



School Improvement Plan

Steele Street Elementary School

Mason Public Schools (Ingham)

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Steele Elementary School Improvement Plan

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Introduction

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

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?

Steele Elementary is a true neighborhood school serving students in grades Kindergarten through 5th grade. It is nestled in the heart of one of Mason's friendly caring neighborhoods just south of Lansing. It is just a short walk from the downtown county government seat, community parks and the District's middle and high schools. The school enrollment is approximately 465 with a 37% free and reduced lunch population. The school is approximately 90% Caucasian with a minimally increasing number of minority students. Enrollment has maintained or slightly increased over the past few years and an additional Kindergarten classroom was added this year.

The teachers, staff, and families work together to provide a nurturing learning environment focused on the child. In addition to classrooms, the building offers other academic and social/emotional supports. Full-time kindergarten classroom aides provide additional support to our youngest learners. A literacy teacher and literacy assistant focus on early literacy acquisition in first and second grade and provide a rich array of services to students as they develop into confident readers and writers. Our Success Learning Technology Center provides additional learning intervention to first through fifth grade students identified as at-risk in the areas of reading and mathematics.

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.

The vision of Steele Elementary is to create and maintain a Kindergarten through 5th grade school that is child-centered to meet the social, emotional and academic needs of the students that we serve now and into the future. We will create a learning environment in partnership with our students, parents and community that prepares all students to reach their fullest potential. As a staff, we will continue to expand our learning and implement changes that guide our mission to serve all students.

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.

Steele Elementary has exceeded MEAP Reading and Math proficiency levels for several years. Steele was also recognized as one of the schools in the state identified as "Beating the Odds." The school has focused all resources on literacy, as the ability to read is the leading indicator of future success in school. Math proficiency levels have also been high with scores exceeding 90%.

Science is an area of concern and with the implementation of a new Language Arts program focused on reading for information, we have high expectations that the science scores will improve. Writing is the area of concern with scores below the 50% level for 4th grade although the staff has focused on writing for many years and all staff members have been trained in Lucy Calkins Writing. Steele staff will continue to focus for the next three years on Informational writing, Opinion and Personal Essay writing with the implementation of MAISA Writing Units and the Common Core State Standards. The district has recently implemented a new reading program that has a focus of information reading and writing which will support our writing goal.

Additional Information

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

The Steele Staff is committed to the implementation of Common Core State Standards and through this effort the school will demonstrate higher achievement across all content areas and grade levels. The CCSS will encourage the implementation of close and critical reading strategies needed for reading comprehension of increasingly complex text. Students will also continue to focus on the reading skills necessary for reading across the content areas of social studies, science and math.

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.

Steele's School Improvement Plan was developed with input from the entire staff and a parent committee. Time was allotted from staff meetings to focus on the evaluation, review of achievement data in all core content areas, and development of the School Improvement Plan. Principal, Title I parent representative, and staff met from January through April to discuss and evaluate the 2012-13 plan, as well as recommend changes to the plan. Three main core academic goals were identified in Reading, Writing, and Math. The Reading and Writing goals include specific strategies for integrating Social Studies and Science concepts. Once the goals were identified, teachers committed to working on one of three committees that represented each goal. Approximately 7 teachers were on each committee. During collaborative planning, teachers reviewed the data, and worked to develop strategies and activities for each of the goals. At the end of the collaborative planning, teachers shared the strategy/activities with the whole staff for additional feedback. Title I teacher, principal and parents of Title I students were invited to review the plan and provide information for developing the Parent Policy and Compact.

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

Steele staff, including Kindergarten through 5th grade teachers, Resource room, Cognitively Impaired, Speech and Language, and Art, Music, and Physical Education teachers were included in evaluating and developing the School Improvement Plan. Title I parents were also included in developing the Title I meetings, Parent Policy, and Compact as well as reviewing the School Improvement Plan and providing feedback.

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 plan will be sent to all staff members and the Title I Parent Committee electronically for review and feedback. The Parent Policy and Compact will be available on the Steele Elementary web page. The plan will be revisited and reviewed again in the fall of 2013 and once a month all year during school improvement meetings. The progress made working towards the plan will be documented in the "Notes" section of the School Improvement Plan on the Advanc-ed website.

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?

Our student demographic trend data is changing slightly in some areas due to increased student enrollment. All class sections are at full capacity as per the teachers contract for class size. Free and reduced lunch count has increased to almost 40% and we are not a Title I Schoolwide building rather than a Targeted Assistance building. We are moving in the right direction as the gap between our lowest 30% and top 30% is narrowing.

Student Demographic Data

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

Student attendance data is the same over the past three years although communication to families has improved. Letters are sent home with ten absences. Personal phone calls to parents regarding attendance and tardy situations have increased.

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?

There is an increase in student behavior data for several reasons. Our numbers have increased and our Free and Reduced Lunch count has also increased. With this increase, we have noticed an increase in behavior concerns that have been documented in our Skyward system. We have also had a recommendation to the School Board to expel one student which is very untypical for Steele.

Student Demographic Data

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

We have implemented a Behavior Team this year that meets monthly to provide additional support for students and staff. In addition, documentation for behavior has improved in the process. There is not a particular subgroup related to the discipline concerns with an equal amount of boys/girls or socio-economic concerns,

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?

There are eight new non-tenured teachers in our building what have replaced a more experienced staff. Student achievement has decreased
SY 2015-2016

in both Reading and Math which could be a result of this change. Decrease in scores is more likely due to the higher number of low socio economic students.

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?

The high number of new teachers (8) has greatly impacted our student achievement results probably more so than any other factor.

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?

Several teachers were absent for 20 or more days and this has resulted in substitute teachers in the building and a lack of continuous quality instruction. When substitute teachers are in the building, behavior issues increase and instruction is interrupted.

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?

There has also been an increase in professional learning this past year which again requires an increase in substitute teachers in the building. With substitute teachers there is an increase in student behavior/discipline problems which impacts instruction.

Teacher/School Leader(s) Demographic Data

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

The district is planning on less professional learning during the day unless half day student dismissal can be built in to the day.

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?

Reading has always been a strength of Steele Elementary as many of the teachers and staff members, including the principal are highly trained in literacy best practice strategies and interventions. There is an emphasis on quality core instruction and interventions are available to support tier II and III students.

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?

Math and writing are significant challenges for the building. Literacy has been the focus for many years resulting in success. For the past two years, the building leadership team has focused on strengthening math and writing professional development to implement several of the strategies that led to high achievement in reading. Math proficiency is at 38% in 3rd grade and writing proficiency is only 48%.

12. How might these challenges impact student achievement?

There is a significant amount of reading in math which may be related to the low scores in math. Even though reading scores are higher, students do not understand what the math problems are often asking. In addition, there is a lack of math fact fluency required to be successful on the math problems as per MEAP/M-Step.

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.

Math fact fluency has been a building focus for the past two years. In addition, the building has focused on reading in the informational genre to assist math reading requirements. Math fact fluency and an understanding of numeracy has been included in the school improvement plan to strengthen math concept development. In addition, teachers have supplemented math program instruction (Everyday Math) with Common Core State Standards using the Engage NY materials to supplement. Teachers are becoming more familiar with the CCSS due to using support materials and on-going professional development.

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?

Title I students are supported through the support of a literacy teacher in grades K-2. Success Learning Lab supports students in grades 1st through 5th. Our tier II and III students receive an additional 30 minutes of support in reading and math as needed. In addition, Tier III support is provided by the Resource Room teacher. Success Learning Lab is open before school starts as an extended learning

opportunities for Title I students.

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

Success Learning Lab is open every morning from 8:00-8:30 until school begins. Also, teachers work with students before or after school and parent volunteers are available to provide additional support for students. Classroom assistants are also available for K-2 students.

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

Extensive on-going assessments are administered by teachers throughout the year and the data collected identifies students who need additional support. Our multi-tiered system of support provides tiered support for all students needing additional support. Parents receive a letter identifying the support services. In addition, a meeting is provided in the fall inviting all students who are eligible for extended learning opportunities.

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?

The school has systems of support in place including a Student Success Team, School Improvement Team, and Building Leadership Teams (BLT) in all content areas. For BLT meetings, a teacher from each grade level meets on a monthly basis to align curriculum to CCSS and ensure assessments are also aligned to the new standards.

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.

Does not apply

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

Reading has always been a strength for Steele Elementary and they have remained in top 30% on the state's Top-To-Bottom list for several years, usually in the 85%. Steele was also identified as one of our state's top schools identified as "Beating the Odds" as a Title I school. Steele's 4th and 5th grade MEAP scores have ranged in the 80-90% for several years. This past year, scores have dropped somewhat as the low socio-economic group has been growing consistently. Steele is the only Schoolwide Title I building.

19b. Reading- Challenges

Challenges in recent years include lower 3rd grade MEAP scores in Reading due to students in the low social-economic sub-group. Students perform much better though as they move to 4th and 5th grade where they consistently perform in the 80-90%. There is a significant shift in "reading to learn" at the 3rd grade level and we feel that students were not prepared for the MEAP test and amount of informational reading.

19c. Reading- Trends

When we followed MEAP trends from 2010-2013, we found that students in the same cohort for three years improved with each year. For example, 3rd grade students in 2011 were at the 73%, same group as 4th graders at the 79% and ended at the 90% as 5th graders. This trend continues with each 3rd-5th grade group for several years.

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 have worked to provide students with the skills necessary to be independent readers and problem solvers. We have also prepared students to have the skills necessary to be successful on the M-Step by focusing on reading comprehension and informational text. We have also worked to prepare our 3rd graders, especially low socio-economic students for the rigor of the M-Step. Our AIMSWeb progress monitoring assessments and Benchmark Assessment System (running records) indicate that students are reading close to grade level in grades K-5.

20a. Writing- Strengths

Writing is not a strength although writing improved in 2013 from 49% proficiency in 2012 to 59% proficiency in 2013. Writing will need to be a strength with the implementation of the Common Core State Standards as writing in the narrative, informational, and opinion genre will be assessed on the M-Step at each grade level.

20b. Writing- Challenges

Writing has been a challenge for the past three years although there was a significant increase from 2012-2013 on MEAP. 50% of Economically Disadvantaged students (4th grade) were proficient in writing as compared to 59% proficiency of general ed students. 45 percent of boys were proficient in writing on 2013 MEAP in comparison to 71% of girls.

20c. Writing- Trends

Trends are showing an increase in writing as per MEAP and MAISA/M-Step writing rubrics. There has been additional professional learning this year in writing to support the writing necessary to be successful on the M-Step. We anticipate improved writing scores on the 2015 M-Step in the areas of opinion and informational 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.

Writing is a priority in the 2015-16 School Improvement Plan in order to increase writing proficiency. There has been a significant increase in professional learning in writing (PLC's) to allow for continued collaboration time to review writing samples and learn more about how to use a rubric to assess writing. Steele has implemented the MAISA Writing Units at each grade level to improve writing. The MAISA rubrics that accompany the units are aligned to the M-Step rubrics that will be used to assess writing. For the 2015-16 school year, additional professional learning will be planned in addition to working for a 2nd year with a writing consultant. The consultant meets with the writing committee (one teacher from each grade level) to review writing samples and plan instruction. In addition, Learning Walks will be introduced to staff next year as a schoolwide effort to monitor writing instruction.

21a. Math- Strengths

Math is improving as per our AIMSweb results and common teacher generated assessments that were introduced by the Ingham Intermediate School District. AIMSweb results indicate that math is improving as 94% of students met benchmark expectations for math computation. 5th grade math application have also improved and remain at 75-85% proficient. All grade levels have improved math computation as per the AIMSweb end-of-year assessment. M-Step data will not be available until the fall of 2015 although we are expecting an improvement in math across grade levels.

21b. Math- Challenges

Only 36% of 3rd grade students were proficient on 2013-14 Math MEAP. 72% of 4th grade students were proficient and only 57% of 5th grade students were proficient. Math scores have been declining in the past 2-3 years as our Title I population is increasing. Steele has been identified as a schoolwide Title I building this year.

21c. Math- Trends

According to MEAP results, Math scores have declined in 3rd grade for the past 3 years and moderately improved in 4th and 5th grade. Math scores overall have been considerably lower than reading across all grade levels. The emphasis has always been on literacy and the achievement results are evidence of this focus.

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.

To continue to improve math proficiency, Steele will add additional strategies to the school improvement plan to increase math skills.

1. Small group instruction will continue at all grade levels to provide Tier II support for low performing students.
2. In addition, a math building curriculum committee will continue to address math curriculum alignment.
3. Common math formative assessments will be implemented.
4. Many teachers have a math PGP student growth goal for evaluation
5. Data Day will allow teachers time 3 times a year to review benchmark math data.
6. Common bi-monthly planning time will allow teachers additional time to review data and plan interventions for Tier II and III students.
7. Instructional assistants will provide Tier II support for students needed additional interventions.

22a. Science- Strengths

2013 Science MEAP indicates that 36% of students were proficient. The school is working to creatively find more time to teach science. For example, all three 2nd grade classes team teach and one teacher teaches science while the other two teach math and writing. The science assessments all involve writing so the building writing goal will hopefully assist in improving content area assessments that include writing. Teachers are working on learning more about the Next Generation Science standards that align with CCSS.

22b. Science- Challenges

Only 36% of students are proficient in science as per 2013 Science MEAP. Teachers do not spend the needed amount of time teaching science due to the rigorous curriculum in math and literacy. Also, new state standards have not been released in science and social studies so there are limited curriculum materials for teaching science content. Therefore, teachers have focused on literacy standards as they relate to science. The science curriculum has not been updated at the district level and there is always limited time for teaching science, especially in grades K-2.

22c. Science- Trends

Science trends indicate MEAP scores that remain the same and lower than expected. Steele's science scores are higher though than the state proficiency expectations.

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.

Specific science content strategies will not be added to the school improvement plan until new science standards have been released by the state and adopted by Mason Public Schools. Therefore, our school improvement plan will continue to address the literacy strategies needed to access literacy CCSS as related to literacy.

23a. Social Studies- Strengths

low scores in social studies

23b. Social Studies- Challenges

Lower scores in social studies have continued to be a concern at the elementary level for several reasons. Rigorous literacy and math standards require significant blocks of time during the school day. Social studies is taught primarily as the concepts are related to literacy. Social studies CCSS have not been released by the state or adopted at the district level. In addition, for some students, the social study text books are several reading levels about students' actual reading level so reading comprehension is difficult.

23c. Social Studies- Trends

District scores have been consistently low for several years. In 2013-14 social studies scores declined significantly to less than 30% proficient.

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.

Specific social study content strategies will not be added to the school improvement plan until new social study standards have been

released by the state and adopted by Mason Public Schools. Therefore, our school improvement plan will continue to address the literacy strategies needed to access literacy CCSS as related to literacy.

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?

Students identify teachers as their highest level of satisfaction. Also, use of technology programs at school.

24b. Student Perception Data

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

Students identify not enough support for difficult classwork as their lowest level of satisfaction. Also, students would like to see more after school activities offered.

24c. Student Perception Data

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

More student support and technology programs will be added to our school improvement plan for additional support.

25a. Parent/Guardian Perception Data

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

Parents rate the staff and student support programs as the highest level of satisfaction.

25b. Parent/Guardian Perception Data

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

Not enough programs for higher performing students such as a gifted and talented program. Parents would also like to see improved communication between district/school/families.

25c. Parent/Guardian Perception Data

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

Communication will be increased through monthly newsletters and weekly phone calls through our Instant-alert System. Phone calls will include information regarding school events and programs.

26a. Teacher/Staff Perception Data

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

Staff has identified the improved technology as the highest level of satisfaction. In addition, the opportunities for collaboration and shared leadership has improved school culture and moral.

26b. Teacher/Staff Perception Data

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

Behavior concerns and not enough support for at-risk students are listed as the areas of lowest satisfaction.

26c. Teacher/Staff Perception Data

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

A Behavior Team has been established this year to allow opportunities for problem-solving student behavior. Also, professional development for working with struggling students has been added to the school improvement plan. Teachers will also have additional planning time to allow for student interventions, data review, and collaboration. In addition, teachers will participate in Learning Walks to offer opportunities and suggestions for improved instruction and behavior goals.

27a. Stakeholder/Community Perception Data

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

Community members would like to work closer with the school district to support in any way. The school district is so fortunate to have committed community members who contribute time, financial funding, and volunteer support every year.

27b. Stakeholder/Community Perception Data

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

Our parking situation is the number one concern of the community and parents. The district is reviewing possibilities to remedy this concern.

27c. Stakeholder/Community Perception Data

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

The parking and safety concerns have been addressed through a District Strategic Planning Committee. The committee is comprised of all school/district stakeholders. Several Parent and Community forums have allowed parents and community members to voice concerns. The district is considering a bond proposal in the near future to further address safety and parking concerns.

Summary

28a. Summary

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

Steele has always been a district success as their achievement scores have been traditionally very strong in Reading and Math. Steele has continued as a school "Beating the Odds" and also in the top 30% of the states Top-to-Bottom list even though Steele has been identified as a schoolwide Title I building. The district has a strong special education department who works very closely with the schools to implement a Tiered System of Support model that supports student achievement. Also, parents and community have been very supportive of the school. The very knowledgeable and supportive staff holds student achievement to the highest of standards.

28b. Summary

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

A possible school bond will assist the school in developing a strong safety plan for the future. In addition, the bond would allow the school to improve technology across grade level to support student achievement. The bond proposal process has been instrumental in bringing all district stakeholders together in an effort to make district decisions transparent to all involved. Our perception data will improve significantly as a result of the Strategic Planning Process facilitated by our new superintendent.

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?

All challenges have been addressed in the School Improvement Plan goals, objectives, and activities. The building plan is in alignment with the district School Improvement Plan. In addition, The district's Strategic Plan will align with building and district plans to strengthen the process of improving student achievement.

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	Literacy is tested annually (three times per year) at each grade level using the BAS Benchmark Literacy Assessment. The assessment is based on an oral reading record of leveled text and includes a comprehension component. The AIMSWeb assessment is also administered three times each year to monitor progress in reading. In addition, formative assessments that include oral reading records and Michigan Literacy Progress Profile (MLPP) are administered on a regular basis for on-going progress monitoring. AIMSWeb math screener will be administered to identify Tier II and III students in math.	

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 report can be found at mason.k12.mi.us	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable for our K-5 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable.	

School Improvement Plan

Steele Street Elementary School

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	Mr. Matthew Stuard Interim Director of Human Resources Mason Public Schools 400 South Cedar Street Mason, MI 48854 517-676-2484	

Label	Assurance	Response	Comment	Attachment
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		Steele Parent Policy

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	As a result of the building on-site review, additional requirements have been added to the plan including the Title I selection criteria forms.	Student Identification Form

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team met on several occasions to review data and analyze the need according to lowest performing subject areas and student groups. Since we did not have MEAP data for 2015, we reviewed 2014 MEAP data, 2015 AIMSweb, and Benchmark Assessment System which is similar to DRA (formative assessments).

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

Student achievement demonstrated lowest performing areas in math and writing especially 3rd grade math and 4th grade writing. AIMSweb data has shown that students are performing at a rate of improvement above state expectations although 80% of students are not performing at the proficient level in math or reading in grades 1st through 4th.

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

The school goals were collected as a result of our data analysis process with the School Improvement Team. A comprehensive data system with multiple assessments was reviewed in order to make informed decisions regarding our goals and strategies. MEAP trend data was reviewed in addition to 2013 MEAP data. The SIT also reviewed AIMSweb data and building-wide formative assessments including Benchmark Literacy Assessments, Observation Survey, MAISA Writing Units, and Math program assessments.

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

The school has identified a Math, Writing, and Reading goal as a result of the comprehensive data collection. MEAP assessments reveal that math and writing scores are significantly below expectations with only 59% of students proficient in writing and only 36% of 3rd graders were proficient in 2013. AIMSweb data indicates that Math proficiency is low although improving, especially in 5th grade. Common formative assessments indicate that math is an area of weakness, especially in the math application area. The school has implemented a multi-tiered system of support to provide additional learning opportunities for students who are disadvantaged.

Component 2: Schoolwide Reform Strategies

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

All students are expected to reach the rigorous standards the state has identified in Reading, Writing and Math. Teachers are implementing several support systems to assure that all students are successful.

1. Teachers work with students in small groups within Math and Literacy core instruction on a daily basis.
2. Students receive an additional 30 minutes of intervention time for Tier II students in Reading and Math on a daily basis.
3. Learning Walks will be implemented this year to progress monitor the fidelity of differentiating instruction for all students.
4. Teachers have focused on Math and Writing for their personal PGP student growth goals which includes all students.
5. Volunteer program has been implemented to support struggling learners in Literacy and Math.

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

All methods of instruction are research-based and supported by a comprehensive assessment system. The strategies included in the 2015-16 School Improvement Plan include "Learning Walks" to monitor best practice implementation, Intervention strategies, student engagement, and formative assessments to drive instruction. In addition, teachers will attend collaborative learning sessions throughout the year to review assessment data, plan interventions for struggling students, and make instructional decisions. In addition to the highly trained literacy teacher, instructional assistants will assist in providing students additional support. Common planning time has been implemented twice each month so grade level teams of teachers can meet to discuss Tier II and III students and discuss interventions.

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

The research-based strategies that have been identified within the schoolwide plan are a result of the comprehensive needs assessment. Math, Writing and Informational Reading have been identified as the areas most in need of improvement. The schoolwide plan identifies specific strategies to improve student achievement for all students and especially Title I students.

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

Math, Writing, and Informational Reading are the areas most in need of improvement within the schoolwide plan. Tiered systems of support strategies will provide an additional layer of focused, intensive instruction for students in Tiers II and III. These students who have been identified as primarily low socio-economic and special education students will receive small group core instruction in literacy and math, an additional layer of small group support, and a third layer (Tier III) for students who are identified as possibly needing a special education referral. Schoolwide collaborative planning, Learning Walks, and common grade level planning will provide the on-going progress monitoring necessary to assure academic achievement for Title I and all students.

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

The school has implemented an on-going progress monitoring assessment system that includes AIMSweb progress monitoring in reading and math and also formative assessments that are embedded in daily classroom instruction. Benchmark assessments include Benchmark Assessment System (BAS) that allows teachers to identify students who have not met benchmark proficiency in reading. In the fall, M-Step assessments will identify students who were not successful on the state assessments in Reading, Science and Math. Careful review of all assessments will also identify sub-groups who are not meeting benchmark expectations. Steele Elementary will especially review special education and low socio-economic students for progress towards goal.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Steele Elementary teachers are highly qualified at each grade level. In addition, all special education and literacy/Title I teachers are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Steele has 18 general education teachers, two special education teachers, and one Title I literacy teacher. In the past three years, five teachers have retired and five teachers were hired to replace retired teachers.

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

All staff members have K-5 teaching certificates that are current.

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

To support and retain high quality teachers, the school has implemented a shared leadership philosophy where all teachers have a role in the decision making and have opportunities to take on leadership roles in the curriculum area of their choice. In addition, the staff has created a very teacher-friendly and supportive atmosphere. In addition, teachers have the adequate resources necessary to teach and also a supportive and active parent community. Teachers have common planning time and frequent opportunities to participate in collaborative discussions regarding curriculum, assessments, and interventions. In addition, the school has a Behavior Team to problem solve and prevent on-going behavior concerns. High quality professional development is on-going through out the school year to support best-practice strategies.

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

To support and retain high quality teachers, the school has implemented a shared leadership philosophy where all teachers have a role in the decision making and have opportunities to take on leadership roles in the curriculum area of their choice. In addition, the staff has created a very teacher-friendly and supportive atmosphere. In addition, teachers have the adequate resources necessary to teach and also a supportive and active parent community. Teachers have common planning time and frequent opportunities to participate in collaborative discussions regarding curriculum, assessments, and interventions. In addition, the school has a Behavior Team to problem solve and prevent on-going behavior concerns. High quality professional development is on-going through out the school year to support best-practice strategies.

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

The turnover rate is due to retirements.

Component 5: High Quality and Ongoing Professional Development

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

Teachers will receive professional learning in how to implement Professional Learning Communities (PLC's); Professional Learning on implementing Instructional Rounds/Learning Walks; continued Common Core State State standards implementation in Literacy and Math that support the major shifts in instruction; MAISA Writing Units aligned to CCSS; Guided Math Instruction; continued Close and Critical Reading; Book study on Learning Walks; Formative Assessment training - Assessing Student Learning with Standards-Based Performance Tasks

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

All identified professional learning is on-going and sustained as the learning will be introduced in the fall and continue through the school year. For example, MAISA Writing Units were introduced two years ago and teachers have attended on-going PD for implementation. This year, teachers worked collaboratively with a literacy consultant to continue the conversation regarding improving student writing. Teachers met in grade level teams to assess and review writing samples this year. The staff also learned how to use the MAISA and M-Step rubrics efficiently so that writing would be assessed correctly. The rubrics also identified teaching points for on-going improvement of writing instruction.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents attended School Improvement Planning to review assessment data, evaluate existing programs, and contribute to the shared decision-making regarding resources and interventions. In addition, parents, community, and staff participated in several building and district Strategic Planning meetings during the 2015 school year to discuss strengths, weaknesses, opportunities and threats to the district. Strategic Planning will continue through 2016 to collect data and plan for district-wide improvements to curriculum, safety, and facilities.

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

Steele Elementary is fortunate to have strong parent involvement, PTO, and community support. Parents and community members are involved in every aspect of school planning and strategy implementation. Many staff members are on the PTO and community committees. Steele is located in the heart of the town which facilitates parent involvement in school events. In addition, parents and community members actively support the tutoring and academic achievement of students, especially Title I students. Volunteers work in classrooms on a daily basis to support achievement of struggling students.

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

Parents and community members review the School Improvement Plan and a discussion evolves regarding the plan and comprehensive needs assessment. Parents are allowed time to review the plan in the spring and make recommendations to improve. Parents participate in the discussion of student achievement as well as after school events.

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

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

(1) Steele Elementary has a Title I parent meeting in the fall and as needed throughout the year to assist parents in the understanding of such topics as the State's academic content standards and State student academic achievement standards as well as state and local academic assessments.

(2) Steele Elementary provides materials and training during the fall Title I meeting and throughout the year to help parents work with their children at home to improve their children's achievement, such as literacy training and using technology..

(3) Steele Elementary works with teachers, principal and other support staff to identify ways to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the school.

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

A survey will be provided to parents and community members in the spring of each year to evaluate if the school improvement plan and parent involvement strategies were effective as intended.

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

Information from the parent survey and end of year school improvement meetings will inform changes to both plans.

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

The school-parent compact was developed in coordination with the Title I teacher, principal and Title I parents.

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

The School-Parent Compact is shared with parents at parent-teacher conferences. The compact is discussed and then, if in agreement, signed by both the parent and Title I teacher.

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

Not applicable.

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

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

Student assessment results are shared during parent teacher conferences so that parents can hear the information and ask questions to clarify if needed. Assessment results are also explained during the annual Title I meeting for all Title I parents/students. Many assessments (common grade level and ELA/math) have parent components that make the assessments parent friendly. For example, a parent letter is available to accompany AIMSweb assessment results. In addition, MEAP/M-Step assessment data will be explained in parent friendly terms. Teachers are also available to meet anytime a parent has questions regarding assessments.

Component 7: Preschool Transition Strategies

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

Kindergarten teachers and the district's Early Childhood Director meet throughout the year to plan for Kindergarten transition. There is a February transition meeting followed by Kindergarten Round-up in the spring (March). In addition, both pre-school and Kindergarten teachers attend collaborative sessions to discuss alignment of curriculum with new Michigan standards in addition to common assessments.

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

District must provide the information.

Component 8: Teacher Participation in Making Assessment Decisions

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

Steele Elementary is in the process of implementing a shared leadership school culture where teachers, administrator, and central office staff work together to identify assessments. Steele teachers administer a comprehensive assessment system at the building level. Summative and screening assessments are determined by central office staff. Formative assessments are embedded in daily instruction in order to help teachers make instructional decisions about grades, interventions, and lesson planning. Staff determines which assessments provide the most meaningful information to make instructional decisions.

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

Teachers participate in all data analysis to improve the academic achievement of students. Teachers are involved in District Data Days (3 times each year); bi-monthly grade level planning; monthly staff meetings focused on improving instruction (writing samples are reviewed); and teachers also analyze data during Student Support Team meetings.

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

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

Steele has implemented a timely and supportive system of

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

Steele Elementary has a Multi-tiered System of Support in place that is designed to meet the learning needs of all students, especially struggling students in reading, writing and math. Teachers provide an additional 30 minutes of support for students who are having difficulty mastering the standards. The comprehensive assessment system allows the school to provide opportunities to progress monitor and identify students who are not mastering instructional goals. In addition, a full time literacy teacher works with students who are not proficient in the core subject areas. Instructional assistance are available to support students needing additional time and practice in mastering standards. The school also provides extended learning opportunities before school as students attend the Success Maker lab, a technology support program for reading and math.

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

A Multi-Tiered System of Support provides differentiated instruction for all students. Teachers provide small group support within core instruction (Tier I) and in addition Tier II students receive an additional 30 minutes of support in reading and/or math. Students who need an additional support are provided a Tier III more intensive program designed to improve learning. Teachers work with students in whole group setting, small groups and also one-on-one as needed to meet the learning needs of all students.

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

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

Steele was identified as a Schoolwide Title I building in 2014-15. Previously, Steele was a Targeted Assistance School. Federal funds including Title I & II, and 31-A funding have provided many resources (materials, consultants, technology, collaborative planning time, etc.) to improve instruction for low-performing students. In addition, the Success Learning Lab (technology-based instruction for Title I students is funded through the program. Literacy teacher is also funded through federal Title I. Local funding resources include donations from Mason Public School Foundation which provided additional technology support.

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

Steele elementary will use resources from state, federal and local sources to support (10) schoolwide components and reform efforts. Federal funds support our Success Learning Lab technology program and the literacy teacher who provides additional instruction (above and beyond core) to all Title I students. In addition, technology supports are in place as a result of the federal funds and include the purchase of iPads/iPods to support our struggling students.

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

The school supports learning in many ways that include working closely with Head Start and all Early Childhood programs. The Head Start staff collaborates with Kindergarten teachers to align curriculum, assessments, and materials for a seamless transition. District Free and Reduced lunch program provides classroom daily breakfast to all students who qualify. In addition, during the 2015-16 school year, food program will provide after school snacks for extended learning opportunities for students needing additional support beyond core instruction.

Evaluation:

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

Steele Elementary completes a school-wide evaluation at the end of the school year as part of the School Improvement Planning process. This year, the Success Learning Lab was evaluated for effectiveness. In addition, the school participates in several surveys during the year through our Multi-tiered Systems of Support (MTSS) system that includes on-going progress monitoring regarding the effectiveness of the schoolwide program. In addition, all research-based strategies that are designed to support low-achieving students are evaluated on a regular basis to determine whether the strategies are meeting the needs of struggling learners.

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

Improved achievement for all students is the goal of all programs, materials, resources and support systems. The MDE School System Review is used to evaluate achievement and inform School Improvement Process. M-Step will be the primary assessment used to indicate the effectiveness of instructional programs and strategies. In addition, AIMSWeb (screener) is used for on-going progress monitoring. Also, formative assessments are administered continually to provide a comprehensive assessment system.

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

M-Step state assessment, AIMSWeb, and research-based common assessments will be administered to determine the effectiveness of all programs. Improved student achievement of Title I students will indicate whether school-wide resources such as Success Learning Lab have been successful.

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

The School System Review, School Improvement Planning process, Comprehensive Needs Assessment, MTSS surveys, and end-of-year evaluation will determine if changes are needed to the school-wide plan.

Steele Elementary School Improvement Plan

Overview

Plan Name

Steele Elementary School Improvement Plan

Plan Description

All students will achieve academic success in core content areas including Reading, Writing, Math, Social Studies and Science.

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 Steele Elementary students will be proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$2000
2	All Steele Elementary students will read proficiently.	Objectives: 1 Strategies: 7 Activities: 20	Academic	\$130403
3	All Steele Elementary students will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$14200

Goal 1: All Steele Elementary students will be proficient writers.

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 Informational writing which includes Opinion and Personal Essay in English Language Arts by 06/14/2014 as measured by MAISA or Lucy Calkins Writing Rubrics.

Strategy 1:

MAISA Writing Units (Tier I, II and III) - All staff (including special education staff) will implement the MAISA Writing Units (Michigan Association of Intermediate School Administrators) consistently at each grade level. The MAISA Units include Opinion and Personal Essay writing that align to the Common Core State Standards.

Category:

Research Cited: The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level: ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

Michigan Standards and Benchmarks; Literacy for the 21st Century/A Balanced Approach by Gail E.

Tompkins; Classroom Instruction that Works by Robert Marzano, et.al.; Reading with Meaning by Debbie

Miller; Making the Most of Small Groups: Differentiation for all by Debbie Diller. Reading First, part of the No Child Left Behind Act of 2001, Response to Interventions (RtI)/Bernhardt & Heibert.

Lucy Calkins Units of Study For Primary Writing: A Year Long Curriculum; Lucy Calkins and Leah Mermelstein. Heinemann Publishing 2005

Tier:

Activity - Informational Writing Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Steele Street Elementary School

<p>All K-5 staff will attend collaborative planning sessions and professional development to focus on the implementation of the MAISA Writing Units, especially Opinion, Research, and Personal Essay, to support the Common Core State Standards and writing across the content areas (Social Studies and Science). The presenter stipend is \$1200.</p>	<p>Professional Learning</p>			<p>09/02/2013</p>	<p>06/09/2014</p>	<p>\$1200</p>	<p>Title II Part A</p>	<p>All K-5th grade staff will attend the professional learning as well as the literacy teacher, special education staff and principal.</p>
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Activity - Progress Monitoring of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All staff will meet six times per year to monitor the improvement of writing by reviewing and assessing writing samples using MAISA/Lucy Calkins rubrics. Common Core State Standard Annotated samples of student writing will be used for comparison purposes to establish adequate performance levels at each grade level. Staff will review writing samples using district rubrics in grade level teams and vertically. Writing sample review will take place during staff collaborative professional development sessions to generate improvement in writing.</p>	<p>Monitor</p>			<p>06/09/2014</p>	<p>06/09/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All staff, including the literacy teacher and principal, will monitor the improvement of writing.</p>

Activity - Mentor Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Steele Street Elementary School

All K-5 and special education teachers will use mentor texts to support the Lucy Calkins and MAISA Units curriculum (Michigan Association of Intermediate School Administrators) to improve writing proficiency by immersing students in many different genres of writing.	Academic Support Program			09/09/2013	05/23/2014	\$800	General Fund	All staff will implement mentor text to support the writing curriculum. The principal will monitor the implementation.
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Activity - Writing in Social Studies and Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 staff will use writing as a tool for comprehending complex expository text. Teachers will integrate writing across the content areas to include math, social studies and science to support content area concepts and Common Core State Standards. Teachers will implement graphic organizers to organize writing.	Implementation			05/20/2013	05/30/2014	\$0	No Funding Required	All staff including the special education teachers will be responsible for implementing the strategy.

Strategy 2:

Writing Support (Tier II and III) - Students performing less than proficient in writing, as identified by MEAP and district rubrics, will receive additional intervention support from classroom teachers and instructional support staff. K-5 teachers and support staff will provide additional guided writing and conferring sessions at all grade levels for students needing additional writing support. A conferring checklist will be utilized to guide data driven instructional interventions.

Category:

Research Cited: Lucy Calkins Units of Study. Calkins, Lucy; The What Works Clearinghouse standards and their relevance to data-driven decision-making at the school level: ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

Tier:

School Improvement Plan

Steele Street Elementary School

Activity - Guided Writing/Conferencing (Tier II and III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers and support staff will provide additional guided writing and conferring sessions at all grade levels for students needing additional writing support. A conferring checklist will be utilized to guide data driven instructional interventions.	Academic Support Program			09/09/2013	05/30/2014	\$0	No Funding Required	Classroom teachers and support staff will implement writing intervention.

Strategy 3:

Writing for Evidence (Tier I) - Students will generate writing that includes cited evidence to inform or make an argument in response to ideas, events, and facts that are presented in the texts that they read.

Category:

Research Cited: www.CCSS.org; Pathways to the Common Core - Accelerating Achievement. Calkins, Lucy; Ehrenworth, Mary; Lehman, Chris. 2012

Tier:

Activity - Argumentative/Opinion Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in first through fifth grade will submit at least one writing sample each trimester that uses evidence to inform or make an argument in response to the ideas, events, or facts that were presented in the texts they read. Students in grades two through five will submit typed publications of their work.	Implementation			10/01/2013	05/16/2014	\$0	No Funding Required	Teachers in first through fifth grades and the principal will be responsible for the writing implementation.

Goal 2: All Steele Elementary students will read proficiently.

Measurable Objective 1:

90% 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 of reading comprehension in the area of informational reading in English Language Arts by 06/09/2014 as measured by MEAP Reading, Benchmark Literacy Assessment, and AIMSWeb.

Strategy 1:

Data Systems/Progress Monitoring for a Tiered System of Support Model - Administrators and teachers will implement a multi-tiered system of support model using a data system and data-based decision making process.

Category:

Research Cited: The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level: ies.ed.gov/ncee/wwc/pdf/practiceguides/ddd_m_pg_092909.pdf.

Michigan Standards and Benchmarks; Literacy for the 21st Century/A Balanced Approach by Gail E.

Tompkins; Classroom Instruction that Works by Robert Marzano, et.al.; Reading with Meaning by Debbie

Miller; Making the Most of Small Groups: Differentiation for all by Debbie Diller. Reading First, part of the No Child Left Behind Act of 2001, Response to Interventions (RtI)/Bernhardt & Heibert.

Tier:

Activity - On-going Progress Monitoring (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will maintain a progress monitoring system/notebook to identify tier II and III students, monitor achievement and effectiveness of core instruction. Running Records (Benchmark Literacy Oral Reading Records and MLPP) will be the primary reading formative assessment for grades K-3. Comprehension strategy assessments will be used to monitor the effectiveness of strategy instruction for grades 3-5 in addition to Running Records for struggling students.	Monitor			09/09/2013	06/09/2014	\$0	No Funding Required	All K-5 staff will monitor progress of students including the literacy teacher, resource room, C.I. teacher and classroom assistants.

School Improvement Plan

Steele Street Elementary School

Activity - Data Analysis and Dialogue (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement common assessments that reflect the CCSS for data collection and will include Benchmark Literacy Assessments (BAS), Michigan Literacy Progress Monitoring (MLPP), and district screening assessments. All staff will meet in grade level teams to review assessments, adjust instruction and develop individual development plans for struggling students.	Monitor			09/09/2013	06/09/2014	\$0	No Funding Required	All staff will be responsible for implementing the assessments and review/analyzing data.

Activity - Data Review/Individual Development Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet during collaborative planning sessions one day per month in grade level teams to analyze and integrate all sources of student data such as Benchmark Literacy formative assessments, behavior data and attendance to develop individualized plans of support for struggling students. (Example: Individualized Development Plans and Behavior Plans) using Benchmark Assessment System data, MLPP, AIMSWeb, and writing assessments.	Monitor			09/09/2013	06/09/2014	\$0	No Funding Required	All staff will collect and analyze data to inform individualized plans for struggling and/or at-risk students.

Activity - Benchmark Data Day Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff responsible for literacy instruction will meet (3) times per year (fall, winter, spring) during Data Days designated days to review and analyze all data in order to: inform instruction; identify students needing Tier II and III support; identify and evaluate the effectiveness of interventions. Subs will be assigned as per the district school improvement plan. Six substitutes will release all grade level teachers (K-5) for one hour per grade level team. This will happen 3 times per year for a total of 18 subs. Literacy teacher and special education teacher will not require subs. The cost of 18 substitutes is approximately \$1800.	Academic Support Program			09/09/2013	06/09/2014	\$1800	General Fund	All staff responsible for teaching reading will be responsible for attending the Data Day review.
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Activity - Progress Monitoring (Tier II and III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 staff, literacy and resource room teacher will conduct progress monitoring assessments weekly for Tier II and III students. Staff will maintain, monitor and identify interventions for individual development plans.	Monitor			09/09/2013	06/09/2014	\$0	No Funding Required	Student Support Team members will be responsible for the implementation and effectiveness of progress monitoring assessments.

Strategy 2:

Close and Critical Reading to Develop Comprehension (Tier I) - Teachers will implement Close and Critical reading strategies aligned to the Common Core State Standards to increase student comprehension of complex text. These strategies will include guided highlighted reading, one-word-summary, and a variety of text organizers.

Category:

Research Cited: Research Supporting Summary/Restatement: What does the text say? Schema Theory, Anderson, R.C., & Pearson, P.D. (1984). A Schema-Theoretic View of Basic Processes in Reading Comprehension., Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York:

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Longman.Summary: Robert Marzano? Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory Retelling: Cambourne, B., Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D.

1998)Writing and learning in Australia, Dellasta Books in association with Oxford University Press, Melbourne.Research Supporting DescriptionHow does the text says it?Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). Questioning the Author: A Year long Classroom Implementation to Engage Students With Text, The Elementary School Journal, 96, 385-414.Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman.Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students's Comprehension and Production of Expository Text..Reading Research Quarterly, 19, 134-146.Research Supporting Interpretation - What does the text mean? Gallagher, M., & Pearson, P.D. 1989). Discussion,Comprehension, and Knowledge Acquisition.

Tier:

Activity - Summary and Restatement Instruction (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use close and critical reading strategies to teach restatement and summary. Examples include: guided highlighted reading, one-word summary, text organizers, etc.	Direct Instruction			09/09/2013	06/09/2014	\$0	No Funding Required	All staff K-5, special education and literacy teacher will use close and critical reading strategies in Tier I instruction.

Activity - Teachers will use re-telling activities to foster comprehension.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use retelling strategies to enhance comprehension. Teachers will use the professional text, Strategies That Work, to guide thinking.	Direct Instruction			09/09/2013	06/02/2014	\$0	No Funding Required	All staff will implement retelling strategies.

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Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of graphic organizers to comprehend complex text.	Direct Instruction			09/09/2013	06/09/2014	\$0	No Funding Required	All staff will be responsible and the principal will monitor the implementation.

Activity - Professional Development for Close and Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in on-going professional learning to understand close and critical reading strategies. The professional learning will include guided highlighted instruction, retelling strategies, how to use text organizers, and also how to implement other strategies to comprehend complex text. The stipend for the presenter is \$1500.	Professional Learning			09/09/2013	06/09/2014	\$1500	Title II Part A	All staff including the principal will attend professional learning on close and critical reading.

Activity - Informational/Complex Text Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will receive professional development for teaching Informational/Expository text and Narrative complex text as well as how to use writing as a tool to comprehend informational text.	Professional Learning			09/09/2013	06/09/2014	\$0	No Funding Required	All staff will participate in the Information text professional learning, including the principal.
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Strategy 3:

Literacy Interventions (Tier II and III) - All Kindergarten through fifth grade staff and support literacy staff will implement small group reading instruction (3-5 students) in addition to daily Tier I core guided reading instruction.

Category:

Research Cited: Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Basic Processes in Reading Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano

Tier:

Activity - Intensive Reading Instruction (Tier II and III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers and literacy support staff will implement intensive reading instruction in small groups (3-5 students) to develop strategies for improving phonemic/phonological awareness; comprehension; vocabulary; word building; guided writing; fluency and using writing as a tool for comprehending complex texts.	Direct Instruction			09/09/2013	06/09/2014	\$0	No Funding Required	All K- 5 staff will implement tier II guided reading. The principal will monitor the implementation.

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Activity - Professional Development on Research-Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 staff and special education support staff will participate in professional development on research-based literacy interventions to support academic achievement of Tier II and III students.	Professional Learning			09/09/2013	06/09/2014	\$1500	Title II Part A	All K-5 staff, special education support staff and principal will be responsible for attending the PD and implementing the professional development strategies. The stipend for the presenter is \$1500.

Activity - Literacy Teacher Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy teacher will provide additional support for Title I students in grades Kindergarten through second grade for 30 minutes on a daily basis. Interventions will include small group and one-on-one support as needed. On-going formative assessments and student selection process will identify low-performing students needing additional support.	Academic Support Program			09/09/2013	05/30/2014	\$105096	Title I Part A	Literacy teacher and principal are responsible for the intervention strategy.

Activity - Literacy Support Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Literacy instructional support aide will provide additional math and literacy support for at risk students in grades first through fifth grade. Aide will work with identified students in the technology-based Success Learning Lab for four-five days a week and minimum of 30 minutes each day. Aide will also work with small groups of students as needed to support literacy and math.	Academic Support Program			09/09/2013	05/30/2014	\$18507	Section 31a	Principal and literacy teacher will be responsible for the literacy aide.
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Strategy 4:

Language Arts Alignment with CCSS (Tier I) - Teachers will align existing Language Arts curriculum with the Common Core State Standards to identify and implement major shifts in instruction and critical reading strategies.

Category:

Research Cited: WWW.CCSS.org

Research Supporting Description

How does the text says it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Research Supporting Interpretation

What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area

Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: AnInstructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Research Supporting Application

What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What

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Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Tier:

Activity - CCSS Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively in grade level teams and in vertical teams (Fall, Winter and Spring) to align existing reading curriculum and strategies with the Common Core State Standards.	Professional Learning			09/09/2013	05/23/2014	\$0	No Funding Required	All kindergarten through fifth grade staff, Resource, Cognitively Impaired (teacher), and principal will be responsible for implementing the collaborative professional learning.

Activity - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will be released from classrooms for two days to observe each other and further their learning in the implementation of Benchmark Literacy Language Arts Program in order to share best-practice strategies and monitor the fidelity of year two Benchmark Literacy implementation recommendations. Six substitute teachers will release teachers for one day in the fall and winter. (6 subs X 2 days)</p>	<p>Professional Learning</p>			<p>10/14/2013</p>	<p>03/31/2014</p>	<p>\$1100</p>	<p>Title II Part A</p>	<p>K-5 staff and principal will be responsible for implementing the strategy and activities for on-going professional learning.</p>
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Strategy 5:

Social Studies and Science Curriculum Alignment with Literacy CCSS (Tier I) - Teachers will align and integrate Language Arts curriculum with Social Studies and Science in order to differentiate instruction and focus on content area literacy strategies.

Category:

Research Cited: The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level: ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

Michigan Standards and Benchmarks; Literacy for the 21st Century/A Balanced Approach by Gail E.

Tompkins; Classroom Instruction that Works by Robert Marzano, et.al.; Reading with Meaning by Debbie

Miller; Making the Most of Small Groups: Differentiation for all by Debbie Diller. Reading First, part of the No Child Left Behind Act of 2001, Response to Interventions (Rti)/Bernhardt & Heibert.

Tier:

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work collaboratively in grade level teams to align Benchmark Literacy Language Arts program with Social Studies and Science concepts in order to integrate the curriculum efficiently. Teachers will meet in fall, winter, and spring, to plan and monitor the effectiveness of the curriculum alignment. The focus will be to strengthen Science and Social Studies concepts as well as the informational reading strategies needed to comprehend expository text.	Professional Learning			09/09/2013	05/12/2014	\$0	No Funding Required	All K-5 staff and resource room teacher will participate in the implementation. Principal will monitor the effectiveness of the planning.
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Strategy 6:

Technology Integration - Teachers will attend authentic, meaningful, and academically focused professional development in the use of Smartboard technology and Apple TV. All technology professional development will be directly connected to existing curriculum.

Category:

Research Cited: <http://www.iteea.org/TAA/PDFs/AETLExecutiveSummary.pdf>

Tier:

Activity - SmartBoard and Apple TV Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive "teacher generated" professional demonstrations and professional development on the integration of technology and classroom best practice strategies as related to math and literacy. The professional learning will be meaningful, authentic and specifically connected to daily instructional goals. 9 full-day substitute teachers will be required to release 18 teachers each for a half-day.	Professional Learning			09/06/2013	05/19/2014	\$900	Title II Part A	All staff and principal will be responsible for the professional learning implementation.

Strategy 7:

Classroom Behavior Systems - All staff will increase the effectiveness of classroom behavior systems and implementation ratings on the Benchmark of Quality (BOQ)

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survey as documentation of improvement for Positive Behavior Intervention Support. All new teachers and the Building Leadership Team (BLT) will attend classroom management trainings for PBIS through the ISD.

Category:

Research Cited: Fisher, C.W. Berliner, D.C. Filby, N.M. Marleave, R. Cahen, I.S. & Dishaw, M.M. (1980) Teaching Behaviors, academic learning time, and student achievement: An overview of Classroom Interaction, 17(1), 2-15.

Tier:

Activity - New Teacher Classroom Management Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers and the Building Leadership Team will attend professional development on implementing CHAMPS strategies. The teachers and BLT will work together to share information and strategies with the entire staff.	Professional Learning			09/09/2013	05/23/2014	\$0	No Funding Required	Building Leadership Team and Principal will be responsible for implementation of the professional development.

Activity - CHAMPS/ISD Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meeting time will be allocated to create an understanding of key classroom management concepts which focus on the importance of the five to one positive to negative ratio of interaction, immediate and specific praise, and explicit teaching of classroom management routines and procedures.	Professional Learning			09/09/2013	05/24/2014	\$0	No Funding Required	All staff and principal will be responsible for attending the staff professional learning and for implementing the strategies.

Goal 3: All Steele Elementary students will be proficient in Math.

Measurable Objective 1:

65% 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 fact fluency, numeracy, computation, and problem solving in Mathematics by 05/23/2014 as measured by 2013 Math MEAP.

Strategy 1:

Math Fact and Number Fluency (Tier I, II, and III) - K-2 teachers and resource room teacher will implement best practice strategies for building fluency with addition and subtraction to include concepts, skills and problem solving. Teachers in grades 3-5 will implement strategies for building fluency with multiplication and division and also for understanding area, perimeter and fractions, and math vocabulary.

Category:

Research Cited: Math research: A Story of Units: A Curriculum Overview for grades K-5. engage NY www.p12.nysed.gov/ciai/common_core_standards; www.achievethecore.org Children's Mathematics-Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi (1999). The Mathematical Brain, Butterworth (1999). How to Differentiate Instruction in Mixed-Ability Classrooms, Tomlinson (1995). Windows of Opportunity: Mathematics for Teaching and Learning, Sowder (1992). Algebraic Thinking, Grades K-12: Readings from NCTM's School-Based Journals and Other Publications, Moses (2004). Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning, Murphy and Lick (1998). The Challenge of School Change, Fullan (1997). Getting Excited About Data:How to Combine People, Passion and Proof, Holcomb (1999). Engaging the Eye Generation: Visual Strategies for the K-5 Classroom, Riddle (2009). Assisting Students Struggling with Mathematics:Response to Intervention (Rtl) for Elementary and Middle Schools, What Works Clearinghouse (2009). Explicit Instruction, Archer (2010).

Tier:

Activity - Math Fluency Intervention (Tier II and III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will implement small group or one-on-one tier II intervention support in developing math fact fluency in addition, subtraction, multiplication, and division.	Academic Support Program			09/09/2013	05/26/2014	\$0	No Funding Required	All K-5 teachers will implement the intervention. Principal will monitor implementation.
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Activity - Math Journals (Tier I, II and III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers and resource room teacher will use math journals as a tool for comprehending complex math concepts and enhancing problem solving skills.	Implementation			09/09/2013	05/30/2014	\$1000	General Fund	All K-5 staff and resource room teacher will be responsible for implementing the strategy. Principal will monitor implementation.

Activity - Math Progress Monitoring (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will administer math fact fluency assessments to all students on a weekly basis to track progress (K-2 addition and subtraction/ 3-5 multiplication and division). Students will be identified on a monthly basis for additional support if not mastering fact assessments.	Monitor			10/11/2013	05/30/2014	\$1000	General Fund	All staff and special education teachers will administer fact fluency assessments.

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Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math intervention support staff and parent volunteers will provide additional tier II math intervention support for struggling students in first through fifth grades in math fact fluency. Students will receive additional support for at least 20-30 minutes a day, four days per week for sixteen weeks.	Academic Support Program			01/16/2014	05/16/2014	\$8000	Title I Part A	Principal will be responsible for facilitating the implementation of the activity.

Strategy 2:

Math Curriculum Alignment - Teachers will work in a collaborative manner to identify math critical instructional concepts and the major emphasis clusters for each grade level as described by the Common Core State Standards.

Category:

Research Cited: Children's Mathematics-Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi (1999). The Mathematical Brain, Butterworth (1999). How to Differentiate Instruction in Mixed-Ability Classrooms, Tomlinson (1995). Windows of Opportunity: Mathematics for Teaching and Learning, Sowder (1992). Algebraic Thinking, Grades K-12: Readings from NCTM's School-Based Journals and Other Publications, Moses (2004). Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning, Murphy and Lick (1998). The Challenge of School Change, Fullan (1997). Getting Excited About Data: How to Combine People, Passion and Proof, Holcomb (1999). Engaging the Eye Generation: Visual Strategies for the K-5 Classroom, Riddle (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, What Works Clearinghouse (2009). Explicit Instruction, Archer (2010).

2013-06-Children's Mathematics-Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi (1999). The Mathematical Brain, Butterworth (1999). How to Differentiate Instruction in Mixed-Ability Classrooms, Tomlinson (1995). Windows of Opportunity: Mathematics for Teaching and Learning, Sowder (1992). Algebraic Thinking, Grades K-12: Readings from NCTM's School-Based Journals and Other Publications, Moses (2004). Whole-Faculty Study Groups: A Powerful Way to

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Change Schools and Enhance Learning, Murphy and Lick (1998). The Challenge of School Change, Fullan (1997). Getting Excited About Data:How to Combine People, Passion and Proof, Holcomb (1999). Engaging the Eye Generation: Visual Strategies for the K-5 Classroom, Riddle (2009). Assisting Students Struggling with Mathematics:Response to Intervention (Rtl) for Elementary and Middle Schools, What Works Clearinghouse (2009). Explicit Instruction, Archer (2010).

Tier:

Activity - Math Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work during collaborative planning sessions in grade level teams and also vertically to compare Every Day Math Curriculum with the Math CCSS. Major emphasis clusters and required fluency concepts will be identified for each grade. Material costs will be \$500.	Professional Learning			09/09/2013	05/23/2014	\$500	General Fund	All staff including the special education staff will be responsible . Principal will monitor the professional learning.

Activity - Math Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each grade level will develop a math curriculum map that indicates the approximate number of instructional days designated for each cluster or math concept. The cost of materials will be \$500.	Professional Learning			09/09/2013	05/30/2014	\$500	General Fund	All staff and special education staff will be responsible for the strategy. Principal will monitor implementation of strategy.

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Strategy 3:

On-going Progress Monitoring (Tier I) - Administrator and teachers will implement a three-tiered system of support using a data system and data-based decision making process. Staff will administer progress monitoring assessments that reflect the Common Core State Standards. Assessments include Everyday Math, Delta Math screener, Math Journal/ Notebooks, teacher generated assessments. Assessments will be administered at least three times per year to all students in grades K-5.

Category:

Research Cited: Children's Mathematics-Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi (1999). The Mathematical Brain, Butterworth (1999). How to Differentiate Instruction in Mixed-Ability Classrooms, Tomlinson (1995). Windows of Opportunity: Mathematics for Teaching and Learning, Sowder (1992). Algebraic Thinking, Grades K-12: Readings from NCTM's School-Based Journals and Other Publications, Moses (2004). Whole-Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning, Murphy and Lick (1998). The Challenge of School Change, Fullan (1997). Getting Excited About Data:How to Combine People, Passion and Proof, Holcomb (1999). Engaging the Eye Generation: Visual Strategies for the K-5 Classroom, Riddle (2009). Assisting Students Struggling with Mathematics:Response to Intervention (Rtl) for Elementary and Middle Schools, What Works Clearinghouse (2009). Explicit Instruction, Archer (2010).

Tier:

Activity - Math Data Collection to Inform Math (Tier II and III) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer progress monitoring assessments that reflect the Common Core State Standards. Assessments include Everyday Math, Delta Math screener, Math Journal/ Notebooks, teacher generated assessments. Assessments will be administered at least three times per year to all students in grades K-5.	Monitor			09/09/2013	05/30/2014	\$500	General Fund	All K-5 staff, administrator and special education teachers will be responsible for administering the assessment.

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Activity - Progress Monitoring and Data Analysis (Tier II and III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer more frequent on-going progress monitoring to Tier II and III students every 2-3 weeks to monitor achievement, differentiate instruction and use the information to plan intensive math interventions.	Monitor			09/09/2013	05/30/2014	\$0	No Funding Required	All K-5 staff and special education teachers will administer frequent progress monitoring assessments for tier II and III students.

Activity - Math Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet in grade level teams for a half-day at least three times each year to review and analyze data to inform decisions about math instruction and review on-going interventions and their effectiveness. 27 full day subs will be required to release teachers for this activity. The cost of this will be \$2700.	Evaluation			09/09/2013	05/30/2014	\$2700	General Fund	Administrator, all K-5 staff and special education teachers will be responsible for reviewing data.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Support Instructional Aide	Literacy instructional support aide will provide additional math and literacy support for at risk students in grades first through fifth grade. Aide will work with identified students in the technology-based Success Learning Lab for four-five days a week and minimum of 30 minutes each day. Aide will also work with small groups of students as needed to support literacy and math.	Academic Support Program			09/09/2013	05/30/2014	\$18507	Principal and literacy teacher will be responsible for the literacy aide.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observations	Teachers will be released from classrooms for two days to observe each other and further their learning in the implementation of Benchmark Literacy Language Arts Program in order to share best-practice strategies and monitor the fidelity of year two Benchmark Literacy implementation recommendations. Six substitute teachers will release teachers for one day in the fall and winter. (6 subs X 2 days)	Professional Learning			10/14/2013	03/31/2014	\$1100	K-5 staff and principal will be responsible for implementing the strategy and activities for on-going professional learning.

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Professional Development on Research-Based Interventions	All K-5 staff and special education support staff will participate in professional development on research-based literacy interventions to support academic achievement of Tier II and III students.	Professional Learning			09/09/2013	06/09/2014	\$1500	All K-5 staff, special education support staff and principal will be responsible for attending the PD and implementing the professional development strategies. The stipend for the presenter is \$1500.
SmartBoard and Apple TV Professional Learning	All staff will receive "teacher generated" professional demonstrations and professional development on the integration of technology and classroom best practice strategies as related to math and literacy. The professional learning will be meaningful, authentic and specifically connected to daily instructional goals. 9 full-day substitute teachers will be required to release 18 teachers each for a half-day.	Professional Learning			09/06/2013	05/19/2014	\$900	All staff and principal will be responsible for the professional learning implementation.
Informational Writing Professional development	All K-5 staff will attend collaborative planning sessions and professional development to focus on the implementation of the MAISA Writing Units, especially Opinion, Research, and Personal Essay, to support the Common Core State Standards and writing across the content areas (Social Studies and Science). The presenter stipend is \$1200.	Professional Learning			09/02/2013	06/09/2014	\$1200	All K-5th grade staff will attend the professional learning as well as the literacy teacher, special education staff and principal.

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Professional Development for Close and Critical Reading Strategies	All staff will participate in on-going professional learning to understand close and critical reading strategies. The professional learning will include guided highlighted instruction, retelling strategies, how to use text organizers, and also how to implement other strategies to comprehend complex text. The stipend for the presenter is \$1500.	Professional Learning			09/09/2013	06/09/2014	\$1500	All staff including the principal will attend professional learning on close and critical reading.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring and Data Analysis (Tier II and III)	Staff will administer more frequent on-going progress monitoring to Tier II and III students every 2-3 weeks to monitor achievement, differentiate instruction and use the information to plan intensive math interventions.	Monitor			09/09/2013	05/30/2014	\$0	All K-5 staff and special education teachers will administer frequent progress monitoring assessments for tier II and III students.
Graphic Organizers	Teachers will use a variety of graphic organizers to comprehend complex text.	Direct Instruction			09/09/2013	06/09/2014	\$0	All staff will be responsible and the principal will monitor the implementation.

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Progress Monitoring (Tier II and III)	K-5 staff, literacy and resource room teacher will conduct progress monitoring assessments weekly for Tier II and III students. Staff will maintain, monitor and identify interventions for individual development plans.	Monitor			09/09/2013	06/09/2014	\$0	Student Support Team members will be responsible for the implementation and effectiveness of progress monitoring assessments.
CCSS Collaborative Planning	Teachers will work collaboratively in grade level teams and in vertical teams (Fall, Winter and Spring) to align existing reading curriculum and strategies with the Common Core State Standards.	Professional Learning			09/09/2013	05/23/2014	\$0	All kindergarten through fifth grade staff, Resource, Cognitively Impaired (teacher), and principal will be responsible for implementing the collaborative professional learning.
CHAMPS/IISD Staff Development	Staff meeting time will be allocated to create an understanding of key classroom management concepts which focus on the importance of the five to one positive to negative ratio of interaction, immediate and specific praise, and explicit teaching of classroom management routines and procedures.	Professional Learning			09/09/2013	05/24/2014	\$0	All staff and principal will be responsible for attending the staff professional learning and for implementing the strategies.

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Data Review/Individual Development Plans	Staff will meet during collaborative planning sessions one day per month in grade level teams to analyze and integrate all sources of student data such as Benchmark Literacy formative assessments, behavior data and attendance to develop individualized plans of support for struggling students. (Example: Individualized Development Plans and Behavior Plans) using Benchmark Assessment System data, MLPP, AIMSWeb, and writing assessments.	Monitor			09/09/2013	06/09/2014	\$0	All staff will collect and analyze data to inform individualized plans for struggling and/or at-risk students.
Guided Writing/Conferencing (Tier II and III)	K-5 teachers and support staff will provide additional guided writing and conferring sessions at all grade levels for students needing additional writing support. A conferring checklist will be utilized to guide data driven instructional interventions.	Academic Support Program			09/09/2013	05/30/2014	\$0	Classroom teachers and support staff will implement writing intervention.
Argumentative/Opinion Writing	All students in first through fifth grade will submit at least one writing sample each trimester that uses evidence to inform or make an argument in response to the ideas, events, or facts that were presented in the texts they read. Students in grades two through five will submit typed publications of their work.	Implementation			10/01/2013	05/16/2014	\$0	Teachers in first through fifth grades and the principal will be responsible for the writing implementation.
Writing in Social Studies and Science	All K-5 staff will use writing as a tool for comprehending complex expository text. Teachers will integrate writing across the content areas to include math, social studies and science to support content area concepts and Common Core State Standards. Teachers will implement graphic organizers to organize writing.	Implementation			05/20/2013	05/30/2014	\$0	All staff including the special education teachers will be responsible for implementing the strategy.
Teachers will use retelling activities to foster comprehension.	All teachers will use retelling strategies to enhance comprehension. Teachers will use the professional text, Strategies That Work, to guide thinking.	Direct Instruction			09/09/2013	06/02/2014	\$0	All staff will implement retelling strategies.

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Math Fluency Intervention (Tier II and III)	All staff will implement small group or one-on-one tier II intervention support in developing math fact fluency in addition, subtraction, multiplication, and division.	Academic Support Program			09/09/2013	05/26/2014	\$0	All K-5 teachers will implement the intervention. Principal will monitor implementation.
Data Analysis and Dialogue (Tier I)	Staff will implement common assessments that reflect the CCSS for data collection and will include Benchmark Literacy Assessments (BAS), Michigan Literacy Progress Monitoring (MLPP), and district screening assessments. All staff will meet in grade level teams to review assessments, adjust instruction and develop individual development plans for struggling students.	Monitor			09/09/2013	06/09/2014	\$0	All staff will be responsible for implementing the assessments and review/analyzing data.
Intensive Reading Instruction (Tier II and III)	All K-5 teachers and literacy support staff will implement intensive reading instruction in small groups (3-5 students) to develop strategies for improving phonemic/phonological awareness; comprehension; vocabulary; word building; guided writing; fluency and using writing as a tool for comprehending complex texts.	Direct Instruction			09/09/2013	06/09/2014	\$0	All K-5 staff will implement tier II guided reading. The principal will monitor the implementation.
On-going Progress Monitoring (Tier I)	All staff will maintain a progress monitoring system/notebook to identify tier II and III students, monitor achievement and effectiveness of core instruction. Running Records (Benchmark Literacy Oral Reading Records and MLPP) will be the primary reading formative assessment for grades K-3. Comprehension strategy assessments will be used to monitor the effectiveness of strategy instruction for grades 3-5 in addition to Running Records for struggling students.	Monitor			09/09/2013	06/09/2014	\$0	All K-5 staff will monitor progress of students including the literacy teacher, resource room, C.I. teacher and classroom assistants.

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Summary and Restatement Instruction (Tier I)	All staff will use close and critical reading strategies to teach restatement and summary. Examples include: guided highlighted reading, one-word summary, text organizers, etc.	Direct Instruction			09/09/2013	06/09/2014	\$0	All staff K-5, special education and literacy teacher will use close and critical reading strategies in Tier I instruction.
New Teacher Classroom Management Training	All new teachers and the Building Leadership Team will attend professional development on implementing CHAMPS strategies. The teachers and BLT will work together to share information and strategies with the entire staff.	Professional Learning			09/09/2013	05/23/2014	\$0	Building Leadership Team and Principal will be responsible for implementation of the professional development.
Informational/Complex Text Professional Development	All staff will receive professional development for teaching Informational/Expository text and Narrative complex text as well as how to use writing as a tool to comprehend informational text.	Professional Learning			09/09/2013	06/09/2014	\$0	All staff will participate in the Information text professional learning, including the principal.
Progress Monitoring of Writing	All staff will meet six times per year to monitor the improvement of writing by reviewing and assessing writing samples using MAISA/Lucy Calkins rubrics. Common Core State Standard Annotated samples of student writing will be used for comparison purposes to establish adequate performance levels at each grade level. Staff will review writing samples using district rubrics in grade level teams and vertically. Writing sample review will take place during staff collaborative professional development sessions to generate improvement in writing.	Monitor			06/09/2014	06/09/2014	\$0	All staff, including the literacy teacher and principal, will monitor the improvement of writing.

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Collaborative Planning	Teachers will work collaboratively in grade level teams to align Benchmark Literacy Language Arts program with Social Studies and Science concepts in order to integrate the curriculum efficiently. Teachers will meet in fall, winter, and spring, to plan and monitor the effectiveness of the curriculum alignment. The focus will be to strengthen Science and Social Studies concepts as well as the informational reading strategies needed to comprehend expository text.	Professional Learning			09/09/2013	05/12/2014	\$0	All K-5 staff and resource room teacher will participate in the implementation. Principal will monitor the effectiveness of the planning.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventions	Math intervention support staff and parent volunteers will provide additional tier II math intervention support for struggling students in first through fifth grades in math fact fluency. Students will receive additional support for at least 20-30 minutes a day, four days per week for sixteen weeks.	Academic Support Program			01/16/2014	05/16/2014	\$8000	Principal will be responsible for facilitating the implementation of the activity.
Literacy Teacher Support	Literacy teacher will provide additional support for Title I students in grades Kindergarten through second grade for 30 minutes on a daily basis. Interventions will include small group and one-on-one support as needed. On-going formative assessments and student selection process will identify low-performing students needing additional support.	Academic Support Program			09/09/2013	05/30/2014	\$105096	Literacy teacher and principal are responsible for the intervention strategy.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Journals (Tier I, II and III)	All K-5 teachers and resource room teacher will use math journals as a tool for comprehending complex math concepts and enhancing problem solving skills.	Implementation			09/09/2013	05/30/2014	\$1000	All K-5 staff and resource room teacher will be responsible for implementing the strategy. Principal will monitor implementation.
Math Data Collection to Inform Math (Tier II and III) Instruction	Staff will administer progress monitoring assessments that reflect the Common Core State Standards. Assessments include Everyday Math, Delta Math screener, Math Journal/ Notebooks, teacher generated assessments. Assessments will be administered at least three times per year to all students in grades K-5.	Monitor			09/09/2013	05/30/2014	\$500	All K-5 staff, administrator and special education teachers will be responsible for administering the assessment.
Benchmark Data Day Collection	All staff responsible for literacy instruction will meet (3) times per year (fall, winter, spring) during Data Days designated days to review and analyze all data in order to: inform instruction; identify students needing Tier II and III support; identify and evaluate the effectiveness of interventions. Subs will be assigned as per the district school improvement plan. Six substitutes will release all grade level teachers (K-5) for one hour per grade level team. This will happen 3 times per year for a total of 18 subs. Literacy teacher and special education teacher will not require subs. The cost of 18 substitutes is approximately \$1800.	Academic Support Program			09/09/2013	06/09/2014	\$1800	All staff responsible for teaching reading will be responsible for attending the Data Day review.

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Math Curriculum Map	Teachers at each grade level will develop a math curriculum map that indicates the approximate number of instructional days designated for each cluster or math concept. The cost of materials will be \$500.	Professional Learning			09/09/2013	05/30/2014	\$500	All staff and special education staff will be responsible for the strategy. Principal will monitor implementation of strategy.
Math Progress Monitoring (Tier I)	K-5 teachers will administer math fact fluency assessments to all students on a weekly basis to track progress (K-2 addition and subtraction/ 3-5 multiplication and division). Students will be identified on a monthly basis for additional support if not mastering fact assessments.	Monitor			10/11/2013	05/30/2014	\$1000	All staff and special education teachers will administer fact fluency assessments.
Math Collaborative Planning	Teachers will work during collaborative planning sessions in grade level teams and also vertically to compare Every Day Math Curriculum with the Math CCSS. Major emphasis clusters and required fluency concepts will be identified for each grade. Material costs will be \$500.	Professional Learning			09/09/2013	05/23/2014	\$500	All staff including the special education staff will be responsible. Principal will monitor the professional learning.
Math Data Analysis	All staff will meet in grade level teams for a half-day at least three times each year to review and analyze data to inform decisions about math instruction and review on-going interventions and their effectiveness. 27 full day subs will be required to release teachers for this activity. The cost of this will be \$2700.	Evaluation			09/09/2013	05/30/2014	\$2700	Administrator, all K-5 staff and special education teachers will be responsible for reviewing data.

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Mentor Texts	All K-5 and special education teachers will use mentor texts to support the Lucy Calkins and MAISA Units curriculum (Michigan Association of Intermediate School Administrators) to improve writing proficiency by immersing students in many different genres of writing.	Academic Support Program			09/09/2013	05/23/2014	\$800	All staff will implement mentor text to support the writing curriculum. The principal will monitor the implementation.
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