Describe the process 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 School Improvement and MiBLSI Team analyzed STAR reading and math scores, historical grades, teacher made pre/post tests, MEAP scores, and DIBELS scores. (Grade Level teams hold a data driven meeting after each DIBELS screening and report their findings to the leadership team. The Grade Level teams also analyze MEAP 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 four academic 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 presented any additional findings to the Leadership team from the teachers. The leadership team (including the Title I teacher) then 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 academic areas.

Grade Level teams hold a data driven meeting after each DIBELS screening. The School Improvement, MiBLSI Team, and Grade level teams with the help of Data4ss and Data Director analyzed the MEAP 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 that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

Teachers use the Grade Level Content Expectations (GLCEs) along with the MEAP, STAR, teacher made pre/post tests, teacher input and DIBELS performance scores to select students who are failing or at greatest risk of failing the GLCEs. In addition historical grades are reviewed also.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

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 screenings are done on all in-coming Pre-K 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 student's CA60 and kept on file. These are also used to appropriately identify Title I 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, STAR testing, teacher judgments, or parent referrals following interviews. 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 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 this 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. Each 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.

Services for Eligible Students

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

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The Title I, Part A students are included in and focused on in the School Improvement process. All Title I, Part A student scores are reviewed by the school improvement and MiBLSI Leadership teams. The team analyzed MEAP scores, STAR scores, DIBELS scores, teacher made developmentally appropriate pre/post tests, and historical grades. The team identified students who are failing or at greatest risk of failing the Grade level Content Expectations in the four core subjects. 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.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

Head Start, Even Start, and Early Reading classes 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 grade and is included in all of the schools activities. To ease the transition into Kindergarten the Pre-K students visit the kindergarten classes often throughout the year and the Kindergarteners visit the Pre-K classroom.

At the beginning of each year the elementary has a Kindergarten Orientation for students and parents. One week before school begins the school is opened daily so parents and students, Pre-K thru 5th grade, can visit their new classroom and teachers prior to the start of the new year.

Title I staff is present at kindergarten orientation and handouts are available for parents on the skills their student will need when they enter kindergarten. Title I staff also has handouts available for parents at the elementary orientations on At-Home Activities to Help Your Child Learn, How to Help Your Child Succeed in School, and You, Your Child and Homework.

In addition to orientation in August, our school holds an Open House evening in September so students and their parents and families can tour the building, classrooms, and meet the teachers in an informal atmosphere. The Title I staff participates and provides parents with information about our program. Parents are encouraged to volunteer at our school and invited to attend regularly held Title I meetings throughout the school year.

Our district has an Early Childhood Council. Coordination of the preschool programs, Title I, and regular education program is supported by the council and its members along with the best ways to transition preschool students into regular education.

Our Title I program provides a second round of interventions. They pull targeted Tier II and Tier III Title I students for interventions. The Title I staff also services eligible students within their classrooms in the four core areas.

Curriculum Alignment that Corresponds to the Goals

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

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

Grade levels meet during professional development time to align the curriculum with State standards in the four core areas. Staff has 1.5 hours of PD bi-monthly. Each grade level first begins aligning and then revising the reading curriculum. When finished, they move onto math, science, and social studies. All grade levels are expected to have reviewed and made revisions to the curriculum alignment by January of that school year.

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

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 School Improvement and MiBLSI Leadership Teams reviews these findings and shares their findings with the staff. The staff breaks up into data driven grade level meetings for further discussion on areas of weakness that need to be addressed. Each group reports on the areas they would like to see addressed in the school improvement plan. The School Improvement Team then takes these concerns and formulates an improvement plan that will address the needs of students who are failing or most at risk of failing to meet the district's core curriculum standards.

Instruction by Highly Qualified Professional Staff

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

Currently all Title I, Part A paraprofessionals meet the NCLB requirements. All teachers currently working are Highly Qualified.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

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

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

Parent meetings are held in the beginning of the year, end of the year, and a school wide parent meeting in the 3rd quarter. Several notices are sent home with students encouraging parents to attend the September and May meetings. Parents are invited to Title I meetings during orientation in August and during Open House in September. An article was put in our local paper asking parents to attend the Title I School Wide meeting, with a Family Literacy Night, Science Fair, and Book Fair to follow. We hoped to increase parental attendance with these events and it was very well received by the number in attendance. We also provided day care during the Title I meetings.

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

2a. Design

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.

2b. Implementation

In September 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.

2c. Evaluation

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.

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

MEAP scores are sent to the parents from the state. DIBELS scores are sent home in a report card insert designed specifically with parent understanding in mind. A parent STAR report in math and reading is sent home at the end of the year. Parents are issued passwords for Power School so they can view their child's grades, attendance, homework completion, email links to teachers, and any upcoming events or announcements.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the

school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The Title I staff and parents worked together in May to update the school-parent compact. Changes to the compact are presented to the SIP team and implemented. The compact is on the school website.

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

We evaluate the success of the parent involvement component by the number of parents we are able to involve in our program design, program implementation, program evaluation, and the development of the school- parent compact.

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

Each year our parent participation numbers have increased. All parent input has been reviewed and implemented. We are constantly working on new ways to increase parent involvement. Adding daycare during our meetings this year helped to increase the number of parents that attended. The Title I teacher attends the Title I meeting in Marquette, MI yearly and met with other district representatives to gain ideas of what is working to increase parent involvement in other districts. The conference has had a parent involvement segment each year that has also been helpful in the ongoing development to increase our parent involvement.

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

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The 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 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 Elementary for various activities at the Stambaugh School through out 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.

Alternative Measures of Assessment

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

Historical grades, Pre and Post Tests, STAR reading and math, MEAP, DIBELS, Unit Assessments, Chapter Assessments.

Coordination of Title I, Part A and Other Resources

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. MSU Extension Services including a PreK-5th grade nutrition program
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. Strong Families, Safe Children 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. Dickinson-Iron Health Department provides hearing and vision screenings for K-5 student
22. Counseling/Psychological Testing provided by local Children's Psychologist
23. Free/reduced lunch/breakfast program
24. Teacher community outreach program
25. Splash
26. Organ Wise grant
27. Fuel-Up 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. *Teacher community outreach program*
35. *West Iron County District Library programs*
36. *School representative sits on the Iron County Collaborative Body.*

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

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 STAR scores, MEAP 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 STAR 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,STAR tests,pre and post tests, teacher judgments, and historical grades depending on the grade level.)

In reading, all Tier II and III students are progress monitored weekly (Tier I monthly) and 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 MEAP 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 data will be utilized to inform instruction.

All data collected by the Title I teacher is used to inform instruction. The Title I teacher collects Meap scores, DIBELS scores, Star reading and math scores, pre and post test scores, and historical grades. MEAP data is analyzed using Data4SS and Data Director. STAR Growth reports are also analyzed. DIBELS scores are looked at three times a year along with progress monitoring tier II and III students weekly and tier I students monthly. Students that are failing or most at risk of failing to meet core curriculum standards are identified and a program for instruction is set up.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Each May after analyzing all the data collected for the year, including STAR Growth reports in reading and math, 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.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

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 DIISD is providing training in MiBLSi for the next two years. All of our Title I Targeted Assistance schools are taking part in this training. The 2011-2012 school year professional development calendar will contain time to 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.

Effective Use of Technology

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

The Stambaugh Elementary Staff is surveyed annually to assess their technology knowledge and needs. With the help of our technology team they have integrated the use of technology in each of the four-core subject goals.

Evaluation of the School Improvement Plan

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

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.

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

The Stambaugh Elementary shares student information and progress in its Annual report. The report is also published on the district's website.

Building Level Decision-Making

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

All stakeholders are members of the school improvement team. The team with the help of Data4SS and Data Director analyze the MEAP scores. The team also analyzes STAR reading and math scores, historical grades, teacher made developmentally appropriate pre/post tests, and DIBELS scores. The team identifies areas of weakness and students who are failing or most at risk of failing to meet the districts core curriculum standards. A plan is then designed that includes strategies and activities to meet the team's goals. Students are monitored using DIBELS progress monitoring, interventions, and chapter/unit tests in the four core areas. Students are evaluated using teacher made pre/post tests, STAR math and reading tests, and MEAP results.

School stakeholders are invited to attend all SIP meetings. Dates are posted on the school website in our school bulletin.

Assurances

EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

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

Response: *Yes*

Comments: *DIBLES and MiBLSI assessments are given three times a year and MEAP State Assessments are administered each fall to all students. All students are pre/post tested in the four cores. STAR Math and Reading assessments are also given.*

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

Response: *Yes*

Comments: *www.westiron.org*

Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
	Carol	Brunswick	principal	cbrunswick@westiron.org
	Mary	Arcand	Title I Coordinator	marcand@westiron.org
	Patti	Saigh	teacher	psaigh@westiron.org
	Michelle	Thomson	teacher	mthomson@westiron.org
	Jane	Frasier	District Improvement Coor	jane@westiron.org
	Amanda	Zambon	teacher	azambon@westiron.org
	Lisa	Anderson	special education teacher	landerson@westiron.org
	Terri	O'Donnell	teacher	todonnell@westiron.org
	Sandra	Dennis	teacher	sdennis@westiron.org
	Denise	Maloney	Pre-school Coordinator	dmaloney@westiron.org
	Julia	Child	parent	juliechild@hotmail.com
	Sandie	Neis	special education teacher	slangdon@westiron.org
	Debbie	Premo	teacher	dpremo@westiron.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Christopher Thomson
Address:	601 Garfield Ave Iron River, MI 49935
Telephone Number:	906 265 9218

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact
- Parent Participation in Title I programs
- Title I Services
- Title I-Parents' Right To Know

West Iron County Public Schools Bylaws & Policies

2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
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- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
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- C. providing for the proper health, safety, and well-being for their child.
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The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
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- B. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
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- C. Post PTA/PTO meetings, and parent involvement meetings on the District website and via-e-mail.
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- D. Send home a parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
- E. Maintain a consistent, District wide effort to communicate regularly with parents.
- F. Distribute periodic weekly newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- G. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- H. Encourage parents to serve as chaperones for class field trips and other school activities.
- I. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- J. Use homework hotline to inform homes of various assignments and activities. Utilize the website as available.
- K. Place announcements on the District's website in a consistent and timely manner.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. requiring their child to observe all school rules and regulations;
- B. supporting or enforcing consequences for their child's willful misbehavior in school;
- C. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- D. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;

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- E. reading all communications from the school, signing, and returning them promptly when required;

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- F. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

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Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294

Adopted 3/15/10

**WEST IRON COUNTY SCHOOL DISTRICT
STAMBAUGH ELEMENTARY
Title I - - Parent/Student/Teacher/Principal Compact**

Parent/Guardian Agreement

I want _____ to achieve. Therefore, I will encourage him/her by doing the following:

- ___ See that my child is punctual and attends school regularly.
- ___ Support the school in its efforts to maintain proper discipline.
- ___ Encourage my child's efforts to do his/her best.
- ___ Stay aware of what my child is learning.
- ___ Encourage positive attitudes.
- ___ Read with my child and let my child see me read.
- ___ Read and review all information my child brings home from school.
- ___ Establish a time for sharing daily school experiences and/or completing homework.
- ___ Provide a quiet place for my child to work.
- ___ Attend parent/teacher conferences for my child.
- ___ Attend at least two school functions. (Ex: Open House, MEAP night, fairs, etc)

Parent/Guardian's Signature _____

Student Agreement

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

- ___ Come to school ready to learn and on time.
- ___ Finish my school work and participate in classroom activities.
- ___ Follow all school and home rules.
- ___ Respect my parents, classmates, teachers and other people in the community.
- ___ Do my part in keeping my school clean and safe.
- ___ Set aside a regular time and place each night to complete homework.

Student Signature _____

Teacher Agreement

It is import that students achieve. Therefore I will:

- ___ Provide a caring learning environment where your child can be responsible for learning.
- ___ Provide an enriched and challenging curriculum aligned with the state core curriculum.
- ___ Provide appropriate and meaningful homework assignments for students.
- ___ Encourage students and parents by providing information about student progress.
- ___ Give students strategies to increase competence.

Teacher's signature _____

Principal Agreement

I support this form of parental involvement. Therefore I will:

- ___ Provide a positive atmosphere for learning.
- ___ Provide an environment that allows for communication among the teacher, parent and student.

Principal's Signature _____

West Iron County Public Schools Bylaws & Policies

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and

improvement of parent involvement activities;

D. will provide participating students' parents with:

1. timely information about the Title I programs;
2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:

1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

Revised 11/21/95

Revised 12/17/02

West Iron County Public Schools Bylaws & Policies

2261 - TITLE I SERVICES

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement of 1965.

The Superintendent shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the District's professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students.

The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

1. involve parents in the training, when appropriate;

2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
 - a. use of technology
 - b. working effectively with parents
 - c. early childhood education
 - d. meeting children's special needs

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 6301 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200, et seq.

Revised 11/21/95
Revised 12/17/02

West Iron County Public Schools Bylaws & Policies

2261.02 - TITLE I – PARENTS’ RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student’s classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents **shall** be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;
- F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

Adopted 12/17/02