

School Improvement Plan
For
Stanton Elementary School



(Schoolwide Title I)

2009-2012

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A. Mission Statements

Central Montcalm Public Schools Mission Statement

To advance Quality learning

Stanton Elementary Mission Statement

Stanton Elementary students will be educated in a safe, nurturing environment to become responsible citizens.

B. Stakeholders

Through the School-wide planning process, Stanton Elementary had teachers, support staff, parents and administrative support as shown in the chart below.

NAME	POSITION	CONTACT
Nancy Anna	Title I teacher	nanna@cms.maisd.com
Jill Babbitt	Kindergarten teacher	jbabbitt@cms.maisd.com
Willberta Wittkopp	School counselor	wwittkopp@cms.maisd.com
Renee Johnson	Paraprofessional	rjohnson@cms.maisd.com
Janelle Morgan	Parent	janelle@elitefund.com
Jane Trimper	Interim principal	jatrimper@cms.maisd.com
Amy Meinhardt	Technology curriculum coordinator/trainer	ameinhardt@cms.maisd.com
Kathy Shick	Second grade teacher	kshick@cms.maisd.com

C. Ten Components to the SchoolWide Plan

1. Comprehensive Needs Assessment

How Needs Assessment Was Conducted: Through the School-wide transition process, the stakeholders listed in Section B studied many documents. Included were MEAP assessment results, Montcalm County Workforce Characteristics by Leadership Montcalm, the Ed YES! indicators, Title I parent surveys, teacher surveys, and local data results. In the summer of 2009 the School-wide Planning Team met five times to review and update the CAN and School-wide Reform Strategies. Prior to the submission of this document, all teachers were emailed the information. Almost 100% of them responded with ideas, questions, and concerns that were then addressed.

Student and School Demographics: Stanton Elementary is a pre-kindergarten through third grade building serving 314 Young 5s to third grade students. It is part of the Central Montcalm School District and one of its three rural elementary schools. As a district, we are going through many changes. One of those is a realignment of the elementary schools. Stanton Elementary will be a pre-kindergarten through second grade building in the fall of 2009. As a result of job loss in the area, Central Montcalm's student enrollment has decreased each year for the past seven years. Stanton Elementary's enrollment has also decreased but saw a small increase during the 2008-2009 school year. As a result of completing the CNA, we found that we have a student enrollment of 314, of which 98.5% are Caucasian. Our Economically Disadvantaged group has increased from 55% to 64% and we expect that to continue to rise as the economy falters.

Stanton Elementary Enrollment Trend Data

Year Grade	Year 1:04-05		Year 2:05-06		Year 3:06-07		Year 4:07-08		Year 5: 08-09		Year 6:	
	#	%	#	%	#	%	#	%	#	%	#	%
KG	104	29	103	31	87	27	90	30	96	31		
1 st	87	24	75	22	65	20	70	24	73	23		
2 nd	80	22	85	25	83	25	64	22	66	21		
3 rd	86	24	74	22	92	28	73	25	79	25		
Totals	357		337		327		297		314			

Stanton Elementary Free and Reduced Lunch Trend Data

Group	Total School Enrollment							
	2005-06		2006-07		2007-08		2008-09	
	#	%	#	%	#	%	#	%
Economically Disadvantaged	169	50	174	53	163	55	200	64

Community Demographics: Montcalm County is located in the center of the Lower Peninsula. It is a rural, agricultural area with many small towns. The total population for the entire county is less than 65,000. In the last decade, Montcalm County has lost several businesses and larger factories, resulting in a loss of 4500 jobs. This has had a devastating effect, as manufacturing was the biggest source of employment. The county's average annual unemployment rate has been consistently higher than the state or national average.

Parent Demographic Data: At parent teacher conferences in 2007 the percentage of parents in attendance was 90%. For the 2008 school year, we saw an increase in attendance which was at 92%. Our staff has not yet begun to collect data on the parents that attend parent-teacher conferences by subgroups. A chart has been developed to gather that data in the fall of 2009 and is shown here:

Parent Teacher Conference Attendance Data		
Subgroup	Percentage of Students Having a Parent in Attendance	
	2007-2008	2008-2009
All	90	92
American Indian/ Native Alaskan		
Asian/ Pacific Islander		
Black, Not of Hispanic Origin		
Hispanic		
White, Not of Hispanic Origin		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		

Staff Demographics: For the 2008-2009 school year the staff at Stanton Elementary was comprised of an administrator, thirteen classroom teachers, a Title I instructor, a Great Start teacher, and four paraprofessionals. We also shared some teachers with other buildings in our district: a counselor, an art teacher, a music instructor, a physical education teacher, a second Title I instructor, and a social worker. The average years of teaching experience for twelve classroom (K-3) teachers was 19.3 years. When our art, music, physical education, and resource room teachers, Title I instructors, Young 5s teacher, counselor, and social worker are included in computing the rate, the average years of experience was 16.2 years.

Conclusions Based on Summary of Demographic Data: Due to the closing of several local businesses, our school district is faced with the challenge of a decreasing enrollment. We are trying to create programs that will help attract students and families. Instead of the current alternate day program, next year Stanton Elementary will be having all day, every day kindergarten. We will also offer Young Fives with a four-day week program. We are hoping to make upgrades in our technology infrastructure. We are also planning professional development using Mike Schmoker's work.

Staff Perception Data: The perceptions of teachers are gathered informally at teachers' meetings. Formal perceptions are garnered by using the results of Zoomerang surveys on a variety of subjects. The greatest input of teacher perception was their participation in completing the ED YES! report. Teachers were asked to complete a long section of the report, commenting on our perceived performance as a school on a number of factors. During the past two years, Stanton Elementary has been implementing Instructional Consultation Teams (ICT) and identifying interventions specific to student need. Some teachers are very positive about this program, but others are unsure. We used Quality Tools in a decision making process to ascertain staff perceptions on this new initiative. During discussions about the Ed YES! Indicators, 'staff collaboration' has been identified as an area of weakness. Through ICT and team meetings, we are trying to address this need.

Parent Perception Data: Parents of our Title I students are given an annual survey. The results show that almost all parents felt Title I interventions were beneficial and they wanted their children to continue to receive services. Parents also shared that they would appreciate getting bi-weekly or monthly updates as well as advice on ways they could help their children at home. Parents who attended the Kindergarten Round-up completed questionnaires about their desires for all day, every day kindergarten as opposed to an all day, alternate day offering. They were also asked if they preferred a Young Five's program as opposed to regular kindergarten for their children. The results from those questionnaires resulted in the district offering a four day, all day Young Five's program and regular all day, every day Kindergarten classes. We also asked parents who attend family events to provide feedback. Results have always been positive. We do not currently ask parents to provide their perceptions as to the principal's effectiveness or their beliefs about each teacher's preparation and ability to prepare their children to be successful learners. These surveys will be given in January 2009 and analyzed in February. Two other perception surveys, one at the beginning and the other at the end of the school year, will be given in the 2009-2010 school year and are included in **Appendix 2**.

Student Perception Data: We do not currently gather student perceptions, but will do so in January of the 2009-2010 school year. We will ask students how they feel about their school, their teacher(s), and their principal as well as how they think the teacher and principal feel about them. They will also be asked about the programs and materials available to them.

Community Perception Data: We have not surveyed our community, but will do so in late winter of the 2009-2010 school year. We will ask community members to give their perceptions in the following areas: teacher preparation and ability to prepare all students to be successful learners, the principal's leadership abilities, and that the staff has high expectation for all students. They will also be asked about the programs and materials available to students.

Conclusions Based on Summary of Perception Data: A strength of the Central Montcalm School District is that our staff has been trained in using Quality Tools, which is a decision-making process. We use those tools to find out where we stand as a group on many topics. This year we employed them to address roadblocks to using our Instructional Consultation Team process. We use survey results from parents to create our summer food program and to make changes in our Title I programming. We need to find better ways to obtain perception data from all parents, not just those with students receiving Title I services. We also need to gather information from students and community members.

Programs/Process Data: The Stanton Elementary School Improvement Team and greater staff completed the Ed YES! indicators in the winter of 2009. On Strand I dealing with Curriculum, ten benchmarks scored as exemplary and one at implemented. Strand II, Leadership, had six exemplary and four implemented scores. Strand III, which dealt with Personal and Professional Learning, had equal scores, four each, of exemplary and implemented. Our biggest need was revealed in Stand IV, School and Community Relations. We only had one exemplary score and four that were implemented. Data and Information Management, Strand V, had five scores of exemplary and two of implemented.

Conclusions Based on Summary of Programs/Process Data: Teachers believe we need to do a better job of staff collaboration. We are addressing this need through our Instructional Consultation Team process and team meetings.

Student Achievement Data: Stanton elementary staff uses both local and state student achievement results to monitor student progress, identify students needing supplemental support, and assist teachers in planning instruction. On the next page, you will find the results of aggregate and subgroup data for 07-08 and 08-09.

1. **Assessment Measures Used to gather annual data include:** MEAP, DIBELS, DRA, MLPP toolkits, district math assessments, and report cards based on state grade-level content expectations.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 DIBELS	K-3	Reading/Language
2 Diagnostic Reading Assessment (DRA)	1-3	Reading
3 District math assessments	K-3	mathematics

2. **Criteria of Success:** Determining criteria for success is one area of focus for staff as well as collaborative grading of student writing samples and determining an appropriate level of success for local math assessments. Staff will use Mike Schmoker’s research to determine consistent measurable proof of learning targets. DRA and DIBELS are used to determine success criteria in reading.
3. **3-year Change in Student Achievement:** The number of special education students has decreased. Diagnostic Reading Assessment levels have increased. Quarterly math assessments have been scored but data has not been kept from year to year due to the inaccurate collection of data collected from the locally developed measures, which are being revised.
4. **Outcome indicators:** In addition to the assessments mentioned earlier, staff used the MLPP writing rubric. Scores from DRA and DIBELS are collected by the principal. Future collections need to include writing scores and mathematic assessment scores.
5. **Process Indicators:** Staff has one or two grade level meetings a month. Although they have been used as common planning, next year those will be used to work collaboratively on instruction, common assessments and common scoring of assessments.

6. **Grade levels not meeting proficiency:** Kindergarten has been a challenging area. Based on DIBELS results, the students are coming at risk of failing to meet the content expectations. Implementation of the all day, every day kindergarten program will help raise achievement by allowing students more direct instruction and time for additional support by attending school all day, every day.

Local Student Achievement Results:

DIBELS

Year: 07-08	Percentages		
Grade:	Intensive	Strategic	Benchmark
K	15	19	66
1	21	27	52
2	39	16	44
3	28	37	35

Year: 08-09	Percentages		
Grade:	Intensive	Strategic	Benchmark
K	7	11	81
1	39	24	38
2	17	28	55
3	29	38	33

DRA

DRA scores			
Spring 09	% below grade level	% at grade level	% above grade level
Third Grade	7	22	71

Local Math Data: Our district started using grade level mathematic assessments the past couple of years. These assessments are currently being reviewed and revised by the grade level teachers, as we found the assessments were not designed to measure the content needed to plan instruction. We are not yet ready to include local assessment data for math, and will plan to do so for the 2009-2010 school year.

State Student Achievement Results: MEAP Aggregate and Sub-Group Assessment Test Item Analysis & Comments

1. In all three areas tested (reading, writing, math), students are below state average.
2. Reading scores declined; writing scores increased; Total ELA scores increased; and Total Math scores increased.
3. 27% of the ED students are still not proficient on the state assessment in ELA. There is not a 10% point discrepancy between the ED and NED students in reading or writing.
4. In reading, there is a 26% discrepancy between females and males, with females outperforming the males. There is also a 28% discrepancy between the females and males in writing, with females outperforming the males. Total ELA shows the females outperform the males by 19%.

5. In math, there are no discrepancies between any of the sub-groups. Revising our local math assessments will assist the teachers in identifying content expectations as well as individual students that are not yet proficient on the GLCEs.
6. Frequent progress monitoring using local assessments will assist in identifying students who need additional support and measure improvement not only by student, but by class and grade levels as well. Staff provides additional instruction through a resource room, a speech and language teacher and a teacher consultant.

Third Grade MEAP Reading Data

Student Group	School Year	School Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
					Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	87	86		31	56	10	2
	2008-09	78	87	97	22	56	21	1
Male	2007-08	82	84		26	56	16	2
	2008-09	64	85		15	48	33	3
Female	2007-08	95	89		38	57	3	3
	2008-09	90	88		28	62	10	0
Amer. Indian/ Native Alaskan	2007-08							
	2008-09							
Black, Not of Hispanic Origin	2007-08							
	2008-09							
Hispanic	2007-08							
	2008-09							
White, Not of Hispanic Origin	2007-08	87	90		32	55	11	2
	2008-09	79	90		23	56	23	79
Students with Disabilities	2007-08							
	2008-09							
Limited English Proficient	2007-08							
	2008-09							
Economically Disadvantaged	2007-08	83	79		27	56	12	5
	2008-09	75	79		14	61	23	2

Third Grade MEAP Writing Data

Student Group	School Year	School Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
					Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	44	57		0	44	51	6
	2008-09	51	61	97	0	51	46	3
Male	2007-08	38	53		0	38	52	10
	2008-09	36	56		0	36	61	3
Female	2007-08	51	62		0	51	49	0
	2008-09	64	66		0	64	33	3
Amer. Indian/ Native Alaskan	2007-08							
	2008-09							
Black, Not of Hispanic Origin	2007-08							
	2008-09							
Hispanic	2007-08							
	2008-09							
White, Not of Hispanic Origin	2007-08	44	62		0	44	51	6
	2008-09	51	67		0	51	46	3
Students with Disabilities	2007-08							
	2008-09							
Limited English Proficient	2007-08							
	2008-09							
Economically Disadvantaged	2007-08	29	45		0	29	59	12
	2008-09	49	48		0	49	49	2

Third Grade MEAP Math Data

Student Group	School Year	School Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
					Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2007-08	76	81		18	57	23	1
	2008-09	76	83	97	11	65	23	1
Male	2007-08	74	78		16	58	24	2
	2008-09	66	81		9	56	31	3
Female	2007-08	78	84		22	57	22	0
	2008-09	85	86		13	72	15	0
Amer. Indian/ Native Alaskan	2007-08							
	2008-09							
Black, Not of Hispanic Origin	2007-08							
	2008-09							
Hispanic	2007-08							
	2008-09							
White, Not of Hispanic Origin	2007-08	75	85		19	56	24	1
	2008-09	77	87		12	65	22	1
Students with Disabilities	2007-08							
	2008-09							
Limited English Proficient	2007-08							
	2008-09							
Economically Disadvantaged	2007-08	66	71		20	46	32	2
	2008-09	73	74		7	66	25	2

MEAP SUBGROUP DATA 07-09

Grade: Third

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09
Social Economic Status (SES)	73%	83%	75%	24%	29%	49%	61%	66%	73%
Ethnicity									
Students with Disabilities		67%	N/A		17%	N/A		58%	N/A
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	71%	82%	64%	12%	38%	36%	53%	74%	66%
Female	77%	95%	90%	38%	51%	64%	69%	78%	85%
Aggregate Scores	74%	87%	77%	26%	44%	51%	62%	76%	76%
State									

Group	Math			Science			Social Studies		
	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09	Year 06-07	Year 07-08	Year 08-09
Social Economic Status (SES)	77%	86%	82%						
Ethnicity									
Students with Disabilities		77%	N/A						
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	74%	96%	88%						
Female	85%	87%	90%						
Aggregate Scores	80%	92%	90%						
State									

Conclusion Summary of Comprehensive Needs: Although Stanton Elementary is in a time of transition, based on the Comprehensive Needs Assessments, there are some areas of weakness and underlining factors that will need to be addressed.

- Enrollment is decreasing.
- Our number of economically disadvantaged students is increasing.
- Our males are scoring lower than our females.
- There is a need for a more effective parental involvement program.
- More staff collaboration is needed in curriculum, instruction, and assessment design.
- Reading, writing and mathematics scores are below the state average.
- Early intervention strategies and supplemental services are needed to improve student learning.

Therefore the following broad goals have been developed based on the needs identified above:

1. **Goal #1:** Improve student learning in reading.
2. **Goal #2:** Improve student learning in writing.
3. **Goal #3:** Improve student learning in math.

2. Schoolwide Reform Strategies

Goal Area	Reading
Rationale	MEAP reading scores are below the State average for 3 rd grade. Our boys are not scoring as well as our girls. Our economically disadvantaged students are not scoring as well as our non-economically disadvantaged students and this disparity is growing.
Broad Goal	All students will move towards proficiency in reading as measured by the MEAP.
Objective	Stanton Elementary student MEAP scores for 2010 will meet or exceed State average. The gap between the performance of boys and girls will decrease to 5 points or less and the percentage of economically disadvantaged students scoring proficiently will increase to at least 80%.
Instructional Strategy	Lotus Diagram and Unpacking the Standards will be implemented by teachers.
Research	Michael Schmoker’s article in Educational Leadership, March 1999, Volume 56, Number 6 states, <u>“Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly.”</u>
Professional Development	On September 1, 2009 teachers will learn about Lotus Diagrams and then collaborate to create a Lotus Diagram of the objectives each student needs to learn in each curricular area. Teachers will collaborate to “Unpack the Standards” to better comprehend expectations at each grade level. Training called “Assessment for Learning” will be provided by Michelle Goodwin on September 2, 2009 with follow-ups on September 3 and November 2, 2009.
Parent Involvement	State Curriculum Parent Curriculum Guides will be given at open house. Teacher and Principal newsletters will give parent guidance on how to read with their children and improve fluency.
Timely & Additional Services	Lexia, Read Naturally, and Herman Method will be used by Title staff. Individual and small group instruction for identified students using high-frequency words and phrases will be provided.
Evaluation	MEAP results to measure proficiency levels. Evaluation of Professional Development through a survey. Evaluation of Parent Involvement through a survey. Local Assessment data results to measure student proficiency levels.
Evidence	Sign in sheets, evaluation results, agendas, book cover, and assessment data.

Goal Area	Writing
Rationale	MEAP writing scores are below the State average. Our boys are not scoring as well as our girls. Our economically disadvantaged students are not scoring as well as our non-economically disadvantaged student and this disparity is growing.
Broad Goal	All students will move towards proficiency in writing on MLPP rubric.
Objective	By 2010, 85% of students will receive a 3 or 4 in all writing areas on MLPP rubric.
Instructional Strategy	Lotus Diagram and Unpacking the standards will be implemented by teachers. Once per marking period, grade level teachers will score six students' pieces of writing collaboratively using the appropriate MLPP rubric. Teachers will use EET and 6 + 1 Traits as writing strategies. Rebecca Sitton will be used in first and second grade. Zoophonics will be used in Kindergarten.
Research	The Michigan Literacy Progress Profile was based on assessments created by Dr. Marie Clay of New Zealand. Dr. Clay's research found that teacher's who assessed the knowledge of students and built upon their strengths, rather than their weaknesses, were better able to help struggling readers and writers. Michael Schmoker's article in Educational Leadership, March 1999, Volume 56, Number 6 states, <u>"Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly."</u>
Professional Development	On September 1, 2009 teachers will learn about Lotus Diagrams and then collaborate to create a Lotus Diagram of the objectives each student needs to learn in each area of the curriculum. Teachers will collaborate to "Unpack the Standards" to better comprehend expectations at each grade level. Training called "Assessment for Learning" will be provided by Michelle Goodwin on September 2, 2009 with follow-ups on September 3 and November 2, 2009.
Parent Involvement	All parents will be given the writing rubric of each grade level with presentation of this during open house.
Timely & Additional Services	Individual and small group instruction provided by Title I teachers and paraprofessionals.
Evaluation	MEAP results to measure proficiency levels. Evaluation of Professional Development through a survey. Evaluation of Parent Involvement through a survey. Local Assessment data results to measure student proficiency levels.
Evidence	Sign in sheets, evaluation results, agendas, book cover, and assessment data.

Goal Area	Math
Rationale	MEAP math scores are below the State average. Our economically-disadvantaged students are not scoring as well as our non economically-disadvantaged students and this disparity is growing.
Broad Goal	All students will move towards proficiency in mathematics as measured by the MEAP.
Objective	By 2012, Stanton Elementary student MEAP scores will meet or exceed State average.
Instructional Strategy	Lotus Diagram and Unpacking the Standards will be implemented by teachers.
Research	Michael Schmoker’s article in Educational Leadership, March 1999, Volume 56, Number 6 states, <u>“Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly.”</u>
Professional Development	On September 1, 2009 teachers will learn about Lotus Diagrams and then collaborate to create a Lotus Diagram of the objectives each student needs to learn, Teachers will collaborate to “Unpack the Standards” to better comprehend expectations at each grade level. Training called “Assessment for Learning” will be provided by Michelle Goodwin on September 2, 2009 with follow-ups on September 3 and November 2, 2009.
Parent Involvement	State Curriculum Parent Curriculum Guides will be given at open house. Teacher and principal newsletters will give parent guidance on ideas to build math concepts at home.
Timely & Additional Services	Individual and small group instruction provided by Title I teachers and paraprofessionals.
Evaluation	MEAP results to measure proficiency levels. Evaluation of Professional Development through a survey. Evaluation of Parent Involvement through a survey. Local Assessment data results to measure student proficiency levels.
Evidence	Sign in sheets, evaluation results, agendas, book cover, and assessment data.

3. Instruction by Highly Qualified Staff

One hundred percent of the teaching staff members and the instructional paraprofessionals are highly qualified at Stanton Elementary. Evidence supporting this statement is available at the Board Office and is a result of the Mi-TAP audit which was completed during the 2007–08 school year. No new staff is hired unless they are highly qualified by the NCLB requirements.

4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need Schools

Stanton Elementary has a low turnover rate of 8%. Of the 22 full or part-time teachers in the school, only two were new to our building for the 2008-2009 school year. As the staff is welcoming and friendly, teachers tend to stay and enjoy the camaraderie of working together. Seventy-five percent of our classroom educators have spent their entire teaching careers at Stanton Elementary, and only one has worked for another district. We lost our principal this past February after a decade of service. The only teachers leaving the building are doing so because the district has reorganized. For the 2009-2010 school year our building will no longer house third grade, so two of those teachers moved to another building in the district and one, who didn't want to leave, took another position in our building.

For the 2008-2009 school year the average years of teaching experience for the twelve classroom teachers was 19.3 years. When our art, music, physical education, and resource room teachers, Title I instructors, counselor, and social worker are included in computing the rate, the average years of experience was 16.2 years. New teachers benefit from this as they are assigned mentors. They also attend orientation meetings for four years. All teachers receive ongoing professional development.

The Central Montcalm School District has always tried to be at the cutting-edge with technology. We have more technology employees than any other district in the county. A lab holds enough computers for an entire classroom of students. At Stanton Elementary the first and second grade teachers have ceiling-mounted projectors and a movable cart of laptops for student use. All teachers have laptop computers and use web-based programs for taking attendance and creating report cards.

Stanton Elementary has a separate gym and cafeteria. The gym has doors leading to the outside to allow the teacher ease in providing instruction outdoors. The art room was remodeled with tile floors and sinks to accommodate elementary art instruction. The library is large and inviting with thousands of books. Students also enjoy learning about music in a separate classroom. On Memorial Day, the students join the other two elementary buildings to sing patriotic songs for an audience of over 1000 relatives and friends.

The Stanton Elementary campus is set on many acres of mowed lawn. There is a nearby nature trail and a walking trail. Master Gardeners maintain the landscaping in front of the school as well as in the outdoor eating area. Preschool and kindergarten children enjoy playing in a separate playground.

Last year the building at Stanton Elementary housed a Great Start preschool, a co-op nursery, a Head-Start program, a Hearing-Impaired classroom and an early special-education program for the county, as well as classes for students from Young Five's through third grade. For financial reasons, the district moved third grade to another building, and Stanton elementary will truly be an early childhood building for 2009-2010.

5. High-Quality and Ongoing Professional Development

Central Montcalm has a District School Improvement Team with representation for K-12. This team looks at the data of student performance and provides high quality ongoing professional development that aligns with each schools improvement plan.

Goal Alignment	What	When	Who	Evidence	Completed
Goal 1 Reading	Create Lotus Diagram	9/1/09	All professional staff	Agenda Sign In Sheets Evaluation	
Goal 1 Reading	Assessment for Learning-Michelle Goodwin-Unpacking	9/2/09 9/3/09 11/2/09	All Professional staff	Agenda Sign In Sheets Evaluation	
Goal 2 Writing	Create Lotus Diagram	9/01/09	All professional staff	Agenda Sign In Sheets Evaluation	
Goal 2 Writing	Assessment for Learning-Michelle Goodwin-Unpacking	9/2/09 9/3/09 11/2/09	All Professional staff	Agenda Sign In Sheets Evaluation	
Goal 3 Math	Create Lotus Diagram	9/01/09	All professional staff	Agenda Sign In Sheets Evaluation	
Goal 3 Math	Assessment for Learning-Michelle Goodwin-Unpacking	9/2/09 9/3/09 11/2/09	All Professional staff	Agenda Sign In Sheets Evaluation	
	Micheal Schmoker follow-up	9/02/09 12/2/09 3/05/10	All Professional staff	Agenda Sign In Sheet Evaluation	

6. Strategies to Increase Parental Involvement

Parents were clearly involved in the design of the schoolwide plan by attending five sessions in June, July, and August to provide feedback. They will also be involved in the implementation and evaluation of that plan during the 2009-2010 school year.

School Level Parent Involvement Policy: The Central Montcalm School District has a Parent Involvement Policy, which includes involvement requirements for Title I. The policy is attached in Appendix 1 in bold italics with comments added of the ways in which the staff at Stanton Elementary engages our parents to make this a school-level policy.

Parent Activities from Section 1118

(1) The staff at Stanton Elementary assists parents in understanding the State's content standards and assessments by providing the State of Michigan's parent-friendly handout. These expectations are written for each grade level. To help parents monitor the progress of their child, teachers provide report cards. These are structured in a table format that parents have said are easy to read. They meet with parents at parent-teacher conferences and are available upon parent request.

(2) Teachers provide materials and training to help parents work with their children. Some examples are Family Math Night and Family Writing Night, where parents were given instructions, activities, and materials. Appropriately leveled reading materials are regularly sent home. Kindergarten parents receive a packet with letter magnets, books, crayons, scissors, Play-Doh, paper, a finger grip, pencils, and an information packet. At the end of the school year, many teachers supply their students with summer work packets. Parents are notified about a summer program called GRASP which is a grade-level correspondence course. Teachers also inform parents of educational websites.

(3) We have not yet trained our staff to build effective parent involvement. On October 1, 2009 some staff members will be attending a conference presented by the Michigan Association of State and Federal Program Specialists. Darcy Hutchins, an associate of Joyce Epstein will focus on parental involvement. After the conference the attendees will present the information at a staff meeting(s). Teachers will be assessed as to their needs and the Building School Improvement Team will make further plans based on that survey.

(4) Teachers at Stanton Elementary collaborate with other programs to coordinate parent involvement. The White Pine Library hosts a summer reading program each year. Second grade teachers walk their students to the library for a program and distribute handouts about the library's program. Kindergarten teachers meet with students who attend Head Start and their parents to share with them about our kindergarten program. Teachers also share information about doctors who participate with Medicaid, free and reduced breakfasts and lunches, and clothing and food pantries.

(5) Newsletters, report cards, and other means of communication are written in a way that parents can understand. When educational jargon is used, such as DIBELS or DRA level, they are explained.

(14) The staff also provides other reasonable support for parent involvement as parent's request. Parent-teacher conferences are often rescheduled at the convenience of the parent and even, if necessary, conducted by phone. When students are absent, especially for long periods of time, materials are provided for the parent to use at home. On an individual basis, teachers communicate using behavior reports.

(f) Parents with Limited English Proficiency or with disabilities and parents of migratory children are identified. Resources are available through our ISD to help with communication upon request of the classroom teacher.

Evaluation of Parent Involvement

Parents are invited to all school activities like open house and music programs. They receive regular school and classroom newsletters with current and upcoming events, parenting and teaching tips, and other advice. The parents of children who receive Title I service also receive information from the Title I teachers. Classroom teachers personally contact parents to obtain volunteers, communicate about goals, current achievement, and behavior issues. Parent questionnaires are compiled to gather their perceptions and make appropriate changes. Stakeholders have designed a new questionnaire to give at the beginning and end of the school year beginning in September 2009. These surveys are in **Appendix 2**.

- Designed to actively involve parents/community in the decision making at the building – Parent representation on Building School Improvement Team, Stanton Elementary Parent Association, and parent surveys.
- Designed to actively involve parents/community in student learning – Family Writing Night, Family Math Night, Title One Parent Meeting, Stanton Elementary Open House, We Love America Parade, Grandparent’s Day, concerts, guest readers, guest presenters, Book-It or other reading incentives, and Parent-Teacher Conferences.

School-Parent Compact

The School-Parent Compact was reviewed and revised during the schoolwide transition process and will be shared with parents during the parent teacher conferences in the fall of 2010 or at the beginning of the school year Open House.

Parents, students, and staff will each be asked to mark the ways in which they can commit to improving student learning. Although it is not required for all stakeholders to sign and return the compact, it will be explained and understood that all stakeholders will commit to participating in the improvement of student learning, especially for those students in the Title I programs.

A copy of the School-Parent Compact is attached in **Appendix 3**.

Individual Student Academic Assessment Results

All the teaching staff at Stanton Elementary provides report cards four times a year. Teachers are available by phone, email, and person-to-person to answer any questions parents may have about the achievement of their children.

7. Preschool Transition Strategies

In the past we have tried to reach preschool children and their parents in many ways. Our kindergarten teachers have presented at Head Start meetings, explaining our programs. We have also used newspaper advertisements, our district newspaper “The Central Issue,” posters in local store windows, school newsletters, and mailings to inform parents about upcoming opportunities.

Most of the preschool programs in our area are housed at Stanton Elementary. This results in the children and their parents feeling comfortable with the building. One preschool teacher takes her students on a parade to display their costumes when they dress up for tea-party day. The preschoolers in all programs are invited to second grade presentations in the cafeteria with all the other students.

Those preschoolers who will be entering Young 5's or Kindergarten in the fall are invited to Kindergarten Round-up during the previous spring. At that time they are assessed and that information is shared with parents. Parents also learn about the expectations teachers have for students entering kindergarten and Young 5s. (See the appendix for an example of expectations.) The children are able to tour the building. Parents are surveyed to learn the type of program they desire and to share information about their children.

An open house is held for all grades before school resumes in the fall. Students can meet their teachers and tour their classrooms and the building again. At this time parents receive information about the expectations for student achievement by the end of that school year.

Teachers of third grade students in both Stanton Elementary and Sheridan Elementary provided opportunities for students to get to know each other by assigning email buddies and by visiting each other's school during the school year. To help third graders acclimate to the Upper Elementary building, they visited before summer vacation began to meet their future teachers, and tour their classroom and the building. Two other opportunities were provided during the summer to visit the building. Documents listing student expectations were available to parents.

Due to the realignment of grades in buildings, during the 2009-2010 school year, second grade teachers will be preparing their students to advance to the Upper Elementary by using the same strategies. Also, Sheridan students will be invited to attend activities at Stanton Elementary to allow children to meet each other. The parent support groups from each school will be asked to collaborate on combined activities allowing for consistent opportunities for children as well as a chance for both parents and children to meet.

Next year all the preschool children housed in our building will be invited to visit the kindergarten classroom twice. We have failed to use sign-in sheets in the past to document attendance, but will be doing so in the 2009-2010 school year. The information will also be disaggregated according to which preschool program the children attended. (See the appendix for examples of invitations.)

Stanton Elementary presently assists in the transition of preschool children from early childhood programs into our school in several creative ways. One special advantage is that we offer to house a variety of preschool programs in our building. We presently house Head Start, MSRP, and a tuition-based program. This has been extremely accommodating to children, families and staff. Families have the opportunity to become acquainted with our building, staff and setting in advance. Children have the advantage of sharing and becoming familiar with our physical space, our playground, gym, motor room and lunchroom. Furthermore, most preschool classrooms are located in the same hall as our kindergarten classrooms. This has been extremely instrumental in connecting with

preschool age children and their families. Children and parents have the opportunity to communicate and converse with kindergarten teachers and other support staff on a routine basis. This has particularly added to their comfort level, aiding their transition. Since staff is close in proximity, they have the opportunity to collaborate on skills students need when they enter kindergarten.

During the school year, kindergarten teachers presently invite Head Start teachers, parents and preschool children to a special orientation night where teachers present the districts programs and various opportunities, share curriculum expectations, and answer questions. In the future we would like to open this up to all preschool programs and families in our area. In the spring, children and their parents are invited to visit our school for Kindergarten Round-Up. Staff and parents have the opportunity to share expectations and our programs. Parents are given an overview of our curriculum, which is available in the Appendix. Children take a tour of our school and have the opportunity to visit a kindergarten classroom. Parents receive a fun packet of resource materials to use with their children over the summer containing a self-selected book, paper, pencil, scissors, bookmark, magnetic alphabet letters, and crayons provided by our Parent Association.

In the spring Head Start children visit kindergarten classrooms to hear stories and sing songs. The children and their teachers have the opportunity to observe the classroom and ask questions. Seeing how valuable and inviting this invitation has been, we plan to provide the same opportunity to the other preschool programs in our school and area.

Next year, we are looking for creative ways to invite preschool age children into our kindergarten classrooms, and yet still be thoughtful of kindergarten teachers, kindergarten children, their routines, schedules, and large class sizes, as their school day and curriculum are becoming more demanding. Parents and children can visit a kindergarten classroom to enjoy some fun activities together. Families are provided with resources and materials to use with their children to help them develop mathematical concepts. This date will be highly publicized by our school and classroom newsletters, The Central Issue (our district newsletter), and the Buy Line, a local paper.

In addition we have an Open House in the fall, before school starts to welcome children and their families. Children become familiar with their classrooms, teacher, and other friends. Parents have the opportunity to ask questions and meet staff.

8. Teacher Participation in Making Assessment Decisions

Stanton Elementary teachers have input by being part of a curriculum study team that creates assessments for grade-level implementation. Currently, all teachers have been trained in MLPP and Foundations of Literacy; therefore, teachers decided to use some MLPP (Michigan Literacy Progress Profile) Assessments and DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The math committee of teachers created quarterly math assessments. Assessments are given as follows:

Grade	DIBELS	DRA	Qt. Math	MLPP Letters	MLPP Writing	MLPP PA
Kindergarten	X	As needed	X	X	X	X
First	X	X	X	X	X	X
Second	X	X	X		X	

The results of the MLPP assessments were recorded on the front of MLPP folders and the documents enclosed. At the end of the school year the folders were put into each student's CA-60, so future teachers would have access to the information. Scores from DIBELS assessments were also entered onto the DIBELS website provided by the University of Oregon. In September of 2008 all classroom teachers received professional development on how to analyze student assessment data about language arts by Linda Koehn and Rita Maddox at our local ISD. The staff analyzed individual and group scores to plan appropriate interventions for struggling readers/writers and instruction for all students.

Standard-based report cards were created by our previous curriculum director and classroom teachers. These keep parents informed and also provide input as to which students have the greatest need of Title I support.

In the 2009-2010 school year, Stanton Elementary teachers will be entering all classroom assessments listed above onto a school database. This has been done in the past. Individual teachers have scored their own writing assessments in previous years. We believe that having teachers score jointly will impact their learning as well as the writing of their students. (This is an area where we score poorly on the MEAP.) So time will be provided for grade level teams to score assessments, analyze the results, and plan appropriate instruction.

The Building School Improvement Team, composed of teachers, an administrator, and parents, will also study the results. Those will be shared with teachers who will plan school wide initiatives according to the information garnered.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

During the past two years some teachers became members of an Instructional Consultation Team. They received extensive professional development in the intervention process. The intent of this group of instructors is to help teachers improve instruction to all students while also helping them meet the needs of struggling learners. Classroom teachers request help with a student, several students, or even the entire class. Then one or more team members assess the student(s) with a variety of tools in the presence of the teacher. The results are used to create an intervention plan. Data is regularly recorded to ascertain whether or not the intervention is working. Teachers have already found that an intervention designed for one student has benefited others.

Teachers will use the results of MEAP, DRA, MLPP, DIBELS and local assessments to determine which students have the greatest academic need. Teacher observations and referrals will also be considered in deciding which children receive Title I services. To help meet the needs of students identified for supplemental services, Stanton Elementary will use Title I funds to provide 2.1 paraprofessionals and a .7 Title I teacher.

The interventions provided by the Title I teacher and the paraprofessionals include: 1 to 1 reading instruction, small group reading lessons, small group math instruction, push-in instruction, and lessons in Read Naturally, Lexia, Herman Method, Edmark, and Zoo Phonics.

Classroom teachers differentiate instruction according to the needs of their students. Instructors consider both the needs and the strengths of those who struggle to learn. Differentiation is provided in a number of ways: small groups, peer groups, re-teaching, peer tutoring, one-on-one instruction, use of a variety of instructional materials, parent volunteers, and homework.

Stanton Elementary will begin a new kindergarten program during the 2009-2010 school year; students will attend all day, every day. This should allow struggling students to have more time to master academic skills. As the class sizes are predicted to be much larger than in many previous years, Title I funds will also be used to fund an additional kindergarten teacher to reduce the student/teacher ratio.

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

The programs at [school], as depicted in the chart below, are intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational process. These programs receive funding from Title I, Title II A, Title II D, Section 31-a, Parent Teacher Organization funds, and district general funds.

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> • General Fund • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • [School] Schoolwide Transition Process
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> • General Fund • Title II A • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • [School] School Improvement/Schoolwide Plan
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Title II A first then General Fund 	<ul style="list-style-type: none"> • All staff (teachers and paraprofessionals) are currently highly qualified

Schoolwide Components	Funding Sources	Programs
4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • New Teacher Orientation Program • District Professional Development • Conferences to support continual learning • Money for Classroom use
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Title II A • Title II D (District Level) • General Fund • Title I, Part A • Title I, ARRA 	<ul style="list-style-type: none"> • Rick Stiggins Assessment for Learning • IGOR – data warehouse • Common Assessments • Lexia Software • Dr. Mike Schmoker Results Now
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> • Title I, Part A • Title I, ARRA • GSRP 	<ul style="list-style-type: none"> • Parent Involvement Family Literacy Night(s)
7. Preschool Transition Strategies	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Kindergarten Round-Up • Open Houses
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • Curriculum Meetings • Grade Level Meetings • IGOR Data Warehouse training • Professional Development
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • Title I, Part A • Title I, ARRA • Title IIA • Section 31a (at-risk funds) • General Fund 	<ul style="list-style-type: none"> • Read Naturally • The Herman Method • Lexia Reading • Summer School • Paraprofessionals
10. Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • The Special Project Coordinator completes coordination of funds with staff, administration, and Central Office.

Beyond the federal, state, local and coordination listed in the above chart, this district also coordinates the following programs to meet the needs of the schoolwide reform for ALL students:

1. National School Lunch Program in all buildings – Free and Reduced Meals.
2. Violence Prevention Program in all buildings – Counselors/School Social Workers.
3. Head Start at Stanton Elementary – Eight Cap.
4. Technical & Vocational Programs – Montcalm Area Career Center.

D. Curriculum Alignment

Stanton Elementary School has teams of teachers designated for all academic areas. These teachers work with teachers from Sheridan to develop and revise the curriculum on a regular cycle. Language arts is addressed one year, math the next, and social studies and science in following years. Current research is used as well as consideration of “best practices” to help teachers implement the curriculum. The District School Improvement Team approves all changes and requests for materials.

The teams continue to modify their area of the curriculum as needed even if it isn’t the designated year for in depth study of that particular area. Changes in the state expectations have resulted in many “out-of-cycle” alterations to the curriculum.

E. Use of Community Resources and Volunteers

Stanton Elementary develops and uses community resources and volunteers. The school participates in a huge community event called the Educational Showcase where all students have work displayed and some perform.

Volunteers are recruited and used for popping popcorn each Friday, helping in the classrooms, coaching sporting events, working as mentors in the Title I program, and helping at the *We Love America* parade. Our Stanton Elementary Parent Association, SEPA, has leaders for gathering volunteers for many other events.

Christmas Sharing is a major community activity. Stanton Elementary works in partnership with the Lion’s Club, the American Legion, St. Bernadette’s Church, Central Montcalm Community Church, Penny Thompson’s Coat Tree, staff and parents. Families in need are given food, coats, and gifts for the holiday season. Our school also collects food for a local food pantry, and students raise money for Jump Rope for Heart.

The *We Love America* parade has been held on the Friday prior to Memorial Day for the last 30 years. The Stanton American Legion and the Sheridan VFW participate along with students from Sheridan Elementary and the Central Montcalm Upper Elementary. All the students perform on our high-school’s football field to show our patriotism by singing songs and reading essays about the USA.

F. Adult Roles in Community Education, Libraries, and Community Colleges

Stanton Elementary does not conduct programs for community education. This is provided by our school district. For more information contact Kathy Betts at kbetts@cms.maisd.com.

White Pine Library is located in Stanton. It is close enough that students can walk to it. In the past, students from grades one through three have enjoyed presentations there that promoted reading. The library also offers a summer reading program.

The Central Montcalm school district is fortunate to have Montcalm Community College nearby. Various teachers have had college students in their classrooms that needed to spend time in observation and working with students. The college hosts summer camps based on various academic areas. We have also been privileged to use the swimming pool with students as an incentive for reading during March is Reading Month.

G. Methods for Effective Use of Technology

The Central Montcalm School District has an approved Technology Plan on file and on the district website. This plan was approved on May 8, 2009 and will expire on June 30, 2012.

Teachers use various types of technology at Stanton Elementary. These include televisions, VCRs, DVD players, gooseneck projectors, ceiling mounted projectors that connect to computers, a computer lab, and a mobile cart of laptops for classroom use. The school also has a TV studio that is run by students.

Teachers use school-provided laptops to enhance student learning by sharing Google documents about interventions used with individual students. Progress reports and report cards are completed on line. Attendance and tardiness can also be tracked that way. Teachers can locate parent names and phone numbers online to contact them about concerns and celebrations of student achievement.

H. On the Job Learning

Stanton Elementary does not have a program for children that promotes on the job learning. This does occur at the secondary level. For information contact John Kearney, the high school principal, at jkearney@cms.maisd.com.

I. Building Level Decision Making

We have Building School Improvement Team as well as District School Improvement Team representatives who are leaders in making many building and district decisions. Many times surveys are used for problem solving. The district teachers were trained in Quality Kid Tools several years ago. That process is also utilized to make judgments. Stanton Elementary has begun using Instructional Consultation Teams. Team members work with teachers to design and revise individual interventions for challenged students. Some decisions are made by grade level teams, and many others are made by administrators. Perception data will be utilized in the future to also help make building level decisions.

J. Evaluation

The staff and school improvement team, including parents and support staff, will annually evaluate the school improvement plan and process. We will look at the results achieved by our students on state and local assessments. This will allow us to determine if our schoolwide program is effective in reaching our goals. We will review our plan in March and April, using MEAP, DRA, DIBELS, and local math assessment results. The revised document will be completed by May 15. In June, we will analyze the end of year data and well as teacher and parent perceptions, professional development and parent involvement strategies to alter our plan as necessary. The school improvement team will use a calendar of events to guide the team at implementation and evaluation of monthly activities, evaluations, and evidence collection and can be found in **Appendix 4**.

K. Appendices

1. District and School Level Parent-Involvement Policy
2. Parent Perception –Beginning and End of Year
3. School Parent Compact
4. Calendar of School Improvement Events for 2009-2010

APPENDIX 1

DISTRICT & SCHOOL-LEVEL PARENT INVOLVEMENT 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 desired learning outcomes.*** At Stanton Elementary we use standard-based report cards, give curriculum guides to all parents, and include directions for how to help with homework. Explanations of these are given at open house, parent-teacher conferences, and as needed.
- B. ***Providing a mutually supportive school and home environment, which encourages learning.*** Teachers provide information about helping children with homework. They also work with parents to address any issues that impede the intellectual or emotional health of the students.
- C. ***Supporting a consistent and shared approach to child guidance and discipline.*** Parents are given a handbook listing behavior expectations at school. Also, Stanton Elementary uses a "bully" rubric which allows for consistent reaction to poor student behavior. Our student counselor also individually communicates with parents about student behavior.
- D. ***Providing for the proper health, safety, and well-being for their child.*** At Stanton Elementary we inform parents of MICHILD which provides health insurance at a reasonable rate. We supply a list (via a website) of participating doctors for children who receive Medicaid. We offer free and reduced breakfast and lunch programs for qualifying children. A "bully" rubric is used to encourage students to treat others properly and to make school a safe place for all students. Parents are contacted according to where a behavior falls on the rubric.
- E. ***Supporting the development of English language proficiency skills. The Board is committed to communicating with parents at a level and in a language they can understand.*** Our report cards are created on computers which are equipped with language translation so comments can be written in the native language of the parent.

The Board, through this policy, directs the establishment of a parent involvement plan, which can be communicated to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parent 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, which may include, among others, the following strategies:

- A. ***Provide parents with their child's individual assessment results, reading results, progress reports, report cards and parent conferences.*** This is done regularly at Stanton Elementary. Although teachers explain the acronyms used (DRA, DIBELS, etc.) at conferences, parent input has revealed that the report card should include a more thorough explanation of each acronym and the expectations for each marking period.
- B. ***Provide parents with the school's Code of Conduct.*** This Code of Conduct is included in the student handbook. We also use a "bully" rubric with students.
- C. ***Arrange flexibly scheduled parent/teacher conferences and parent requested conferences.*** Stanton Elementary offers two evenings and one morning for parent-teacher conferences. A note is sent home with students to ascertain the best day and time for parents. Teachers meet to try to schedule all siblings consecutively. Teachers schedule alternative times if necessary and also communicate by phone. Teachers are available for parent requested conferences at any time.
- D. ***Publish in the District's school newsletter(s) information regarding the Parent Involvement Plan and parent involvement opportunities.*** Meetings for Stanton Elementary's parent group (SEPA) are always listed in the District's newsletter.
- E. ***Encourage home reading programs. Books may be provided for students to read at home.*** Our teachers require students to read at home. At Stanton Elementary books that are child-selected and/or teacher-selected are provided for homework. Book orders are sent home regularly to encourage books in the home. Some teachers give books for Christmas and/or on birthdays.
- F. ***Maintain a consistent District wide effort to communicate regularly with parents.*** Our District website provides a school calendar. Upcoming and current events are published in the district's newsletter, The Central Issue.
- G. ***Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.*** Classroom teachers provide information to parents through their individual newsletters. These include classroom as well as school and district-wide information. Stanton Elementary also provides weekly newsletters. Parents who sign up on the listserv receive the weekly newsletters via email.
- H. ***Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.*** Teachers have phones in their classrooms to make two-way communication easier. All teachers also have school-provided laptops and email addresses so parents can contact them if desired.
- I. ***Encourage active faculty participation in PTA or similar school parent groups.*** Currently there are as many teachers as parents attending our parent group.
- J. ***Have students perform for parents and community.*** Students perform songs learned in the music program at least once a year. They participate in the We Love America Parade where they sing patriotic songs for an audience of over 1000. In addition, some classrooms perform plays.

- K. ***Encourage parents to serve as chaperones for class field trips and other school activities.*** Teachers regularly contact parents to serve as chaperones for field trips. They are asked to help at Kindergarten Round-up, class plays, fun days, popcorn Fridays, book fair, carnival, guitar club, and Santa's Secret Shop.
- L. ***Recognize parents and volunteers who have helped throughout the year.*** A luncheon is held in the spring to recognize the volunteers at our school.
- M. Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially. Stanton Elementary has begun the Instructional Consultation Team process for addressing the needs of students having difficulties. Team members work with teachers and sometimes parents to create programs to address the challenges. Students who do not respond to interventions are discussed in a child study. If testing proceeds, parents and staff create an Individualized Education Plan for that student. Parents can request a meeting at any time to discuss problems whether academic or social. Our counselor also communicates with parents about their concerns.

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. ***Participating in school functions, organizations and committees.*** Teachers are appreciative of the efforts of our Stanton Elementary Parent Association (SEPA). SEPA runs our book fair and donates books to teachers and for rewards for Reading Counts goals. The group fund raises and pays for assemblies and field trips.
- B. ***Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment.*** A "bully" rubric is used at Stanton Elementary to help students learn to treat each other properly. Parents are contacted if a child has difficulties.
- C. ***Requiring their child to observe all school rules and regulations.*** A student handbook containing all school rules is provided at the beginning of the school year. Parents are contacted if a child has difficulties.
- D. ***Supporting and enforcing consequences for their child's willful misbehavior in school.*** Parents are contacted by phone or by conference to create a plan of action if necessary.
- E. ***Sending their children to school with proper attention to his/her health, personal cleanliness, and dress.*** Teachers contact parents regarding vision, hearing, and/or speech issues and offer a list of physicians and/or therapists that could help.
- F. ***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.*** Teachers share ideas of how parents can help their children with homework. Many have forms that list the expectations for the day or the week that parents should sign.

- G. ***Reading all communications from the school, signing, and returning them promptly when required.*** The teachers repeatedly send home information. They also email and/or phone parents as necessary to get them to return necessary documents.
- H. ***Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.*** The teachers at Stanton Elementary schedule parent-teacher conferences, IEPs, and informal meetings based on days and times suggested by the parents. Rescheduling often happens when parents forget or have emergencies that prevent attendance.

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. ***Title District expects the parents to be involved in the program, including their participation in the development of the plan.*** Parents were involved on the 2009 summer Title planning meetings. Parents will be involved in the review and revising process during the school year.
- 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.*** Parents will have two meeting times to choose from, one meeting during the day and one in the evening.
- C. ***Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain.*** This information is shared with parents at the meetings.
- 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.*** Parents will be given these opportunities in meetings and on a survey.
- E. ***Parents will be involved in the planning, review, and improvement of the Title I program.*** Parents were involved in the planning process during the summer 2009 meetings and will continue to meet with the committee during the school year.
- F. ***Information concerning school performance profiles and their child's individual performance will be communicated to parents.*** This information has been and will be sent home in report cards, Title reports, and during parent-teacher conferences.

- 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.*** This type of information has been and will be given in the school newsletters.
- H. ***Timely responses will be given to parental questions, concerns, and recommendations.*** Title I teachers have and will respond to parents as soon as possible and within 3 days.
- 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.*** Stanton Elementary held a math night for students during the 2008-2009 school year. Teachers will provide support for parents in newsletters, at parent-teacher conferences, and on an as needed basis.
- 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.*** Parents were involved in the 2009 summer meetings and will be included in the meetings during the 2009 – 2010 school year.
- 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.*** Stanton Elementary will coordinate the parent involvement plan with other programs in our building such as Head Start, Great Start, and Reading First by involving teachers and parents involved in these programs.
- 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:*
 - a. *Timely information about the Title I programs;*
 - b. *An explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;*
 - c. *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:*
- a. *The school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;*
 - b. *Parents' responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;*
 - c. *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 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.*

Revised 6/27/96
Revised 2/17/03

**APPENDIX 2
PARENT PERCEPTION**

PARENT SURVEY-BEGINNING OF YEAR

1. Do you read the weekly school newsletter? _____
2. Do you feel it keeps you informed about current and upcoming events? _____
3. How could the newsletter be improved?

4. How much communication do you expect from the teacher throughout the year? _____

5. How often do expect to have parent-teacher conferences?

6. Are you interested in participating in SEPA (Stanton Elementary Parent Association)? You can give as little as 1-10 hours per year. _____
7. If so, please list your name and number below.

8. Would you like to be included in our listserv? If so, please list your email address below.

PARENT SURVEY-END OF YEAR

1. Did you feel your child had a successful school year? Tell why or why not.

2. What changes would you like made?

3. Did you feel that your child's or children's teacher(s) communicated effectively? If not, how could improvements be made?

4. Did you feel the disciplinary actions were handled correctly? What improvements could be made?

5. Did you feel welcomed at the school? What improvements could be made?

**APPENDIX 3
SCHOOL PARENT COMPACT**

**STANTON ELEMENTARY SCHOOL
STUDENT/PARENT/TEACHER COMPACT**

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. Finish my school work and participate in classroom activities. Follow all school rules.
Respect others and their belongings. Do my part in keeping my school clean and safe.
Set aside a regular time and place each night to complete homework.

Signature _____

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.
Attend parent-teacher conferences and other school functions. Communicate with teachers and/or school officials.
Establish a time for sharing daily school experiences and/or completing homework. Read with my child and let my child see me read.
Provide a library card for my child.

Signature _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

Provide teaching and leadership. Demonstrate care and concern for each student. Make efficient use of academic learning time.

Use special activities in the classroom.

Provide an environment that allows for positive communication between myself, parents, and students.

Encourage students and parents by providing information about student progress. Give students strategies to increase competence.

Signature _____

Please sign and return this page to your child's classroom teacher.

APPENDIX 4

CALENDAR OF SCHOOL IMPROVEMENT EVENTS 2009-2010

ALL YEAR

1. Instructional Consultation Team meetings on every Monday
2. Staff meetings on every Wednesday
3. Kindergarten teachers use Zoo Phonics
4. First and second grade teachers use lessons from Rebecca Sitton
5. All teachers will use Expanding Expressions Tool (EET) and 6 + 1 Traits for writing instruction
6. Once or twice a month conduct grade level meetings where teachers will work collaboratively on planning, instruction, assessment, and scoring

AUGUST 2009

1. Building School Improvement Team (BSIT) needs to be created
2. BSIT creates parent, student, teacher, and community surveys
3. DSIT representative –discussion of Wilberta Wittkopp being placed in three buildings
4. Wilberta Wittkopp will put the Calendar of School Improvement Events on the Google Calendar

SEPTEMBER 2009

1. Professional Development for three days on Unpacking the Curriculum, Michael Schmoker's work, and creating Lotus Diagrams.
2. Evaluation of Professional Development given and analyzed
3. Give parents beginning-of-year survey at Open House and analyze results
4. At Open House, pass out writing rubric and state curriculum guides for parents for ELA and mathematics
5. Teacher give DIBELS

OCTOBER 2009

1. Two teachers attend a parent involvement conference and share information at a staff meeting later in the month
2. Teachers administer the Quarterly Math Assessment, create a spreadsheet of the results, and give to the principal
3. Start working on Ed Yes Report
4. Grade level teachers collaboratively score writing papers, create a spreadsheet of the results, and give to the principal
5. Have Amy Meinhardt write explanation of "educational jargon" on report cards
6. BSIT designs survey for teachers to find what they need to know to increase parental involvement and analyzes results.

NOVEMBER 2009

1. Report Cards
2. Parent-Teacher Conferences
3. Teacher's complete demographics of all who attend and Wilberta Wittkopp will analyze names to determine subgroups.
4. Continue work on ED YES!

DECEMBER 2009

1. Professional Development with Mick Schmoker
2. Continue work on ED YES!

JANUARY 2010

1. Give parent perception of principal's effectiveness
2. Give parent perception of teachers' training and ability
3. Give students' perception of teachers and principal
4. Give Quarterly Math Assessment, create spreadsheet of results, and submit to principal
5. Give DRA assessments and submit results to the principal
6. Administer DIBELS and give results to principal in spreadsheet form
7. Grade level teachers collaboratively score writing papers, create a spreadsheet of the results, and give to the principal
8. Report Cards
9. Kindergarten and first grade given MLPP Letter ID and Phonemic Awareness assessments

FEBRUARY 2010

1. Finalize ED YES! Report and submit
2. Analyze parent perception of principal's effectiveness
3. Analyze parent perception of teachers' training and ability
4. Analyze students' perception of teachers and principal
5. Give the community survey using the Central Issue

MARCH 2010

1. March is Reading Month
2. Begin annual evaluation of school improvement plan
3. Analyze MEAP data
4. Give Quarterly Math Assessment, create spreadsheet of results, and submit to principal
5. Grade level teachers collaboratively score writing papers, create a spreadsheet of the results, and give to the principal
6. Educational Showcase
7. Report Cards

APRIL 2010

1. Advertise for and conduct Kindergarten Round-up
2. Kindergarten teachers present at Head Start
3. Preschool students visit the kindergarten classrooms
4. Finish annual evaluation of school improvement plan
5. Administer DIBELS and give results to principal in spreadsheet form
6. Continue revision of school improvement plan

MAY 2010

1. Complete revision of school improvement plan by May 15
2. Give Title I Parent Survey and analyze results
3. Conduct Title I parent meeting during the day and again at night
4. Give Quarterly Math Assessment, create spreadsheet of results, and submit to principal
5. Collaboratively score writing, create spreadsheet of results, and submit to principal
6. First and second grade teachers administer DRA results and submit the results to the principal in spreadsheet format
7. Kindergarten and first grade teachers administer MLPP Letter ID and Phonemic Awareness assessments, and report results to the principal
8. Preschool students visit the kindergarten
9. We Love America Parade
10. Report cards

JUNE 2010

1. Analyze end of year data
2. analyze teacher perception surveys
3. analyze parent perception (end-of-year) survey
4. analyze professional development
5. analyze parent involvement strategies
6. second graders visit the Upper Elementary
7. last Building School Improvement meeting