

Print Your Plan



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Basic Information

Plan Entity Name: FY 2023 Stambaugh Charter Academy One Plan
(0)

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 000855

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

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Plan Information

1. Goal #1 of 2

1.1. Root Cause Analysis

Based on the analysis of information above, Stambaugh would benefit from implementing a PBIS/Restorative Justice Program with fidelity.

1.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **Students with Disabilities and Low-Economic Status Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Stambaugh Charter Academy** to **decrease 5.00 %** in **Behavior** using **Discipline Occurrences**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Trimester, Behavior - Level 2 and 5** of **All Students** will be measured, with an overall plan improvement of **decrease 10.00 %**.

11/30/2022	02/28/2023	06/16/2023	11/30/2023	02/29/2024	06/16/2024	11/30/2024	02/28/2025	06/16/2025
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1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 1

1.4.1.2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2023, End Action Step: 06/30/2026

Stambaugh Academy will seek to involve parents in the education of their child(ren) by inviting them to activities at the school throughout the year. The parents will learn about strategies they can use at home with their student(s) as well as what their child(ren) are/is working on in the classroom. The school will participate in One Book, One School. Stambaugh will pick one book the entire school will read. Every student will get a copy of this book to take home and read with their parents. Then during the school day, they students will discuss the assigned reading that they did at home with their parents. They will activities as well with this book that students will do at home with their parents. The school will also have a Title I Parent Meeting, a Title I Parent Learning Event, and Black History Night.

Participant(s):

- Teachers
- Staff
- Principals
- Support Staff
- Instructional Coaches
- Positive Behavior Intervention Support Team

1.4.1.4.2. Start Action Step: 2023, End Action Step: 06/30/2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

Participant(s):

- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1.4.3. Start Action Step: 2023, End Action Step: 06/30/2026

The Student Family Liaison (SFL) will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. The SFL will also act as a mentor to students, will make home visits, and will also focus on community outreach.

Participant(s):

- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1.4.4. Start Action Step: 2023, End Action Step: 06/30/2026

IDEA- B and ECSA funds will be used for occupational therapy, speech, psychology and instructional (resource room) contracted services as well as for Special Education Tutors.

Participant(s):

- Teachers
- Staff
- Principals
- Support Staff
- Positive Behavior Intervention Support Team

1.4.1.4.5. Start Action Step: 2023, End Action Step: 07/01/2023

PBIS committee will observe and evaluate staff throughout year one.

Participant(s):

1.4.1.4.6. Start Action Step: 2024, End Action Step: 07/01/2025

PBIS Committee will create and implement a plan to help eliminate the occurrences of Level 3 and 4 behavior incidence.

Participant(s):

- Positive Behavior Intervention Support Team

1.4.1.4.7. Start Action Step: 2024, End Action Step: 06/30/2026

Parents will be included in their students' education in a variety of ways. Parents are involved each year in the School Improvement Planning process, in which they are able to provide their input into the overall goals that drive the improvement work of the school and the investment of all grant dollars. Parent Teacher Conferences are held as well as more informal meetings with the principal and other leadership staff in order to keep communication between the school and parents open and also to encourage parent participation in their students' education.

Participant(s):

- Positive Behavior Intervention Support Team

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Trimester, Behavior - Fidelity Instrument** of **All Staff** will be measured, with an overall plan improvement of **decrease 10.00 %**.

11/30/2022	02/28/2023	06/16/2023	11/30/2023	02/29/2024	06/16/2024	11/30/2024	02/28/2025	06/16/2025
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1.6. Funding Sources

1.6.1. FY 2023

PBIS committee with observe and evaluate staff throughout year one.

1.6.1. FY 2023,2024,2025,2026

Stambaugh Academy will seek to involve parents in the education of their child(ren) by inviting them to actives at the school throughout the year. The parents will learn about strategies they can use at home with their student(s) as well as what their child(ren) are/is working on in the classroom. The school will participate in One Book, One School. Stambaugh will pick one book the entire school will read. Every student will get a copy of this book to take home and read with their parents. Then during the school day, they students will discuss the assigned reading that they did at home with their parents. Their will activities as well with this book that students will do at home with their parents. The school will also have a Title I Parent Meeting, a Title I Parent Learning Event, and Black History Night.

General Fund	Title I-A Improving Basic Programs
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1.6.1. FY 2023,2024,2025,2026

The Homeless Student Set-Aside will be used to help students remove the barrier to their success in school by providing them with school uniforms and necessary clothing, medical services & supplies, & school supplies. The school will identify homeless students that could benefit from these types of services/materials.

McKinney-Vento Homeless Assistance Program	Title I-A Improving Basic Programs
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1.6.1. FY 2023,2024,2025,2026

The Student Family Liaison (SFL) will work with students who experience difficulty in the school and community setting as a result of socialemotionalor family issues that result in educational time loss or other challenges to academic achievement. The SFL will also act as a mentor to students, will make home visits, and will also focus on community outreach.

Title I-A Improving Basic Programs

1.6.1. FY 2023,2024,2025,2026

IDEA- B and ECSA funds will be used for occupational therapy, speech, psychology and instructional (resource room) contracted services as well as for Special Education Tutors.

IDEA Early Childhood Special Education	IDEA-B Special Education
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1.6.1. FY 2024,2025

PBIS Committee will create and implement a plan to help eliminate the occurrences of Level 3 and 4 behavior incidence.

Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction	General Fund
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1.6.1. FY 2024,2025,2026

Parents will be included in their students' education in a variety of ways. Parents are involved each year in the School Improvement Planning process, in which they are able to provide their input into the overall goals that drive the improvement work of the school and the investment of all grant dollars. Parent Teacher Conferences are held as well as more informal meetings with the principal and other leadership staff in order to keep communication between the school and parents open and also to encourage parent participation in their students' education.

2. Goal #2 of 2

2.1. Root Cause Analysis

Problem Statement: During the 20-21 school year only 19% of students in the 3rd grade met proficiency in ELA. The root cause of this can be identified as lack of instruction with fidelity, lack of intervention strategies such as Reading Mastery and Corrective Reading.

2.2. SMART Goal Statement

By **06/24/2025** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade** students at/in **Stambaugh Charter Academy** to **increase 10.00 %** in **Reading/Literacy** using **District Formative Assessments**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester, Reading/Literacy - District Formative Assessments** of **All Students** will be measured, with an overall plan improvement of **increase 10.00 %**.

12/31/2022	05/31/2023	12/31/2023	05/31/2024	12/31/2024	05/31/2025
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2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 1

2.4.1.2. Description:

Targeted Reading Intervention (TRI) is a one-to-one tutoring model designed in particular for isolated rural schools. TRI coaches use webcam technology to train teachers in how to use individualized reading instruction in the classroom and in one-on-one sessions with struggling readers. Focus is on oral language, decoding, writing, comprehension, vocabulary, and fluency skills. Teachers work individually with struggling readers in kindergarten and first grade for 15 minutes a day. Activities such as re-reading, word work, and guided oral reading are used during these sessions. Teachers receive professional development both for tutoring and for reading instruction in general in an initial face-to-face summer institute followed by weekly web conferencing from a university-based consultant to follow up training, discuss individual children, and resolve problems.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2023, End Action Step: 06/30/2025

Paraprofessionals will support small-group instruction. The Paraprofessionals will work under the direct supervision of a certified teacher. They will provide the following types of instructional assistance: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Participant(s):

- Staff
- Building Leadership

- District Leadership Team
- Instructional Coaches

2.4.1.4.2. Start Action Step: 2023, End Action Step: 06/30/2025

Purchase materials and subscriptions that will be used by teachers to differentiate instruction in an effort to help at-risk students increase academic achievement ELA. These items will include a site-wide aimsweb subscription, Lexia subscription, Corrective Reading and Reading Mastery materials, Ready Reading, leveled readers, Common Core workbooks and supplemental extended learning time supplies and materials when applicable.

Participant(s):

- Teachers
- Staff
- Principals
- Support Staff
- Building Leadership Teams
- Instructional Coaches

2.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023

Academic Intervention Coach(es) will provide teachers with supplemental, individualized coaching through the year. Academic Intervention Coach(es) will also provide professional development that grows the intervention staff knowledge on how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Participant(s):

- Instructional Coaches
- Positive Behavior Intervention Support Team

2.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2025

All students including migratory and formerly migratory are evaluated for their eligibility for supplemental intervention services using several different methods: scores in standardized state assessments that are below the 50th percentile for their grade level, teacher recommendation. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to eligible students, including LEP and migrant students.

Participant(s):

- Staff
- Support Staff

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Fidelity Instrument of Kindergarten Staff, First Grade Staff, Second Grade Staff, Third Grade Staff, Reading/Literacy Teachers and Intervention Teachers** will be measured, with an overall plan improvement of **increase 10.00 %**.

12/31/2022

05/31/2023

12/31/2023

05/31/2024

12/31/2024

05/31/2025

2.6. Funding Sources

2.6.1. FY 2023

Academic Intervention Coach(es) will provide teachers with supplemental, individualized coaching through the year. Academic Intervention Coach(es) will also provide professional development that grows the intervention staff knowledge on how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

General Fund

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

2.6.1. FY 2023,2024,2025

Paraprofessionals will support small-group instruction. The Paraprofessionals will work under the direct supervision of a certified teacher. They will provide the following types of instructional assistance: 1) One-on-one or small group instruction for eligible students within the regular classroom, and 2) One-on-one or small group instruction for the general student population, ONLY if it allows the regular classroom teacher to work individually or in smaller groups with the most academically at-risk students in order to increase student achievement in core context areas.

Title I-A Improving Basic Programs

2.6.1. FY 2023,2024,2025

Purchase materials and subscriptions that will be used by teachers to differentiate instruction in an effort to help at-risk students increase academic achievement ELA. These items will include a site-wide aimsweb subscription, Lexia subscription, Corrective Reading and Reading Mastery materials, Ready Reading, leveled readers, Common Core workbooks and supplemental extended learning time supplies and materials when applicable.

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025

All students including migratory and formerly migratory are evaluated for their eligibility for supplemental intervention services using several different methods: scores in standardized state assessments that are below the 50th percentile for their grade level, teacher recommendation. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to eligible students, including LEP and migrant students.

Title I-A Improving Basic Programs General Fund