



# **School Improvement Plan**

Ubly Community Elementary School

Ubly Community Schools

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## **Introduction**

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

# Improvement Plan Assurance

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

## Improvement Plan Assurance

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and plans will be updated in ASSIST for Ubly Elementary School	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

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

The comprehensive needs assessment for Ubly Elementary School was conducted through team members collecting, synthesizing, and analyzing information from four measures of data: student achievement data, school programs/process data, perceptions data, and demographic data. The original plan was developed during the summer of 2009, during which, team members attended training workshops in June, July, and August and met numerous additional times during the months of July and August to complete the comprehensive needs assessment and to develop the Title I Schoolwide Plan. Each year since its original development, team members have revisited the plan, analyzed data and collaboratively worked to update and revise the plan and its components.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Through analysis of the information collected in the CNA, the following results and conclusions were gleaned:

Enrollment numbers are declining

The Economically Disadvantaged sub group was growing larger for a number of years but seems to have now leveled off at approximately 50% of students eligible for Free or Reduced Lunch

Staff numbers in the district were in decline, with the number of teaching staff members staying relatively constant.

Parents attend school functions (parent/teacher conferences and other events at school) at a very high rate

Reading continues to be viewed as a strength in the school educational program, general gains have been made in Math.

Surveys completed by staff, parents and students indicate overall good satisfaction with the educational program of the school.

Professional development is focused upon improving student achievement and engagement and integrating technology into classroom instruction.

Overall, progress is being made toward goals of student achievement.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

The school has established School Improvement goals in the academic areas of Reading, Math and for Technology. Through the needs assessment, which analyzed numerous pieces and types of data, it was determined that attention to the needs of the economically disadvantaged sub-group was a priority. Goals have been established to include specific actions for the needs of this sub group.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

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Surveys completed by staff, parents and students indicate overall good satisfaction with the educational program of the school

Professional development is focused upon improving student achievement

Overall, progress is being made toward goals of student achievement

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Surveys completed in May 2018 from students, parents and staff overwhelmingly indicate satisfaction in the school. Reading overall is viewed as an area of strength in the program at our school while science and social studies are areas of weakness which need improvement.

Demographic data indicates a leveling off in percentage of students in the economically disadvantaged subgroup while total student enrollment continues in a slight overall decline in the district .

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

School goals in Reading and Mathematics are focused on the needs of all students and the improvement of student achievement, though a particular emphasis is placed upon the needs of those students with the greatest needs.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

The school administers and uses multiple types of data, including M-STEP, DIBELS, STAR Reading, STAR Math and Delta Math measures to guide all planning activities. Data is analyzed by staff and used to discuss student progress toward goals and then to plan accordingly to allow continued progress toward goals.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?  
Goals are set in the academic areas of Reading and Math. Strategies in the goals, such as the use of instructional best practices, differentiated instruction and technology integration, are set to address the needs of all students but also give specific attention to target the needs of disadvantaged students. Professional development is based upon assessment of needs and tailored to address identified areas.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Students most in need of instructional support are provided with a number of programs and activities to enable them to make academic progress: differentiated instruction, EBLLI strategies, REWARDS, pull-out interventions, in-class small groups and additional time/instruction during summer learning opportunities. These programs will be run by a highly qualified teacher and/or para-professional using the strategies listed above and target skills in math and reading.

An after-school program targeting economically-disadvantaged students has been implemented in the past. Books are made available for students to have at home to help with homework and problem solving.

### **5. Describe how the school determines if these needs of students are being met.**

Evaluation of the program and associated activities is assessed during the school year and then at the conclusion of the school year through analysis of benchmark testing data and also perception data.

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### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all teachers meet the NCLB requirements for highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

The turnover rate in regard to teachers is negligible and not perceived to be an issue at Ubly Elementary School. In the past, numerous excellent candidates have expressed interest in working for Ubly Community Schools when vacancies have occurred. In general, teachers who are hired to work at Ubly Elementary School stay employed at the District for the duration of their career.

### **2. What is the experience level of key teaching and learning personnel?**

Slightly over half of the staff at Ubly Community Schools has been teaching in the district for over 15 years. About a quarter has been with the district for with the district for 10-15 years; while the remaining quarter has been teaching in the district for less than 10 years.

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Ubly Community Schools has an excellent reputation in the local community and among other area school districts. Positive community support and significant parent involvement in school activities indicate a school atmosphere that is desirable and effective.

Ubly Elementary offers a four year mentoring program for non-tenured teachers, high-quality and relevant professional development opportunities, and the use of current and innovative educational programs, methods, and materials. Also, a competitive salary structure, attractive benefits package, and recently renovated facilities add to the appeal of Ubly Elementary School as a career destination for high quality prospective teachers.

Additionally, a 1-to-1 technology initiative has being implemented in the school district which provides students and teachers with iPads.

### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

Ubly Community Schools has an excellent reputation in the local community and among other area school districts. Positive community support and significant parent involvement in school activities indicate a school atmosphere that is desirable and effective.

Ubly Elementary offers a four year mentoring program for non-tenured teachers, high-quality and relevant professional development opportunities, and the use of current and innovative educational programs, methods, and materials. Also, a competitive salary structure, attractive benefits package, and recently renovated facilities add to the appeal of Ubly Elementary School as a career destination for high quality prospective teachers.

Additionally, a 1-to-1 technology initiative has been implemented in the school district which provides students and teachers with iPads.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

The turnover rate in regard to teachers is not perceived to be an issue at Ubly Elementary School. Numerous excellent candidates have expressed interest in working for Ubly Community Schools when vacancies have occurred. In general, teachers who are hired to work at Ubly Elementary School stay employed at the District for the duration of their career.



## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff has received training in EBLI, Great Expectations and Kagan Cooperative Learning which all align with the comprehensive needs assessment and the goals of the school improvement plan. Additionally, professional development in the upcoming school year will focus on literacy skills/literacy instruction, technology training, curriculum work and collaboration, brain-based learning. A book study on differentiation/effective teaching strategies will occur to help teachers meet the needs of all students, including those considered economically disadvantaged. Also, at monthly staff meetings/trainings, the effects of poverty on education will be a standing topic and information on the subject will be shared and discussed with staff members. Information will also include topics for staff to build competency in helping parents help their children at home.

### 2. Describe how this professional learning is "sustained and ongoing."

Monitoring of the implementation of initiatives of professional development, i.e. EBLI, is done by the principal through classroom walk-throughs and teacher evaluations. Discussion regarding professional development focuses occurs frequently at staff meetings and other collaborative opportunities to ensure that initiatives are sustained and ongoing. A book study on differentiation/effective teaching strategies will occur to help teachers to meet the needs of all students, including those considered economically disadvantaged. Also, at monthly staff meetings/trainings, the effects of poverty on education will be a standing topic and information on the subject will be shared and discussed with staff members.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents are surveyed each year to gather perception data that is used to assess and inform school improvement planning. Additionally, parents have been involved in the development and design of the schoolwide plan through meetings and committee work.

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parent involvement in the implementation of the schoolwide plan has been relatively small. Parent volunteers do work with individual and/or small groups of students in intervention-type activities and are involved in meetings/committee work regarding the plan.

An on-site review of the school's Title Program(s) was conducted during the 2014-15 school year and the school group that met with the review team included parental involvement.

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parent perceptions are collected through a parent survey each year and results are shared with parents near the beginning of the school year.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

The district does have a Title I Parent Involvement Policy.

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

Ugly Elementary uses the following activities:

\*Conduct an Open House

\*Provide a Parent-School Compact

\*Provide parents and students progress updates through progress reports, SkyWard, Parent-Teacher Conferences

\*Maintain district and school websites

\*Conduct evaluation of Title I program effectiveness

\*Inclusion of parent in meeting with Title On-Site Review Team

\*Evaluate and revise the Parent Involvement Plan as needed

\*Encourage parents to be active members of their child's education

How will the parent involvement component of the schoolwide plan be evaluated?

Parent involvement is evaluated through the collection of perception data.

How will the results of the evaluation be used to improve the schoolwide program?

The school will analyze and review perception data to evaluate the effectiveness of our parent involvement to identify strengths and weaknesses in this component. The plan will be modified as deemed necessary.

How was the school-parent compact developed?

Ugly Elementary School has a school-parent compact that has been in place for a number of years. This document is of unknown origin, but SY 2019-2020

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is reviewed, revised and updated as necessary.

How is the parent compact used at elementary-level parent teacher conferences?

Ubyly Elementary School has a school-parent compact that has been in place for a number of years. Parents receive this document at the beginning of the year with a review of the compact at fall parent/teacher conferences.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

Ubyly Elementary School has a school-parent compact that has been in place for a number of years. Parents receive this document at the beginning of the year with a review of the compact at fall parent/teacher conferences. It is unknown how this done in the high school.

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

All student academic assessment results are reported to parents using language that reflects our parent's educational level and all efforts are made to ensure that parents understand all information that is presented by school staff members. If it is necessary, the school will provide an interpreter for informing parents of assessment results and will provide information written in the native language.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The district does have a Title I Parent Involvement Policy.	

## 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Ubyly Elementary uses the following activities regarding parent involvement:

- \*Conduct an Open House
- \*Kindergarten/Young Fives Parent Information Night
- \*Provide a Parent-School Compact
- \*Provide parents and students progress updates through progress reports, SkyWard, Parent-Teacher Conferences
- \*Development of IRIP Plans, including meeting with parents and providing materials to them to work with their children
- \*Maintain district and school websites
- \*Conduct evaluation of Title I program effectiveness
- \*Evaluate and revise the Parent Involvement Plan as needed
- \*Encourage parents to be active members of their child's education

How will the parent involvement component of the schoolwide plan be evaluated?

Parent involvement is evaluated through the collection of perception data.

Ubyly Community Elementary School will:

1. Assist parents in the understanding of the state content standards and assessment and assist them in monitoring their child's progress.

Open house,

grade level content brochures

parent teacher conferences

Reading night

Science night

Teachers review testing assessment results with parents during parent teacher conferences, Through email, and phone calls. Reports and explanations are sent home with parents after each assessment.

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Progress reports are sent home, phone calls and emails. Our schools Skyward is set for parents to view their child;s grades or reports. The School's library is available for parents to use the computers for Skyward access.

2. Provide materials and training for parents to work with their children.

Online versions of text books

Reading Night

Science Night

Newsletters and Grade level content brochures

3. Train staff to build effective parent involvement

Staff meetings are held monthly. Featured articles on Topics to build parent involvement will be discussed in order to build competency in staff to generate parent involvement.

4.The elementary will collaborate with other programs to coordinate parent involvement.

GSRP program at the HISD

PE-Nut Program

Building Healthy Communities

5. Provide information in a format and language that parents can understand.

Grade level brochures

Newsletters

Parent Teacher Conferences

Phone calls

Electronic Communication with emails and Skyward

Translation services are available if necessary

14. Provide other reasonable support for parent involvement as parents may request.

Administration and teaching are available for parents on a daily basis.

Parent volunteers are welcome.

Parents are listened to and often their ideas are acted upon when appropriate and possible.

Strong PTO for parents to voice concerns and suggestions.

14f. Provide full opportunity for participation of parents with limited English proficiency, with disabilities, and for parents of migratory children.

Translation services would be made available both verbal and written.

HISD services are available for parents with disabilities if needed. Our school is handicapped accessible.

Transportation through the Huron area Transportation system, flexible meeting schedules, setting up a parent liason or outreach person through our counselor.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

Parent involvement is measured through sign-in sheets at events and activities and through data collected through surveys.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The school analyzes and reviews perception data to evaluate the effectiveness of our parent involvement to identify strengths and weaknesses in this component. The plan will be modified as deemed necessary through meetings/committee work.

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

Ubyly Elementary School has a school-parent compact that has been in place for a number of years. This document is of unknown origin. This current compact will be reviewed and revised as deemed necessary by the committee.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

Ubyly Elementary School has a school-parent compact that has been in place for a number of years. Parents receive this document at the beginning of the year with a review of the compact by a teacher at fall parent/teacher conferences done individually with each parent/set of parents in attendance.

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Ubyly Elementary School (encompassing Kindergarten through 8th Grade) has a school-parent compact that has been in place for a number of years. Parents receive this document at the beginning of the year with a review of the compact at fall parent/teacher conferences. It is unknown how this done in the high school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Student Parent Compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

All student academic assessment results are reported to parents using language that reflects our parent's educational level and all efforts are made to ensure that parents understand all information that is presented by school staff members. If it is necessary, the school will provide an interpreter for informing parents of assessment results and will provide information written in the native language.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Incoming Kindergarten students and their parents are able to visit our Kindergarten classrooms anytime as long as the visit is prearranged. Kindergarten students are able to visit the school on Kindergarten Round-Up and then weeks later take part in screening activities in which they again visit the teacher(s), classroom(s) and school. A Kindergarten/Young Fives Parent Information Night has been held in the past and this endeavor was a success with over 30 parents in attendance and plans are to hold a similar event in the future.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Through activities during Kindergarten Roundup, Kindergarten screening, Kindergarten/Young Fives Parent Information Night and communication with teachers, children and parent are informed of classroom behavioral and academic expectations. Through these interactions, the teacher trains the family on the skills necessary for the student to have to enter Kindergarten and materials are provided to aid in school readiness.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Ubly Elementary staff actively works to address curriculum alignment and assessment. Discussions regarding assessment and achievement occur at monthly staff meetings and professional development sessions. Teachers at Ubly Elementary analyze and review data results of local assessment three times a year and other assessment results when available with a focus on differentiating instruction and intervention programs. Ubly Elementary staff is encouraged to use multiple forms of assessment within their classrooms in order to make assessment authentic to the curriculum.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers are involved in student achievement data analysis during staff meetings, grade-level meetings, and frequently at professional development opportunities.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Students are assessed using NWEA and DIBELS, DAZE, STAR Reading, STAR Math and Delta Math during assessment windows to determine students with weaknesses in skills, yearly State-Mandated assessments are also used for this purpose. Additionally, formal and informal assessment measures are conducted in classrooms. All the information/data collected through all the different forms of assessment is used to identify students that are having difficulty mastering the curriculum standards.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Timely, effective and additional assistance is provided to students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level through individual and small group interventions that are provided in-class or through pull-out support programming, additional educational opportunities during the summer or in after school activities targeting specific sub-groups of students (i.e economically disadvantaged).

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Much emphasis has been placed upon differentiated instruction through professional development opportunities and through school-wide initiatives. Differentiated instruction is encouraged and monitored by administration and discussion of differentiated instruction often occurs at staff meetings. Another book study regarding differentiated instruction/effective teaching strategies is planned for the upcoming school year. The most common method of differentiating instruction in the school is done during Daily 6 time when students spend time at different stations/centers containing either ELA or Math materials on self-paced activities. These activities occur under the direction of a teacher with additional support provided by para-professionals.



## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

Ubly Elementary School, and Ubly Community Schools in general, make every effort to coordinate local, ISD, State and Federal resources to maximize the effectiveness of all funds. Budgets are reviewed and assessed and plans for the upcoming school year are made in the Spring of each year by the building principal, curriculum director, business manager and superintendent and includes input from other staff members.

Ubly Elementary School coordinates funds from local, state and federal sources such as: Title IA, Title IIA, Title VI, 31A, Huron Intermediate School District (H.I.S.D.) funds, Ubly Schools general fund and Parent Teacher Organization. The intent of the coordination of these funding sources is to enable students, parents and school staff members the resources to achieve Schoolwide Plan goals by providing resources for educational and intervention activities to best prepare and educate our students.

Programs, activities and resources that are provided through these revenue sources include:

Schoolwide Plan Development

Data Compilation and Analysis

School Improvement Plan

Schoolwide Plan

Grade Level Meetings

Building Level Meetings

Benchmark Assessment - NWEA & DIBELS

Positive Behavior Support Program

Teachers

Paraprofessionals

Curriculum materials

New Teacher Orientation & Training

Mentoring Program

Quality Professional Development

Conferences and Workshops

Appreciation Gifts

Love and Logic Parenting Classes

Title I Parent Activity/Meeting Nights

Start-of-the-School-Year Open House

Involvement in Schoolwide Plan

Skyward

Science Exploration Night

Family Movie Night

Parent/Teacher Conference

Kindergarten Round-Up

Kindergarten/Young Fives Parent Information Night

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Title I Schoolwide Diagnostic  
Pre-Kindergarten Assessment  
Start-of-School Year Open House  
Resource packet(s) for parents  
Young Fives Program  
Grade Level Team Meetings  
Building Level Team Meetings  
Leadership Team Meetings  
Data Review Days  
Summer School  
After School Programs  
Small Group Interventions  
Individual Student Interventions  
Student evaluation review team meetings  
Central Office Staff  
School Administration & Staff

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The school will use the resources from Title I and other sources to provide professional development, assessment and analysis of data, highly qualified staff, to increase and support parental involvement, and to improve instruction for all students with an increased focus on students with the greatest identified needs.

Ubly Elementary School coordinates funds from local, state and federal sources such as: Title IA, Title IIA, Title VI, 31A, Huron Intermediate School District (H.I.S.D.) funds, Ubly Schools general fund, Parent Teacher Organization and Safe and Drug-Free Funds. The intent of the coordination of these funding sources is to enable students, parents and school staff members the resources to achieve Schoolwide Plan goals by providing resources for educational and intervention activities to best prepare and educate our students.

Programs, activities and resources that are provided through these revenue sources and funding sources that may be used in each of the listed endeavors include:

Schoolwide Plan Development-General Budget & Title IA  
Data Compilation and Analysis-General Budget & Title IA  
School Improvement Plan-General Budget & Title IA  
Schoolwide Plan-General Budget & Title IA  
Grade Level Meetings-General Budget & Title IA  
Building Level Meetings-General Budget & Title IA  
Benchmark Assessment - NWEA & DIBELs-General Budget,31A & Title IA  
Positive Behavior Support Program-General Budget, HISD Funds & PTO Funds  
Teachers-General Budget, 31A & Title IA  
Paraprofessionals-General Budget, 31A & Title IA  
Curriculum materials-General Budget, Title IA & Title IIA  
New Teacher Orientation & Training-General Budget  
Mentoring Program-General Budget

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Quality Professional Development-General Budget, Title IIA & Title IA  
Conferences and Workshops-General Budget, Title IIA & Title IA  
Appreciation Gifts-General Budget & PTO Funds  
Love and Logic Parenting Classes-General Budget, PTO Funds & HISD Funds  
Title I Parent Activity/Meeting Nights-General Budget & Title IA  
Start-of-the-School-Year Open House-General Budget & Title IA  
Involvement in Schoolwide Plan-General Budget & Title IA  
Skyward-General Budget, Title IIA & Title IA  
Science Exploration Night-General Budget  
Family Movie Night-PTO Funds  
Parent/Teacher Conference-General Budget & Title IA  
Kindergarten Round-Up-General Budget & Title IA  
Kindergarten/Young Fives Parent Information Night - General Budget & Title IA  
Title I Schoolwide Diagnostic-General Budget & Title IA  
Pre-Kindergarten Assessment-General Budget & Title IA  
Start-of-School Year Open House-General Budget & Title IA  
Resource packet(s) for parents-General Budget & Title IA  
Young Fives Program-General Budget  
Grade Level Team Meetings-General Budget & Title IA  
Building Level Team Meetings-General Budget & Title IA  
Leadership Team Meetings-General Budget & Title IA  
Data Review Days-General Budget, Title IIA & Title IA  
Summer School-General Budget & Title IA  
After School Programs-General Budget & Title IA  
Small Group Interventions-General Budget & Title IA  
Individual Student Interventions-General Budget, HISD Funds & Title IA  
Student evaluation review team meetings-General Budget & Title IA  
Central Office Staff-General Budget & Title IA  
School Administration & Staff-General Budget & Title IA  
Comprehensive Needs assessment/General Fund/Title I/31a/special Ed  
School wide reform strategies/General fund/Title I/31a/special ed  
Instruction by HQ professional staff/General Fund/Title II  
Strategies to attract HQ teachers to High need schools/General Fund  
High quality and on going professional development/General Fund/Title I/Title II/31a  
Strategies to increase parental involvement/General Fund/Title I/Title II  
Supporting Preschool Transition strategies/General Fund/Funding through the ISD/Title I  
Teacher participation in making assessment decisions/General Fund/Title I/Title II/31a  
Timely and additional assistance/Title I/31a/General Fund  
Coordination and integration of resources/General Fund/Title I  
Evaluation General Fund/Title I/Title II/31a

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ubyly Elementary is involved in the following programs:

Free and Reduced Breakfast and Lunch Program

NEMSCA Headstart and GSRP Preschool Program

Michigan Model

Think First Program

PE-Nut Program

Good Touch/Bad Touch Program

Head Start referrals and visitation

Learn To Save Program offered by local bank

Title I Schoolwide Diagnostic

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Evaluation is ongoing through monthly staff meetings and through committee meetings but also will include a meeting at the end of the school year to assess data to determine effectiveness of the program and to identify areas needing changes to maximize effectiveness of the program and its implementation. School improvement goals are reviewed and altered as necessary to continue progress toward achieving goals. A Title Programs On-Site Review was conducted during the 2014-15 school year. The review team from MDE provided a "clean review" to Ubly Elementary School.

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

Meetings are held throughout the year in which data from M-STEP, STAR Reading, STAR Math, DIBELS, DAZE, Delta Math and other sources is reviewed, analyzed and discussed. School improvement goals are reviewed and altered as necessary to continue progress toward achieving goals.

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

The school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards through analysis of assessment data and discussing the data to draw conclusions and guide subsequent planning, instruction and intervention activities.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The school improvement team meets throughout the year and analyzes data sources to ensure continuous improvement of students in the schoolwide program.

# **Plan for School Improvement Plan 2019-2020**

## Overview

### Plan Name

Plan for School Improvement Plan 2019-2020

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1: All students at Ubly Elementary School will become proficient in math.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$147000
2	Goal 2: All students at Ubly Elementary School will be proficient readers.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$172000
3	Goal 3: All students at Ubly Elementary School will be proficient in the use of technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
4	All Students will become more proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500



## Goal 1: Goal 1: All students at Ubly Elementary School will become proficient in math.

### Measurable Objective 1:

75% of All Students will demonstrate a proficiency in mathematics skills and concepts in Mathematics by 06/12/2020 as measured by STAR Math targets and the state assessment tool.

### Strategy 1:

Instructional Practices - The district staff will provide differentiated instruction through the use of evidence-based instructional strategies during the school year and in summer school to provide opportunities for all students to practice/acquire proficiency in mathematical skills and processes.

Category: Mathematics

Research Cited: Tomlinson, C. (1999). Mapping a route toward differentiated instruction. Educational Leadership. 57 (1).

Tomlinson, C. (2008). The goals of differentiation. Educational Leadership. 66 (3).

George, P. (2005). A rationale for differentiating instruction in the regular classroom. Theory into Practice. 44 (3).

Huebner, T. (2010). Differentiated instruction. Educational Leadership. 67 (5).

McTighe, J. & Brown, J. (2005). Differentiated instruction and educational standards: Is de'tente possible? Theory into Practice. 44 (3).

Tier: Tier 3

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Ugly Community Elementary School

The district will provide training for teachers, staff members and/or administrators in the Great Expectations methodology, STAR 360 Data Assessment Training, IXL, Kagan Cooperative Learning, and/or reviewing math instructional practices	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$4000	Title I Part A	School administrators and the Curriculum Director will oversee the organization and implementation of professional development and trainings and the fidelity of district initiatives.
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Activity - Summer Professional Development - Curriculum Institutes and Surveys of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers may have the opportunity to participate in summer curriculum development opportunities to review/analyze disaggregated data, identify achievement and curricular gaps and develop curriculum maps along with differentiated instructional lessons/assessments/units/activities. All materials will be aligned to state curriculum standards. Teachers will be trained in usage of Surveys of Enacted Curriculum information and use information collected in updating curriculum maps and etc.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$15000	Title II Part A, Title I Part A	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities

Activity - Book Study on Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Ugly Community Elementary School

<p>The district will host professional learning communities for staff members, where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, participate in a book study on differentiation/Essential Practices in the classroom and/or evaluate action plan related to the identified goals.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$500</p>	<p>Title II Part A</p>	<p>Building administrators will oversee the implementation of district objectives and planning of professional development opportunities</p>
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Activity - After School Program/Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school will implement an after school program and/or summer program to provide a supplemental educational opportunity to target math and/or reading of those students labeled economically disadvantaged.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$5000</p>	<p>Title I Part A, Section 31a</p>	<p>The program will be managed by a highly qualified para-professional and the building administrator will oversee the implementation of district objectives and the planning of professional development opportunities.</p>

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Activity - Supplemental Science/Technology Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Science/Technology instruction will be provided by a highly qualified teacher during elementary specials classes	Direct Instruction	Tier 1	Implement	06/12/2019	08/28/2020	\$36000	Title I Part A	School Administration will supervise the implementation of this activity.

### Strategy 2:

Communication of Goals - District administrators and members of the district improvement team will communicate goals to teachers, staff members, the community, and to students in order to form a united partnership with all stakeholders to achieve those goals.

Category: Mathematics

Research Cited: Research Cited: Wiggins, G. & McTighe, J. (2007). *Schooling by Design: Mission, Action, and Achievement*. Alexandria, VA: Association of Supervision and Curriculum Development

Tier: Tier 1

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Ugly Community Elementary School

The school and district will host professional learning communities for staff members where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, and evaluate action plans related to the identified goals.	Teacher Collaboration	Tier 1	Implement	06/12/2019	08/28/2020	\$1000	Title I Part A	This activity will be available to district administrators, teachers, and paraprofessionals.
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**Strategy 3:**

Technology Integration - District staff will provide differentiated instruction through the use of evidence-based instructional strategies using technology during the school year and in summer school to provide opportunities for all students to practice/acquire proficiency in mathematical skills and processes.

Category: Technology

Research Cited: Research Cited:

Wiggins, G. & McTighe, J. (2007) *Schooling by Design: Mission, Action, and Achievement*, Alexandria, VA: Association of Supervision and Curriculum Development

Marzano, R. (2003) *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development

Cheung, A., & Slavin, R.E. (2012). *The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis*. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Tier: Tier 3

Activity - Teacher Training on Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Ugly Community Elementary School

The district will provide professional development with coaching and modeling experiences in the use of and integration of technology into instructional and intervention activities.	Professional Learning, Technology	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Title II Part A	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities
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Activity - Assessment, Instruction and Intervention through Technology Items	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Nearpod, and/or Mosa Mack to provide direct classroom instruction and STAR Math and/or IXL for assessment and intervention activities for students	Supplemental Materials, Technology Curriculum Development, Direct Instruction	Tier 1	Implement	06/12/2019	08/28/2020	\$2000	Title I Part A	Joel Brandel

**Strategy 4:**

Class Size Reduction - By having an additional classroom in the 4th Grade (3 classrooms instead of 2), the amount of students in each classroom will be lessened (59 total students), allowing for an increase in opportunities for the teacher to spend more time with each student, greater chances for differentiated instruction by the teacher and an anticipated lower amount of behavioral issues in the classroom that could affect the focus of students and the effectiveness of instruction. It is uncertain if this strategy will be continued with this cohort group for the next school year.

Category: Mathematics

Research Cited: Konstantopoulos, S., & Chun, V. (2009). What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study," American Journal of Education 116.

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Ready, D. D., & Lee, V. E. (2006/7). Optimal Context Size in Elementary Schools: Disentangling the Effects of Class Size and School Size. Brookings Papers on Education Policy, pp. 99-135.

Schanzenbach, D. W. (2014). Does Class Size Matter? National Education Policy Center Policy Brief.

Tier: Tier 2

Activity - Increased Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Class sizes in the 4th Grade will be reduced through the addition of a third classroom to allow teachers greater opportunities to work individually with students more frequently	Class Size Reduction	Tier 1	Implement	06/12/2019	08/28/2020	\$83000	Section 31a	Emily Baur Tammy Bischer Tammy Laurie Joel Brandel

## Goal 2: Goal 2: All students at Ugly Elementary School will be proficient readers.

### Measurable Objective 1:

75% of All Students will demonstrate a proficiency in Reading skills in English Language Arts by 06/12/2020 as measured by STAR Reading Assessment, Acadience and/or DAZE or the state assessment tool.

### Strategy 1:

Instructional Practices - District staff will provide differentiated instruction through the use of evidence-based instructional strategies during the school year and in summer school to provide opportunities for all students to practice/acquire proficiency in ELA skills and processes.

Category: English/Language Arts

Research Cited: Research Cited: Tomlinson, C. (1999). Mapping a route toward differentiated instruction. Educational Leadership. 57 (1). Tomlinson, C. (2008). The goals of

**School Improvement Plan**

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differentiation. Educational Leadership. 66 (3). George, P. (2005). A rational for differentiating instruction in the regular classroom. Theory into Practice. 44 (3). Huebner, T. (2010). Differentiated instruction. Educational Leadership. 67 (5). McTighe, J. & Brown, J. (2005). Differentiated instruction and educational standards: Is de'tente possible? Theory into Practice. 44 (3).

Tier: Tier 3

Activity - Summer Professional Development - Curriculum Institutes & Surveys of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers may have the opportunity to participate in summer curriculum development opportunities to review/analyze disaggregated data, identify achievement and curricular gaps and develop curriculum maps along with differentiated instructional lessons/assessments/units/activities. All materials will be aligned to state curriculum standards. Teachers will be trained in usage of Surveys of Enacted Curriculum information and use information collected in updating curriculum maps and etc.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$15000	Title I Part A, Title II Part A	Administrators will oversee the implementation of district objectives and planning of professional development opportunities.

Activity - Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will provide training for teachers, staff members and/or administrators in the Great Expectations methodology, STAR Reading, ReadLive, IXL and/or Kagan Cooperative Learning.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$4000	Title I Part A	School administrators and the Curriculum Director will oversee the organization and implementation of professional development and trainings and the fidelity of district initiatives.
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Activity - Book Study on Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will host professional learning communities for staff members, where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, participate in a book study on differentiation and/or other instructional practices in the classroom and/or evaluate action plan related to the identified goals.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Title II Part A	Administrators will oversee the implementation of district objectives and planning of professional development opportunities

Activity - After School/Summer Program - Additional Instruction/Intervention Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

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<p>The school may implement an after school program and/or a summer literacy program to provide supplemental educational opportunities targeting math and/or reading/ELA skills of those students labeled economically disadvantaged and/or having deficient academic skills.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$5000</p>	<p>Section 31a, Title I Part A</p>	<p>The program will be managed by highly qualified teacher(s), and highly qualified para-professionals and the building administrator or will oversee the implementation of district objectives and the planning of professional development opportunities.</p>
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Activity - Supplemental Science/Technology Instruction and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Supplemental Science/Technology instruction will be provided by a highly qualified teacher during elementary specials classes and materials will be purchased as a supplement to science kit curriculum materials used for core instruction</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$36000</p>	<p>Title I Part A</p>	<p>School administration will supervise the implementation of this activity.</p>

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Activity - Evidence Based Literacy Instruction (EBLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue training teachers, parapro's and/or administrators in EBLI methodology as deemed necessary and beneficial	Professional Learning	Tier 2	Getting Ready	06/12/2019	08/28/2020	\$10000	Title II Part A	School administrators

Activity - STAR 360 Data Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff members to appropriately administer STAR 360 Data Assessment measures and use data garnered to provide instructional and intervention activities to students	Academic Support Program	Tier 1	Implement	06/20/2018	08/30/2019	\$3000	Title I Schoolwide	School administration, including Curriculum and Title Director, will oversee activities related to STAR.

Activity - Literacy Instruction and Intervention Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Materials will be purchased, training will be provided and activities will be implemented regarding intervention activities, i.e. REWARDS, Phonics for Reading, World of Words (WOW), IXL, STAR Reading, Read Live and for literacy instruction using CKLA/Amplify Core Reading Series as used by paraprofessionals and teaching staff.	Academic Support Program	Tier 3	Getting Ready	06/12/2019	08/28/2020	\$10000	Title II Part A	School administration, including Curriculum and Title Director, will oversee purchase, training and implementation of Intervention Activities and Core Reading Series.
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**Strategy 2:**

Communication of Goals - District administrators and members of the district improvement teams will communicate goals to teachers, staff members, the community, and to students in order to form a united partnership with all stakeholders to achieve those goals.

Category: English/Language Arts

Research Cited: Research Cited: Wiggins, G. & McTighe, J. (2007). *Schooling by Design: Mission, Action, and Achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Ugly Community Elementary School

The district will host professional learning communities for staff members where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, and evaluate action plans related to the identified goals.	Teacher Collaboration	Tier 1	Implement	06/12/2019	08/28/2020	\$1000	Title I Part A	This activity will be available to district administrators, teachers, and paraprofessionals.
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**Strategy 3:**

Technology Integration - District staff will provide differentiated instruction through the use of evidence-based instructional strategies using technology during the school year and in summer school to provide opportunities for all students to practice/acquire proficiency in reading skills and processes.

Category: English/Language Arts

Research Cited: Wiggins, G. & McTighe, J. (2007) *Schooling by Design: Mission, Action, and Achievement*, Alexandria, VA: Association of Supervision and Curriculum Development

Marzano, R. (2003) *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development

Cheung, A., & Slavin, R.E. (2012). *The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis*. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Tier: Tier 3

Activity - Teacher Training on Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

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The district will provide professional development with coaching and modeling experiences in the use of and integration of technology into the classroom	Professional Learning, Technology	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Title II Part A	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities
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Activity - Assessment, Instruction and Intervention through Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Nearpod and/or Mosa Mack to provide direct classroom instruction and STAR Reading and/or ReadLive for assessment and intervention activities for students	Academic Support Program	Tier 1	Getting Ready	06/12/2019	08/28/2020	\$4000	Title I Part A	Curriculum Director and Principal will oversee implementation of activities related to assessment, instruction and intervention through technology activities

**Strategy 4:**

Class Size Reduction - By having an additional classroom in the 4th Grade (3 classrooms instead of 2), the amount of students in each classroom will be lessened (59 total students), allowing for an increase in opportunities for the teacher to spend more time with each student, greater chances for differentiated instruction by the teacher and an anticipated lower amount of behavioral issues in the classroom that could affect the focus of students and the effectiveness of instruction. It is uncertain

## School Improvement Plan

Ubly Community Elementary School

if this strategy will be continued with this cohort group for the next school year.

Category: English/Language Arts

Research Cited: Konstantopoulos, S., & Chun, V. (2009). What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study," American Journal of Education 116. Ready, D. D., & Lee, V. E. (2006/7). Optimal Context Size in Elementary Schools: Disentangling the Effects of Class Size and School Size. Brookings Papers on Education Policy, pp. 99-135. Schanzenbach, D. W. (2014). Does Class Size Matter? National Education Policy Center Policy Brief.

Tier: Tier 1

Activity - Increased Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Class Sizes in the 4th Grade will be reduced through the addition of a third classroom to allow teachers greater opportunities work individually with students more frequently.	Class Size Reduction	Tier 1	Implement	06/12/2019	08/28/2020	\$83000	Section 31a	Tammy Bischer Tammy Laurie Emily Baur Joel Brandel

## Goal 3: Goal 3: All students at Ubly Elementary School will be proficient in the use of technology

### Measurable Objective 1:

demonstrate a proficiency in the use of and integration of technology in the classroom and the school by 06/12/2020 as measured by observation and surveys.

### Strategy 1:

Professional Learning - The district will provide training in the development of policy and use of technology in the classroom

Category: Technology

Research Cited: Cheung, A., and Slavin, R.E. (2011) The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis

Cheung, A., and Slavin, R.E. (2012). The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis 2019-2020

## School Improvement Plan

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### Analysis

Ertmer, P.A., and Ottenbriet-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs and Culture Intersect.

Tier: Tier 1

Activity - Teacher Training on Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ongoing training in the programs and usage of technology in the classroom	Professional Learning, Technology	Tier 1	Implement	06/12/2019	08/28/2020	\$2000	Title II Part A	The administrators will monitor the implementation and trainings through walkthroughs and observation.

## Goal 4: All Students will become more proficient in Social Studies.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency awareness of their future possibilities of careers in Career & Technical by 06/15/2020 as measured by participating in 2 career awareness activities.

### Strategy 1:

career exploration - Students will be given many opportunities to explore careers, which include guest speakers given by local business leaders and professional, web-based career exploration and project based career exploration.

Category: Career and College Ready

Research Cited: Soo-yong Byun, Judith L. Meece and Charlotte A. Agger, Predictors of College Attendance Patterns of Rural Youth, Research in Higher Education, 58, 8, (817), (2017).



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Tier: Tier 1

Activity - Career presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to participate in career exploration activities through presentations by local business owners and professionals	Career Preparation /Orientation	Tier 1	Getting Ready	07/01/2019	06/15/2020	\$500	General Fund	Teachers, administrators, curriculum director, Local ISD personnel

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR 360 Data Assessment	Train staff members to appropriately administer STAR 360 Data Assessment measures and use data garnered to provide instructional and intervention activities to students	Academic Support Program	Tier 1	Implement	06/20/2018	08/30/2019	\$3000	School administration, including Curriculum and Title Director, will oversee activities related to STAR.

### Section 31a

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

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After School/Summer Program - Additional Instruction/Intervention Opportunities	The school may implement an after school program and/or a summer literacy program to provide supplemental educational opportunities targeting math and/or reading/ELA skills of those students labeled economically disadvantaged and/or having deficient academic skills.	Academic Support Program	Tier 3	Implement	06/12/2019	08/28/2020	\$2500	The program will be managed by highly qualified teacher(s), and highly qualified para-professionals and the building administrator or will oversee the implementation of district objectives and the planning of professional development opportunities.
Increased Student Engagement	Class sizes in the 4th Grade will be reduced through the addition of a third classroom to allow teachers greater opportunities to work individually with students more frequently	Class Size Reduction	Tier 1	Implement	06/12/2019	08/28/2020	\$83000	Emily Baur Tammy Bischer Tammy Laurie Joel Brandel
Increased Student Engagement	Class Sizes in the 4th Grade will be reduced through the addition of a third classroom to allow teachers greater opportunities work individually with students more frequently.	Class Size Reduction	Tier 1	Implement	06/12/2019	08/28/2020	\$83000	Tammy Bischer Tammy Laurie Emily Baur Joel Brandel

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After School Program/Summer Program	The school will implement an after school program and/or summer program to provide a supplemental educational opportunity to target math and/or reading of those students labeled economically disadvantaged.	Academic Support Program	Tier 3	Implement	06/12/2019	08/28/2020	\$2500	The program will be managed by a highly qualified para-professional and the building administrator will oversee the implementation of district objectives and the planning of professional development opportunities.
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career presentations	Students will have the opportunity to participate in career exploration activities through presentations by local business owners and professionals	Career Preparation /Orientation	Tier 1	Getting Ready	07/01/2019	06/15/2020	\$500	Teachers, administrators, curriculum director, Local ISD personnel

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evidence Based Literacy Instruction (EBLI)	The district will continue training teachers, parapro's and/or administrators in EBLI methodology as deemed necessary and beneficial	Professional Learning	Tier 2	Getting Ready	06/12/2019	08/28/2020	\$10000	School administrators

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Teacher Training on Technology	The district will provide professional development with coaching and modeling experiences in the use of and integration of technology into the classroom	Professional Learning, Technology	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities
Literacy Instruction and Intervention Activities	Materials will be purchased, training will be provided and activities will be implemented regarding intervention activities, i.e. REWARDS, Phonics for Reading, World of Words (WOW), IXL, STAR Reading, Read Live and for literacy instruction using CKLA/Amplify Core Reading Series as used by paraprofessionals and teaching staff.	Academic Support Program	Tier 3	Getting Ready	06/12/2019	08/28/2020	\$10000	School administration, including Curriculum and Title Director, will oversee purchase, training and implementation of Intervention Activities and Core Reading Series.
Book Study on Instructional Practices	The district will host professional learning communities for staff members, where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, participate in a book study on differentiation and/or other instructional practices in the classroom and/or evaluate action plan related to the identified goals.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Administrators will oversee the implementation of district objectives and planning of professional development opportunities

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Teacher Training on Technology	The district will provide professional development with coaching and modeling experiences in the use of and integration of technology into instructional and intervention activities.	Professional Learning, Technology	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities
Teacher Training on Technology	The district will provide ongoing training in the programs and usage of technology in the classroom	Professional Learning, Technology	Tier 1	Implement	06/12/2019	08/28/2020	\$2000	The administrators will monitor the implementation and trainings through walkthroughs and observation.
Summer Professional Development - Curriculum Institutes and Surveys of Enacted Curriculum	All teachers may have the opportunity to participate in summer curriculum development opportunities to review/analyze disaggregated data, identify achievement and curricular gaps and develop curriculum maps along with differentiated instructional lessons/assessments/units/activities. All materials will be aligned to state curriculum standards. Teachers will be trained in usage of Surveys of Enacted Curriculum information and use information collected in updating curriculum maps and etc.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$10000	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities

## School Improvement Plan

Ugly Community Elementary School

Summer Professional Development - Curriculum Institutes & Surveys of Enacted Curriculum	All teachers may have the opportunity to participate in summer curriculum development opportunities to review/analyze disaggregated data, identify achievement and curricular gaps and develop curriculum maps along with differentiated instructional lessons/assessments/units/activities. All materials will be aligned to state curriculum standards. Teachers will be trained in usage of Surveys of Enacted Curriculum information and use information collected in updating curriculum maps and etc.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$10000	Administrators will oversee the implementation of district objectives and planning of professional development opportunities.
Book Study on Instructional Practices	The district will host professional learning communities for staff members, where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, participate in a book study on differentiation/Essential Practices in the classroom and/or evaluate action plan related to the identified goals.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$500	Building administrators will oversee the implementation of district objectives and planning of professional development opportunities.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	The district will host professional learning communities for staff members where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, and evaluate action plans related to the identified goals.	Teacher Collaboration	Tier 1	Implement	06/12/2019	08/28/2020	\$1000	This activity will be available to district administrators, teachers, and paraprofessionals.

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Assessment, Instruction and Intervention through Technology Items	Use of Nearpod, and/or Mosa Mack to provide direct classroom instruction and STAR Math and/or IXL for assessment and intervention activities for students	Supplemental Materials, Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	06/12/2019	08/28/2020	\$2000	Joel Brandel
Supplemental Science/Technology Instruction and Materials	Supplemental Science/Technology instruction will be provided by a highly qualified teacher during elementary specials classes and materials will be purchased as a supplement to science kit curriculum materials used for core instruction	Direct Instruction	Tier 1	Implement	06/12/2019	08/28/2020	\$36000	School administration will supervise the implementation of this activity.
Staff Training	The district will provide training for teachers, staff members and/or administrators in the Great Expectations methodology, STAR 360 Data Assessment Training, IXL, Kagan Cooperative Learning, and/or reviewing math instructional practices	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$4000	School administrators and the Curriculum Director will oversee the organization and implementation of professional development and trainings and the fidelity of district initiatives.
Supplemental Science/Technology Instruction	Supplemental Science/Technology instruction will be provided by a highly qualified teacher during elementary specials classes	Direct Instruction	Tier 1	Implement	06/12/2019	08/28/2020	\$36000	School Administration will supervise the implementation of this activity.



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<p>After School/Summer Program - Additional Instruction/Intervention Opportunities</p>	<p>The school may implement an after school program and/or a summer literacy program to provide supplemental educational opportunities targeting math and/or reading/ELA skills of those students labeled economically disadvantaged and/or having deficient academic skills.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$2500</p>	<p>The program will be managed by highly qualified teacher(s), and highly qualified para-professional(s) and the building administrator or will oversee the implementation of district objectives and the planning of professional development opportunities.</p>
<p>Summer Professional Development - Curriculum Institutes &amp; Surveys of Enacted Curriculum</p>	<p>All teachers may have the opportunity to participate in summer curriculum development opportunities to review/analyze disaggregated data, identify achievement and curricular gaps and develop curriculum maps along with differentiated instructional lessons/assessments/units/activities. All materials will be aligned to state curriculum standards. Teachers will be trained in usage of Surveys of Enacted Curriculum information and use information collected in updating curriculum maps and etc.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$5000</p>	<p>Administrators will oversee the implementation of district objectives and planning of professional development opportunities.</p>

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<p>After School Program/Summer Program</p>	<p>The school will implement an after school program and/or summer program to provide a supplemental educational opportunity to target math and/or reading of those students labeled economically disadvantaged.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$2500</p>	<p>The program will be managed by a highly qualified para-professional and the building administrator or will oversee the implementation of district objectives and the planning of professional development opportunities.</p>
<p>Summer Professional Development - Curriculum Institutes and Surveys of Enacted Curriculum</p>	<p>All teachers may have the opportunity to participate in summer curriculum development opportunities to review/analyze disaggregated data, identify achievement and curricular gaps and develop curriculum maps along with differentiated instructional lessons/assessments/units/activities. All materials will be aligned to state curriculum standards. Teachers will be trained in usage of Surveys of Enacted Curriculum information and use information collected in updating curriculum maps and etc.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/12/2019</p>	<p>08/28/2020</p>	<p>\$5000</p>	<p>Building administrators will oversee the implementation of district objectives and planning of professional development opportunities.</p>

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Assessment, Instruction and Intervention through Technology	Use of Nearpod and/or Mosa Mack to provide direct classroom instruction and STAR Reading and/or ReadLive for assessment and intervention activities for students	Academic Support Program	Tier 1	Getting Ready	06/12/2019	08/28/2020	\$4000	Curriculum Director and Principal will oversee implementation of activities related to assessment, instruction and intervention through technology activities
Staff Training	The district will provide training for teachers, staff members and/or administrators in the Great Expectations methodology, STAR Reading, ReadLive, IXL and/or Kagan Cooperative Learning.	Professional Learning	Tier 1	Implement	06/12/2019	08/28/2020	\$4000	School administrators and the Curriculum Director will oversee the organization and implementation of professional development and trainings and the fidelity of district initiatives.
Professional Learning Community	The school and district will host professional learning communities for staff members where participants will review best practices, analyze data, collaborate with colleagues, develop, implement, and evaluate action plans related to the identified goals.	Teacher Collaboration	Tier 1	Implement	06/12/2019	08/28/2020	\$1000	This activity will be available to district administrators, teachers, and paraprofessionals.