



# **School Improvement Plan**

**North Aurelius Elementary School**

**Mason Public Schools (Ingham)**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

North Aurelius Elementary School is a K-5 school of 480 students. Enrollment has increased slightly over the last five years. The school is part of the Mason Public Schools, a district of over 3,100 students located in Mason. Mason is the County Seat and is located about 10 miles south of Lansing. In the past three years, we have also seen the value of homes steadily decrease with the downturn in the economy, and our economically disadvantaged population of students has increased slightly to 26%.

## School's Purpose

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

North Aurelius Elementary School has developed a purpose statement, "Building for the Future ... One Student at a Time."

Our Positive Behavior Intervention Support (PBIS) Program school wide theme is: North Aurelius Elementary School students are safe, respectful, and responsible.

Furthermore, our school follows the vision, mission, and beliefs of the Mason Public Schools:

**Vision Statement:** Our vision is to create and maintain a K-12 district that is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which it functions. We will create learning opportunities that adequately prepare graduates who are responsible members of society, who are technologically savvy, who are prepared for post-secondary education, and who possess marketable job skills required in the 21st Century.

**Mission Statement:** The following mission statement reflects Mason Public Schools intent to inspire students through words of encouragement, positive modeling and successful accomplishments, and to empower them with the knowledge, skills, and attitudes necessary to succeed in school and life.

The mission of the Mason Public Schools, as a partnership of students, staff, parents, and community, is to inspire and empower students to succeed in school and throughout their lives.

### Beliefs Statement

This statement of beliefs is an expression of our school district's fundamental values. Essentially, it describes the moral character of the Mason Public Schools. It not only acknowledges what the organization is, but it expresses what it aspires to be. It represents the value system upon which all district plans are developed and evaluated.

We believe:

1. each individual has inherent value.
2. each individual can learn.
3. people learn at different rates and in different ways.
4. education is the shared responsibility of the student, family, school, and community.
5. appropriate challenge motivates people to learn.
6. rapid change creates the need for lifelong learning.
7. people are our most important resource.
8. communication is vital to the quality of life.
9. the quality of education suffers if basic needs are not met.
10. self-esteem, motivation, and opportunity are necessary for an individual to reach potential.
11. both cooperation and healthy competition play significant roles in education.
12. each person bears responsibility for creating a caring community.

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13. the quality of public education is vital to a healthy democracy.
14. education opens doors and expands opportunities.
15. diversity creates strength and enriches life.

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

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

In the past four years, we have implemented a new core mathematics program (Everyday Mathematics), a new core writing program (Lucy Calkins/MAISA Units), and a new core reading program (Benchmark Literacy) for grades K-5.

North Aurelius Elementary School has implemented a committee process for school improvement consisting of a reading committee, math committee, behavior team, and a tier 2/3 behavior team which are all under the direction of the Building Leadership Team (BLT). We also have added a crisis committee, safety committee, and cardiac response team. This committee structure completes our data review process and plans MTSS initiatives.

In the past five years, we have worked hard to equip classrooms with technology with funding from the Mason Schools Foundation. We have installed document cameras, interactive white boards, and provided many Apple TV systems in classrooms. Furthermore, the building has 40 iPods for classroom use, and each teacher has an Ipad. All classrooms now have a SmartBoard. We are also updating our computer lab with new computers and flat screen monitors during the summer of 2015. Furthermore, we are getting 50 Chrome Books for use in the fall of 2015.

Over the next three years we will continue to strive to add additional technology items to our classrooms and provide PD for this new technology. We also would like to continue to strengthen the MTSS process and develop additional classroom interventions for students who are behind grade level in math or reading. We currently investigating a new math curriculum aligned to the Common Core State Standards.

## **Additional Information**

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

This is the fourth year that North Aurelius Elementary School has implemented "Big Lessons" for our students. These are week long hands-on programs where students learn about math, reading, science, writing, fine arts, and music in a real world setting. Our first grade students attend the "Big Science Lesson" at the Impression Five Science Center. Our second grade classes attend the "Big Zoo Lesson" at Potter Park Zoo in Lansing. Our third grade students attend "Annie's Big Nature Lesson" at Woldumar and Harris Nature Centers in Lansing. The fourth grade students attend the "Big History Lesson" at the Michigan Historical Museum. We are very proud of these special weeks of instruction for our students.

For the first time this year, our Kindergarten students also attended a Big Lesson Program. The kindergarten students in one classroom attended a pilot of the "Big Pioneer Lesson" at the Meridian Historical Village in Okemos. This was a very successful program. Students learned science, math, writing, and completed reading during the week long program.

Our PTO sponsors the funding of field trips for each grade level. All grades attend 2-3 field trips each year which are connected to the grade level curriculum. Examples of field trips include: Impression Five Science Center, Harris Nature Center, MSU Planetarium, MSU Butterfly Gardens, MSU Broad Art Museum, Moo-Ville milk production facility, Rural Education Day, a regional rock and mineral show, Potter's Park Zoo, and the Mason High School FFA Maple Syrup Sugarbush. These trips are an excellent extension of classroom learning.

Each year, several of our fifth graders are selected for the Mason Promise Scholarship Program. These students and their parents sign a compact which, upon graduation from Mason High School, will entitle the student to 2 years of tuition costs to Lansing Community College and the cost of textbooks.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

North Aurelius Elementary School has established a committee process to develop the school's improvement plan.

1. The school has established a reading committee, math committee, behavior team, tier 2/3 behavior team, crisis team, and safety committee. School staff including the principal, social worker, and teachers are members of these committees. Team members were selected based on their interest in the curriculum areas. Each committee meets monthly.
2. These committees then report to the Building Leadership Team. The Building Leadership team is composed of the principal, teachers, aides, and parents. The team meets monthly to discuss the work of the committees and other items including data review and discussing school safety.

The math committee, reading committee, and behavior team reviewed the school improvement plan and developed objectives and strategies. Then the Building Leadership Team reviewed the work of the committees and completed development of the School Improvement Plan.

Building curriculum recommendations are made to the district leadership team for review by that team and the curriculum director.

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

The North Aurelius Elementary School Building Leadership Team (BLT) works to develop the school improvement plan and oversees the MTSS process. Members of the BLT serve on building sub-committees in reading, math, behavior, tier 2/3 behavior, crisis and safety. Members of these committees developed goals to recommend for review by the BLT to include within the school improvement plan. Furthermore the behavior teams work on the MTSS process in our building and review data and make recommendations for behavioral interventions. The Student Support Team (SST) works through the MTSS process to make specific academic intervention recommendations for students.

Additionally, our building is guided by the District Leadership Team. The district team reviews district data and assists our school in reviewing school data.

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

The final school improvement plan is shared with our major stakeholder groups: the Building Leadership Team and building sub-committees. The draft is created with input from our committee process, and these committee members and our Building Leadership Team members

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meet monthly and receive information on its progress at these meetings. The school improvement plan is then shared out in its final form to the stakeholder groups. Additionally, the District Leadership Team (DLT) reviews building school improvement plans to be sure that the needs and requests of our building are included in the District School Improvement Plan.

# School Data Analysis

## **Introduction**

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

## **Demographic Data**

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

### **Student Demographic Data**

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

We have noticed an increase in enrollment by 55 over the last three years. Three years ago our enrollment was 421 students. This year we have 476 students. This has created challenges with overcrowding--both in the building and outside the building (parking lot). Since staffing has remained the same, this leads to less time spent per pupil due to larger class sizes.

### **Student Demographic Data**

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

The challenges that we are facing include: parents not notifying the school of their child's absence, an increase in family vacations during the school calendar year, and a slight increase in tardies and absences.

### **Student Demographic Data**

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

For the 2011/12 and 2012/13 school years North Aurelius was below the national median for average referrals per day per month for all months. During the 2013/14 school year there was a significant increase in the total number of Office Discipline Referrals (ODRs) resulting in an average number of referrals per day per month that was above the national median in 7/10 months. Additional supports have been provided to tier 2/3 students this school year and the number of ODRs for the 2014/15 school year have dramatically decreased from the previous year resulting in only 1/10 months showing a higher number of average referrals per day per month than the national median.

### **Student Demographic Data**

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

To address enrollment data, we are completing a facilities study to examine the building and classroom space. To address attendance this year, we now send district level attendance letters at regular intervals. Students and parents also meet with the principal if there are attendance concerns. We also put the call in procedures for attendance in our monthly school newsletters so that parents are continually reminded of the process to report absences. Behavior continues to improve with the use of the school wide PBIS program CHAMPS. Additionally we have implemented school-wide positive behavior reward programs such the Principal's 200 Club and Lunch CHAMPS which improve overall school behavior and reduce discipline referrals.

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

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

At North Aurelius, the principal has 15 years of administrative experience and is in the fourth year at the elementary level. Teacher leaders of our math, reading, and behavior teams also have over 15 years of teaching experience. Their years of experience reflect a wide knowledge base so that leaders can make informed decisions related to student achievement.

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

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

At North Aurelius we have 4 teachers with 0-3 years; 4 teachers with 4-8 years; 7 teachers with 9-15 years; and 10 teachers with over 15 years of experience. Our building has a diverse staff of newer teachers and veteran teachers. New teachers are mentored by a tenured teacher, to help the new teachers to be successful in their first year of teaching. All teachers in our building work together to plan strong instructional programs, which positively impact student achievement.

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

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

The school leaders are gone mainly for professional development. Rarely is the principal absent for illness. A sub principal is placed in the principal is absent due to professional development or illness. The rewards from professional development can improve classroom performance and increase student achievement.

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

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

This year there were 279 teacher absences for professional development and 268 absences for illness. Illness is unavoidable, and it is difficult to be gone from the classroom for professional development. However, the rewards of the training opportunities can improve classroom performance and increase student achievement. Whether a teacher is absent due to illness or professional development, the teachers always leave complete lesson plans and a quality substitute teacher instructs the class for the day.

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

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

We will continue to have in place qualified substitute teachers when teachers are absent for professional development.

## **Process Data**

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

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

Our strengths are: teacher instruction, culture for learning, and professional learning.

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

One strand of weakness is the curriculum. This includes the math and science curriculum.

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

The math curriculum is a concern because it is not aligned to the Common Core State Standards. Also our science curriculum is not one program, it is district developed science activities. It is not research based or cohesive.

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

We are investigating a new core math curriculum and additional professional development for science. We are also investigating new professional development for evaluating student writing.

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

Through the SST process which meets monthly, we discuss students to ensure that all students have access to all educational programs such as Success Learning Center, MTSS interventions, and special education services. We also offer to extra sessions of Success Learning Center before school.

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

We make our students aware of the LCC GATE Saturday School and the MSU Kids' College in the summer. We have other opportunities for Extended Learning Opportunities including the Kindergarten Big Pioneer Lesson, the 1st grade Big Science Lesson, the 2nd grade Big Zoo Lesson, the 3rd grade Big Nature Lesson, and the 4th grade Big History Lesson. We also offer LEGO STEM Academy after school each month for fourth and fifth grade students as well as hands on field trips at all grade levels. Additionally, 20 girls participated in "Girls on the  
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Run" from March until Mid-May after school. The math night in October also provided extended learning opportunities to families. A school wide Book Bingo night was held in March to promote reading for all students and their families.

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

All students are made aware of Extended Learning Opportunities through the school newsletter. Parents of students in the Success Learning Center are notified in the fall of early morning activities before school. Students in Success Learning Center are identified by district level assessments, standardized test scores, and teacher recommendation. All Extended Learning Opportunities are made available to all students. Extended Learning Opportunities such as field trips or Big Lesson trips are supported by administration and teachers and are communicated to parents through newsletters and invitations for parents to participate.

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

Horizontal alignment implementation is insured by grade level collaboration each month. Horizontal collaboration is monitored by the curriculum office. The principal monitors classrooms to be sure that state content standards are implemented.

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

N/A.

## **Achievement/Outcome Data**

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

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

Second grade RCBM on AIMSweb, 43% of our students moved up from Tier III during the spring.

Kindergarten PSF goal was met for student ability to segment words (Phonological awareness) Only 1% in red.

Kindergarten 100% of students moved out of Tier 3 PSF in spring 2015.

1st Grade RCBM 84% stayed in Tier 1.

Fall 2013 MEAP scores, 5th grade 84% proficient up from 76% in 2012. 4th Grade Fall 2013 MEAP proficiency was 78% up from 71% in 2012.

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

Third grade 2013 MEAP scores are a challenge. Our 2013 MEAP reading proficiency was 55%.

At all levels, we do not have 80% of our students at 80% proficiency in AIMSweb.

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

General reading scores in grades 1-5 are remaining consistent over the years. Kindergarten has seen increases in reading proficiency since adding all day kindergarten.

**19d. Reading- Summary**

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

We will add additional professional development for reading. We also analyze student data to identify appropriate students for reading interventions.

**20a. Writing- Strengths**

We teach students with MAISA writing units district wide. We overall improvement in writing quality at all levels as the year progresses.

**20b. Writing- Challenges**

The teachers' knowledge of the MAISA writing assessment rubrics is a challenge for our school.

**20c. Writing- Trends**

Generally we are seeing improvement in the quality of our students' writing.

**20d. Writing- Summary**

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

We will have professional development for all teachers on scoring student writing samples with the MAISA writing rubrics.

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

In AIMSweb, for Kindergarten QDM and MNM have 80% of the students proficient. We are seeing positive trends in fifth grade M-Comp and M-Cap scores. We also noted positive MEAP trends in 2012-2013 math MEAP scores.

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

We are seeing lower MEAP trends in third grade math. Not all grades have 80% of students proficient on AIMSweb assessments.

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

Positive MEAP trends were noted in fourth and fifth grade. We see positive math trends in fifth grade M-Comp and M-Cap scores as well. All day kindergarten the last three years has also improved kindergarten math skills, and we have seen increased achievement in kindergarten AIMSweb assessments.

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

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

We will be investigating a new core curriculum for math. We will also provide opportunities for more teachers to attend math professional development including the ISD math core academy.

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

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Our school has opportunities for hands-on science instruction including the big lessons. We have science materials at every grade level available to teach students about science concepts.

### 22b. Science- Challenges

Our fifth grade MEAP science scores have been low. Some science materials are outdated. Time constraints do not allow for a lot of time to teach science.

### 22c. Science- Trends

Generally science MEAP scores have been low.

### 22d. Science- Summary

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

We will investigate additional science professional development and continuation of the Big Lesson programs including the Big Science Lesson, Big Zoo Lesson, and Big Nature Lesson.

### 23a. Social Studies- Strengths

No achievement data is currently available in social studies. Our Big Pioneer Lesson program and Big History Lesson program have strong social studies content.

### 23b. Social Studies- Challenges

No data is available.

### 23c. Social Studies- Trends

No data is available.

**23d. Social Studies- Summary**

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

In the future we will analyze the new M-Step fifth grade social studies data and work to align our curriculum with the state standards.

## **Perception Data**

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

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

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

96% of lower elementary students agreed that there is student support for learning at North Aurelius. At the upper elementary level, 92.2% of students were satisfied that their teachers wanted them to do their best. Overall, all students were pleased with their teachers and feel that their teachers want to help them learn. Students enjoy the extra activities at the school including specials (art, PE, Spanish, and music), field trips, Big Lesson trips, the fun run, and assemblies.

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

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

For lower elementary students, 41% of students don't feel that computers help them learn.  
For upper elementary students, only 35% of students agree that they have input in what they are taught at school.

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

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

We will make efforts to implement technology in the classroom for lower elementary students. We are also getting Chromebooks and new computers in the computer lab. For the upper elementary students, the opinion and persuasive essay MAISA until will allow students to give more of their feedback and opinions of the school and classroom activities.

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

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

95% of parents feel our school is clean and safe for learning. Also, 94% of our parents agreed that teachers at the school care for their students.

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

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

Only 62.8% of parents were satisfied with the additional opportunities for students with academic strengths. They were also concerned about school overcrowding, too short of a lunch period, and lack of parking.

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

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

We improved the student drop off loop this year to improve traffic flow. There is also a building facilities study being completed this summer. We continue to add enrichment activities whenever possible and notify parents of all enrichment opportunities for students.

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

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

Overall, teachers are pleased with the quality of the instructional program, especially the core reading program. Teachers feel there is support for learning in the classroom. Teachers feel support in the district for professional development to learn about new curricula.

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

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

Staff would like to see additional learning opportunities for high achieving students. Teachers are also concerned about the time required to collect achievement data, and how to analyze the data.

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

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

We will continue to look at student assessments and the time required to complete them with an assessment audit. We will continue to seek out additional educational opportunities for students.

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

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

We have a positive relationship with the community. Community leaders are pleased with the quality of the Mason Public Schools.

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

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

Community members are concerned about the aging facilities, technology, and school overcrowding.

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

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

We are completing a facilities audit and will have new computers in our computer lab next school year.

## Summary

### 28a. Summary

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

Our strength is a staff and community that emphasizes student achievement and the well being of students. Our challenge is our aging, overcrowded facility; the lack of time and adequate resources and curriculum to teach effectively.

### 28b. Summary

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

Overall, the school overcrowding and larger class sizes impact student achievement. We need more staff and resources to meet the needs of our increased enrollment .

### 28c. Summary

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

We will complete a facilities study this year. We also will investigate new math curriculum programs and additional staff professional development.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The Annual Education report (AER) is located on our school district website. The link is: <a href="http://masonk12.net">http://masonk12.net</a> .	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable. North Aurelius Elementary is a K-5 school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rick Brooks, Director of Human Resources Mason Public Schools 400 South Cedar Street Mason, MI 48854-1699  (517) 676-2484	

# School Improvement Plan

North Aurelius Elementary School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Reading Compact

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **School Improvement Plan for the 2015-2016 School Year Final**

## **Overview**

### **Plan Name**

School Improvement Plan for the 2015-2016 School Year Final

### **Plan Description**

2015-2016 School Improvement Plan

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will increase their level of reading proficiency.	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$134350
2	All students will improve their ability to use mathematics to solve problems.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$6860
3	Students will improve their writing skills.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$3600
4	North Aurelius Elementary School will implement school wide Positive Behavior Intervention Supports (PBIS) to improve behavior and academic achievement at the school.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$2750
5	All students will use inquiry, analysis, communication, and reflection to make informed scientific decisions.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1300

## Goal 1: All Students will increase their level of reading proficiency.

### Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 05/31/2016 as measured by the grade K-5 AIMSweb scores.

### Strategy 1:

Staff will review reading core curriculum components - The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

Category:

Research Cited: Benchmark Education Company, (2012). Benchmark Literacy. Pelham, New York.

Tier: Tier 1

Activity - Staff will complete the Planning and Evaluation Tool for Effective Schoolwide Reading Programs--Revised (PET-R)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Leadership Team will complete the PET-R.	Policy and Process	Tier 1	Evaluate	09/08/2015	05/31/2016	\$0	No Funding Required	The principal and members of the building leadership team.

Activity - Teaching staff will analyze the PET-R survey results	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Leadership Team (BLT) will analyze the PET-R survey results to determine CCSS alignment and student needs.	Policy and Process	Tier 1	Monitor	09/08/2015	05/31/2016	\$0	No Funding Required	The Building Leadership Team (BLT) will review the PET-R data.

Activity - Teachers will implement the K-5 Core Reading Program Benchmark Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

North Aurelius Elementary School

All K-5 teachers will implement the Benchmark Literacy Core reading program.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Teachers will implement the Benchmark Literacy core reading program. Teachers will attend additional training sessions during the school year as necessary.
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Activity - ISD Universal Design for Learning Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the Universal Design for Learning Training. An estimate of substitute teacher costs is \$900 for four teachers to attend the three day sessions.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$900	General Fund	General Education teachers.

Activity - Common Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A common reading time for all grades will be established. Teachers may investigate grouping students during common reading times.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Classroom teachers.

Activity - K-2 Literacy Night -- Raising Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy night will be held in the fall to educate parents about the importance of literacy at home.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	11/30/2015	\$300	General Fund	K-2 Teachers and Reading Committee Members

### Strategy 2:

Student Data Review - Teachers, the reading sub-committee, and the building leadership team will review assessment data to define strengths and weaknesses in student reading achievement.

Category:

**School Improvement Plan**

North Aurelius Elementary School

Research Cited: Research supported by the ISD data days, the AIMSweb screening progress, and the Benchmark Assessment System support this strategy.

Tier: Tier 1

Activity - AIMSweb Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb screening assessments in grades K-5 will be implemented. Students will be screened annually in the fall, winter, and spring. Training will be provided as necessary for teachers who need further inservice on AIMSweb.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$500	General Fund	Teachers will coordinate with the building reading committee to plan the AIMSweb screening days.
Activity - AIMSweb Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will review AIMSweb data to indentify student strengths and weaknesses. Information will be used to implement interventions appropriate by grade level and skill weakness.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	General Fund	Funding is necessary for substitute teachers for the three ISD data review days. Teachers and the principal will review AIMSweb data.
Activity - Benchmark Assessment System (BAS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

North Aurelius Elementary School

The Benchmark Assessment System is an individual oral reading assessment and evaluation that will be given to all K students in the winter and spring; all first grade students in fall, winter, and spring; all 2-5 grade students in the fall; and for grades 2-5 in the winter and spring, all students below grade level will complete the BAS.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$500	General Fund	Funds may be necessary for an additional BAS kit. Classroom teachers will give the BAS assessments.
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Activity - AIMSweb Progress Monitoring Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make available and provide resources for AIMSweb Progress Monitoring for teachers. We will also give teachers the opportunity to attend Pearson Progress Monitoring in-services to learn about AIMSweb progress monitoring. An estimate for the conference and substitute costs is \$1000.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	General Fund	Reading Committee and the Administrator

### Strategy 3:

Implementation of Reading Interventions - Based on AIMSweb and BAS data, teachers will implement specific reading interventions to help students be more successful in reading.

Category:

Research Cited: Benchmark Education Company, (2012). Benchmark Literacy. Pelham, New York.

Tier: Tier 1

Activity - K PALS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement K PALS at the kindergarten level as a supplement to the current core reading program.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Kindergarten teachers and the speech and language teacher will implement K PALS within the instructional day.

Activity - Florida Center for Reading Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

North Aurelius Elementary School

Literacy aides and volunteers implement FCRR interventions for letter recognition, sight words, and phrasing & fluency.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	First, second, and third grade teachers and literacy aides.
<b>Activity - Leveled Literacy Intervention - Lower Elementary</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The reading teacher will implement Leveled Literacy Interventions as part of the Success Learning Center program for lower elementary students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	SLC Teacher
<b>Activity - Six Minute Solution</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Second, Fourth, and Fifth grade teachers will implement the Six Minute Solution reading intervention for fluency.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Classroom teachers.
<b>Activity - Success Learning Center</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pearson SuccessMaker individualized computer support program. Identified at-risk readers will attend the Success Learning Center for Tier II reading intervention. The SLC will also provide a visitation day for new teachers so that classroom teachers can shadow their students during one 30 minute session of reading. This will provide the classroom teachers an awareness of the student interventions provided in the SLC. Approximate cost of this activity would be two substitute teachers for one day at a cost of \$150.	Academic Support Program	Tier 2	Implement	09/08/2015	12/18/2015	\$130150	Section 31a	SLC Teacher and SLC Aide
<b>Activity - Sight Word Cards/Folders</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Two literacy aides will assess each first grade student three times a year to see if they are increasing their reading accuracy on sight words. Literacy aides work with students who are the lowest in word knowledge.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Literacy aides and teachers

**Goal 2: All students will improve their ability to use mathematics to solve problems.**

## School Improvement Plan

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### Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency - in Mathematics by 06/10/2016 as measured by AIMSweb M-Comp screeners.

### Strategy 1:

Data Collection - Teachers will become more proficient at collecting, analyzing, and using data to make informed instructional decisions to address areas of weakness within the mathematics instruction.

Category:

Research Cited: Hamilton, L. (2009). Using Student Achievement Data to Support Instructional Decision Making. Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. Washington, D.C.: U.S. Department of Education.

Tier:

Activity - Benchmarking - AIMSweb Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be benchmarked three times a year with AIMSweb-Math. Staff will be trained on the AIMSweb math screener by members of the building math committee.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Building Leadership Team and Math Committee.

Activity - Collaborative Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have grade level collaboration time at least three times during the year to focus on data analysis and data based decision making. Time will also be allocated in grade level Student Support Team (SST) meetings for math data analysis. Funding is for substitute teachers for three grade level collaboration days (half-day of collaboration, three times during the year).	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$2160	General Fund	Teachers, administrator, and building leadership team

Activity - Determining Researched Based Tier 2 and Tier 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student math data to determine research-based Tier 2 and Tier 3 intervention programs such as SuccessMaker and other interventions. Provide professional development to staff as necessary on math interventions. An estimate for professional development and substitute costs is \$2000.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$2000	General Fund	Building Leadership Team, Principal, and Math Committee

## School Improvement Plan

North Aurelius Elementary School

### Strategy 2:

Core Math Curriculum Implementation - Staff will implement and review core math curriculum components.

Category:

Research Cited: Bell, M (2012). The University of Chicago Mathematics Project (UCSMP). Everyday Mathematics. Chicago, IL: McGraw Hill.

Tier: Tier 1

Activity - Everyday Mathematics Program Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to teach the Everyday Mathematics Program. As allowed by the district, some teachers will pilot a new core mathematics curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Administrator and Math Committee

Activity - Mathematics Fact Fluency Program and Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To supplement the Everyday Math Curriculum, classrooms will emphasize fact fluency with a program such as Rocket Math or other similar curriculum. Teachers will receive professional development on the intervention if necessary. Funding is for programs and professional development on math fact fluency interventions.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	General Fund	Building Leadership Team, Administrator, and Math Committee.

Activity - Ingham ISD Introduction to Math Workshop/Guided Math -- Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teams of two teachers will be able to attend the Ingham ISD Introduction to Math Workshop/Guided Math. The approximate cost of subs for four teachers for three sessions is \$900.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$900	General Fund	K-5 Teachers and Administrator

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family Math night will be held during the school year for parents and students to participate in the math games together. An estimated cost for materials and supplies is \$300.	Parent Involvement	Tier 1	Implement	09/08/2015	11/30/2015	\$300	General Fund	Math Committee Members.

Activity - Math Interventions Tiers II and III training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Teachers will attending a training at the Ingham ISD related to Tier II and Tier III math interventions. Costs are for substitute teachers.	Professional Learning	Tier 2		09/08/2015	12/18/2015	\$500	Title II Part A	Teachers
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### Goal 3: Students will improve their writing skills.

#### Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing assessments in English Language Arts by 06/01/2016 as measured by the MAISA Writing Rubrics.

#### Strategy 1:

Implement Writing Instruction - Teaching Staff will implement the MAISA writing units aligned to the CCSS as well as the Lucy Calkins Writing Units as directed by the Mason Public Schools Curriculum Office.

Category:

Research Cited: Oakland County ISD (2012). MAISA Writing Units. Oakland County, Michigan.

Tier: Tier 1

Activity - Participate in Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district sponsored professional development on the MAISA Writing Units, Common Core State Standards, and the Lucy Calkins Writing Program. Resources are cost estimates for professional development.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	General Fund	Teachers and Administrators

Activity - Mentor Texts Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will work together to familiarize themselves with mentor texts and the structure of each writing unit.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	K-5 Teachers

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing within other core subject areas such as science, social studies, and math.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	K-5 Teachers.

Activity - Writing in Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

North Aurelius Elementary School

Teachers will instruct students to write a written response to a text they read to test for comprehension at least once during the year for grades K-2 and at least twice during the year for grades 3-5.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	K-5 Teachers.
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Activity - CCSS Writing for Elementary Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn about writing in the CCSS for opinion pieces, informative text and narratives, with support from the most recent research on writing instruction. The training is two days at the Ingham ISD. The funds are for sub costs.	Professional Learning	Tier 1	Getting Ready	09/08/2015	12/18/2015	\$600	Title II Part A	Teachers

Activity - Training on MAISA Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representative from Oakland ISD will train our teachers about using the MAISA writing rubrics to evaluate writing. Funding is for presenter costs and substitute teacher costs.	Professional Learning	Tier 1	Implement	08/31/2015	12/18/2015	\$2000	Title II Part A	Teachers

## Goal 4: North Aurelius Elementary School will implement school wide Positive Behavior Intervention Supports (PBIS) to improve behavior and academic achievement at the school.

### Measurable Objective 1:

90% of All Students will demonstrate a behavior of 10% less office referrals than the previous year (if they had referrals the previous year) in Art & Humanities by 06/10/2016 as measured by SWIS .

### Strategy 1:

CHAMPS - At least two teachers at each grade level will be trained in CHAMPS and will utilize CHAMPS strategies in their classroom.

Category:

Research Cited: Sprick, R. (2009). CHAMPS: A Proactive & Positive Approach to Classroom Management. Eugene, Oregon: Pacific Northwest Publishing.

Tier: Tier 1

Activity - CHAMPS Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers not yet trained by the ISD on CHAMPS, will be able to attend a two day CHAMPS training. Funding is for two new teachers to attend CHAMPS training or PBIS for Early Childhood Classrooms at Ingham ISD.	Professional Learning	Tier 1	Implement	08/10/2015	06/10/2016	\$1000	General Fund	Behavior Team

## School Improvement Plan

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Activity - CHAMPS On the Playground Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the CHAMPS "On the Playground" PBIS program. This program will provide support for PBIS on the playground which will improve student behavior and positively impact classroom behavior and academics as well.	Behavioral Support Program	Tier 1	Implement	08/03/2015	09/04/2015	\$0	No Funding Required	Behavior team

Activity - Playground Aide Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite playground aides to participate in fall playground classroom PBIS lessons for one hour in September as well as four hours of training in August. Provide aides (lunch aides and special ed aides in the lunch room) their regular pay for a total of 5 hours each to participate, this cost is approximately \$750.	Professional Learning	Tier 1	Implement	08/03/2015	09/04/2015	\$750	General Fund	Behavior team, administrator, and teachers.

Activity - Alternatives to Time Aways in the Office and/or Suspensions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade teachers will utilize restorative justice strategies as consequences for misbehavior rather than students being sent to the office or suspended.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Third grade teachers.

Activity - Brain Gym	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the option to attend the Brain Gym Conference in Grand Rapids. This conference will teach staff about Brain Gym -- an educational Kinesiology dedicated to enhancing learning through interactive activities and movement.	Behavioral Support Program	Tier 1		08/03/2015	12/18/2015	\$1000	Title II Part A	Teachers and principal

### Strategy 2:

PBIS Team Meetings - The PBIS team will meet a minimum of six times during the 2015-2016 school year.

Category:

Research Cited: Kincaid, D., Childs, K., & George (2010). Schoolwide Benchmarks of Quality. Unpublished instrument: USF, Tampa, Florida.

Tier: Tier 1

Activity - PBIS Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will meet monthly to review behavior data and the effectiveness of PBIS programs at the school.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	PBIS Team

## School Improvement Plan

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Activity - Tier 2 and 3 Behavior Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2/3 Behavior Team meetings will be held two times each month to review Tier 2/3 students and behavior interventions.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Tier 2/3 Behavior Team members.

## Goal 5: All students will use inquiry, analysis, communication, and reflection to make informed scientific decisions.

### Measurable Objective 1:

20% of Fourth grade students will demonstrate a proficiency on the M Step test in Science by 06/10/2016 as measured by 5th Grade MEAP scores.

### Strategy 1:

Professional Development in Science Kits - New teachers will attend training for the grade level science kits.

Category:

Research Cited: <http://www.nextgenscience.org>

Tier: Tier 1

Activity - Professional Development in Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any beginning teachers will be given the opportunity to attend training sessions on the Battle Creek Science kits and any other training sessions necessary related to our science curriculum and the NGSS. Funding is for professional development fees and substitute teacher costs.	Professional Learning	Tier 1	Implement	08/03/2015	06/10/2016	\$300	General Fund	Principal and teachers

Activity - Great Lakes Stewardship Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade teachers will attend the Great Lakes Stewardship Initiative Conference in Grand Rapids. Costs are for conference fees, hotel, and mileage.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	12/18/2015	\$1000	Title II Part A	Third grade teachers

### Strategy 2:

Science/Reading Curriculum Integration - The core reading program will be used to emphasize science concepts.

Category:

Research Cited: [www.whatworksclearinghouse.com](http://www.whatworksclearinghouse.com)

**School Improvement Plan**

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Tier: Tier 1

Activity - Science/Reading Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Benchmark Literacy core reading program to teach science concepts in small group or whole group reading using Benchmark materials that connect to the appropriate grade level NGS Standards.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Building principal and teaching staff.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Brain Gym	Teachers will have the option to attend the Brain Gym Conference in Grand Rapids. This conference will teach staff about Brain Gym -- an educational Kinesiology dedicated to enhancing learning through interactive activities and movement.	Behavioral Support Program	Tier 1		08/03/2015	12/18/2015	\$1000	Teachers and principal
CCSS Writing for Elementary Teachers	Participants will learn about writing in the CCSS for opinion pieces, informative text and narratives, with support from the most recent research on writing instruction. The training is two days at the Ingham ISD. The funds are for sub costs.	Professional Learning	Tier 1	Getting Ready	09/08/2015	12/18/2015	\$600	Teachers
Great Lakes Stewardship Initiative	Third grade teachers will attend the Great Lakes Stewardship Initiative Conference in Grand Rapids. Costs are for conference fees, hotel, and mileage.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	12/18/2015	\$1000	Third grade teachers
Training on MAISA Writing Rubrics	A representative from Oakland ISD will train our teachers about using the MAISA writing rubrics to evaluate writing. Funding is for presenter costs and substitute teacher costs.	Professional Learning	Tier 1	Implement	08/31/2015	12/18/2015	\$2000	Teachers
Math Interventions Tiers II and III training	Teachers will attending a training at the Ingham ISD related to Tier II and Tier III math interventions. Costs are for substitute teachers.	Professional Learning	Tier 2		09/08/2015	12/18/2015	\$500	Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math Night	A family Math night will be held during the school year for parents and students to participate in the math games together. An estimated cost for materials and supplies is \$300.	Parent Involvement	Tier 1	Implement	09/08/2015	11/30/2015	\$300	Math Committee Members.

## School Improvement Plan

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Playground Aide Training	Invite playground aides to participate in fall playground classroom PBIS lessons for one hour in September as well as four hours of training in August. Provide aides (lunch aides and special ed aides in the lunch room) their regular pay for a total of 5 hours each to participate, this cost is approximately \$750.	Professional Learning	Tier 1	Implement	08/03/2015	09/04/2015	\$750	Behavior team, administrator, and teachers.
Ingham ISD Introduction to Math Workshop/Guided Math -- Professional Development	Two teams of two teachers will be able to attend the Ingham ISD Introduction to Math Workshop/Guided Math. The approximate cost of subs for four teachers for three sessions is \$900.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$900	K-5 Teachers and Administrator
ISD Universal Design for Learning Training	Teachers will attend the Universal Design for Learning Training. An estimate of substitute teacher costs is \$900 for four teachers to attend the three day sessions.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$900	General Education teachers.
Benchmark Assessment System (BAS)	The Benchmark Assessment System is an individual oral reading assessment and evaluation that will be given to all K students in the winter and spring; all first grade students in fall, winter, and spring; all 2-5 grade students in the fall; and for grades 2-5 in the winter and spring, all students below grade level will complete the BAS.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$500	Funds may be necessary for an additional BAS kit. Classroom teachers will give the BAS assessments.
Determining Researched Based Tier 2 and Tier 3 Interventions	Review student math data to determine research-based Tier 2 and Tier 3 intervention programs such as SuccessMaker and other interventions. Provide professional development to staff as necessary on math interventions. An estimate for professional development and substitute costs is \$2000.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$2000	Building Leadership Team, Principal, and Math Committee
AIMSweb Data Review	Teaching staff will review AIMSweb data to identify student strengths and weaknesses. Information will be used to implement interventions appropriate by grade level and skill weakness.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	Funding is necessary for substitute teachers for the three ISD data review days. Teachers and the principal will review AIMSweb data.

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Participate in Writing Professional Development	Teachers will participate in district sponsored professional development on the MAISA Writing Units, Common Core State Standards, and the Lucy Calkins Writing Program. Resources are cost estimates for professional development.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	Teachers and Administrators
K-2 Literacy Night -- Raising Readers	A literacy night will be held in the fall to educate parents about the importance of literacy at home.	Parent Involvement	Tier 1	Getting Ready	09/08/2015	11/30/2015	\$300	K-2 Teachers and Reading Committee Members
CHAMPS Professional Development Training	Teachers not yet trained by the ISD on CHAMPS, will be able to attend a two day CHAMPS training. Funding is for two new teachers to attend CHAMPS training or PBIS for Early Childhood Classrooms at Ingham ISD.	Professional Learning	Tier 1	Implement	08/10/2015	06/10/2016	\$1000	Behavior Team
AIMSweb Screener	AIMSweb screening assessments in grades K-5 will be implemented. Students will be screened annually in the fall, winter, and spring. Training will be provided as necessary for teachers who need further inservice on AIMSweb.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$500	Teachers will coordinate with the building reading committee to plan the AIMSweb screening days.
Professional Development in Science Kits	Any beginning teachers will be given the opportunity to attend training sessions on the Battle Creek Science kits and any other training sessions necessary related to our science curriculum and the NGSS. Funding is for professional development fees and substitute teacher costs.	Professional Learning	Tier 1	Implement	08/03/2015	06/10/2016	\$300	Principal and teachers
Collaborative Review	Teachers will have grade level collaboration time at least three times during the year to focus on data analysis and data based decision making. Time will also be allocated in grade level Student Support Team (SST) meetings for math data analysis. Funding is for substitute teachers for three grade level collaboration days (half-day of collaboration, three times during the year).	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$2160	Teachers, administrator, and building leadership team
AIMSweb Progress Monitoring Professional Development	Make available and provide resources for AIMSweb Progress Monitoring for teachers. We will also give teachers the opportunity to attend Pearson Progress Monitoring in-services to learn about AIMSweb progress monitoring. An estimate for the conference and substitute costs is \$1000.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	Reading Committee and the Administrator

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Mathematics Fact Fluency Program and Professional Development	To supplement the Everyday Math Curriculum, classrooms will emphasize fact fluency with a program such as Rocket Math or other similar curriculum. Teachers will receive professional development on the intervention if necessary. Funding is for programs and professional development on math fact fluency interventions.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$1000	Building Leadership Team, Administrator, and Math Committee.
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Success Learning Center	Pearson SuccessMaker individualized computer support program. Identified at-risk readers will attend the Success Learning Center for Tier II reading intervention. The SLC will also provide a visitation day for new teachers so that classroom teachers can shadow their students during one 30 minute session of reading. This will provide the classroom teachers an awareness of the student interventions provided in the SLC. Approximate cost of this activity would be two substitute teachers for one day at a cost of \$150.	Academic Support Program	Tier 2	Implement	09/08/2015	12/18/2015	\$130150	SLC Teacher and SLC Aide

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K PALS	Implement K PALS at the kindergarten level as a supplement to the current core reading program.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Kindergarten teachers and the speech and language teacher will implement K PALS within the instructional day.

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Teachers will implement the K-5 Core Reading Program Benchmark Literacy	All K-5 teachers will implement the Benchmark Literacy Core reading program.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Teachers will implement the Benchmark Literacy core reading program. Teachers will attend additional training sessions during the school year as necessary.
PBIS Team Meetings	The PBIS team will meet monthly to review behavior data and the effectiveness of PBIS programs at the school.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	PBIS Team
Florida Center for Reading Research	Literacy aides and volunteers implement FCRR interventions for letter recognition, sight words, and phrasing & fluency.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$0	First, second, and third grade teachers and literacy aides.
Content Area Writing	Teachers will incorporate writing within other core subject areas such as science, social studies, and math.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	K-5 Teachers.
Leveled Literacy Intervention - Lower Elementary	The reading teacher will implement Leveled Literacy Interventions as part of the Success Learning Center program for lower elementary students.	Academic Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$0	SLC Teacher
Common Reading Time	A common reading time for all grades will be established. Teachers may investigate grouping students during common reading times.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Classroom teachers.
Mentor Texts Review	K-5 teachers will work together to familiarize themselves with mentor texts and the structure of each writing unit.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	K-5 Teachers
Teaching staff will analyze the PET-R survey results	The Building Leadership Team (BLT) will analyze the PET-R survey results to determine CCSS alignment and student needs.	Policy and Process	Tier 1	Monitor	09/08/2015	05/31/2016	\$0	The Building Leadership Team (BLT) will review the PET-R data.

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Staff will complete the Planning and Evaluation Tool for Effective Schoolwide Reading Programs--Revised (PET-R)	The Building Leadership Team will complete the PET-R.	Policy and Process	Tier 1	Evaluate	09/08/2015	05/31/2016	\$0	The principal and members of the building leadership team.
Science/Reading Curriculum Integration	Teachers will use the Benchmark Literacy core reading program to teach science concepts in small group or whole group reading using Benchmark materials that connect to the appropriate grade level NGS Standards.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Building principal and teaching staff.
Six Minute Solution	Second, Fourth, and Fifth grade teachers will implement the Six Minute Solution reading intervention for fluency.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Classroom teachers.
Benchmarking - AIMSweb Math	Students will be benchmarked three times a year with AIMSweb-Math. Staff will be trained on the AIMSweb math screener by members of the building math committee.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Building Leadership Team and Math Committee.
Writing in Reading Comprehension	Teachers will instruct students to write a written response to a text they read to test for comprehension at least once during the year for grades K-2 and at least twice during the year for grades 3-5.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	K-5 Teachers.
CHAMPS On the Playground Program	Staff will be trained in the CHAMPS "On the Playground" PBIS program. This program will provide support for PBIS on the playground which will improve student behavior and positively impact classroom behavior and academics as well.	Behavioral Support Program	Tier 1	Implement	08/03/2015	09/04/2015	\$0	Behavior team
Tier 2 and 3 Behavior Team	Tier 2/3 Behavior Team meetings will be held two times each month to review Tier 2/3 students and behavior interventions.	Behavioral Support Program	Tier 2	Implement	09/08/2015	06/10/2016	\$0	Tier 2/3 Behavior Team members.
Alternatives to Time Aways in the Office and/or Suspensions	Third grade teachers will utilize restorative justice strategies as consequences for misbehavior rather than students being sent to the office or suspended.	Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Third grade teachers.
Sight Word Cards/Folders	Two literacy aides will assess each first grade student three times a year to see if they are increasing their reading accuracy on sight words. Literacy aides work with students who are the lowest in word knowledge.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/10/2016	\$0	Literacy aides and teachers
Everyday Mathematics Program Professional Development	Teachers will continue to teach the Everyday Mathematics Program. As allowed by the district, some teachers will pilot a new core mathematics curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Administrator and Math Committee