



School Improvement Plan

Joseph G. Steenland Elementary School

Roseville Community Schools

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ROSEVILLE, MI 48066-4775

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2016-2017 Steenland 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?

Steenland Elementary has approximately 500 students enrolled, and 30 instructional staff members. Steenland is located in a suburban area in Roseville, Michigan. Steenland has a diverse population, which tends to be transient, and includes school of choice students. Our free and reduced population is approximately 51%.

Effective Spring 2016

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.

VISION STATEMENT

Steenland Elementary school envisions a learning community where students, staff, parents and community members are dedicated to excellence in education and mutual respect for all cultures and differences. We envision our school as a learning center where all have a sense of ownership, spirit and pride in becoming responsible, respectful and safe.

MISSION STATEMENT

The mission of Steenland Elementary School is to provide appropriate learning experiences in a caring, motivating environment, enabling all students to develop into responsible, productive citizens of a global society.

BELIEFS STATEMENT

Our staff believes:

That teachers should work together to provide a safe, caring and respectful environment which enables teaching and learning to flourish.

The school, parents and community should have a shared responsibility to advance student achievement and promote positive behavior.

Teachers working cooperatively with peers have a direct correlation to the experience of each student and the quality of education received.

That working in a collaborative setting with colleagues is an opportunity that promotes teamwork while working toward the betterment of our students.

Our students believe that they should:

Show respect to all school staff, other students, parents and their school.

Come to school with a positive attitude everyday, on time and prepared with all assignments and supplies.

Students believe that when they take an active role in their learning it will have a positive impact on their overall achievement.

Steenland embraces the student diversity thus offering a multitude of programs to fit community needs.

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.

Notable achievements in the past three years include:

- ~ Diagnostic Kindergarten program which is available to students who could benefit from an extra year of kindergarten intervention
- ~ Green School Status
- ~ Positive Behavior System (PBS) is implemented school-wide
- ~ Technology which includes 2 Computer Labs, Elmos, Smartboard, Mimios, Interactive projectors, Clickers, Virtual Field trips, SuccessMaker, Waterford, Accelerated Reader, Math Facts, Raz-Kids, Power School and Data Director
- ~Extended Learning Opportunities for at-risk students
- ~ Science Olympiad

Steenland strives to achieve the following improvements in the next three years:

- ~Provide more technology in the classrooms (apple TV's in every classroom)
- ~Provide training and practice with technology initiatives
- ~ Increase use of technology with more blended learning lessons

Effective Spring 2016

Additional Information

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

Professional development days, late starts and school improvement meeting are scheduled to facilitate discussion of data to drive instruction. During these meetings, teachers discuss instructional issues, evaluate data and work to increase student proficiency.

We also have procedures in place for student support which includes social work, speech and language therapy, occupational therapy, teacher consultant services, resource room services and bilingual tutoring.

The PTO supports school improvement efforts by providing funds for field trips, classroom materials, news magazines and student books at birthdays and at the end of the year. Title I provides the most significant funding for resources such as: Literacy Coach, Instructional Aides, materials, and parenting activities that assists instruction for at risk students. Title II funds cover all MISD teacher workshops, including the substitute costs.

Steenland has a before and after school aged child care program to accommodate community needs.

Steenland has a District Liaison Officer from the Roseville Police Department. Steenland works closely with the Kiwanis Club to provide services for needy students. Steenland student council collects food for needy families during the holiday season.

The MISD Homeless coordinator helps us serve our homeless population. A free breakfast and lunch program is offered to all students.
Effective Spring 2016

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.

Stakeholders in Steenland Elementary are volunteer based. The parents are part of the PTO, and hold elections for positions. PTO monthly meetings have been in the evenings and directly after school. The staff at Steenland Elementary meet monthly, and volunteer for the various positions with wide support from all staff members and administration. Community stakeholders are self initiated, and meetings are scheduled at their convenience as needed. Effective Spring 2016

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

Parent involvement-PTO: Parents help support goals by providing funds to purchase materials for students such as: Scholastic News, Super Science, Accelerated Reader, Birthday books and other educational resources.

Teachers, staff: Provide instruction aimed at goals for school improvement

Administration: Provides leadership and support for teachers/staff as needed for school improvement

Community: Help provide donations for supporting programs in Steenland Elementary

Effective Spring 2016

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

Continuous school improvement updates are communicated through the monthly school newsletter, monthly PTO meetings and the annual report.

Staff receive school improvement updates at late start meetings, email updates, and staff meetings.

Effective Spring 2016

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 enrollment number is stable; however it does not address or show how throughout the year students are moving in and out of the school. One of our biggest challenges is meeting the needs of our large economically disadvantaged population in all areas including the academic and social development.

Spring 2016

Student Demographic Data

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

In looking at the past 3 years of student attendance data, we found that more than 60% of our students are chronically absent. This is a huge challenge, because those chronically absent students are missing a large chunk of instruction.

Spring 2016

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?

In looking at our three years of student behavior data we have not identified any challenges.

Spring 2016

Student Demographic Data

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

We are continuing to use our Reading and Math direct instruction programs that are geared toward teaching students at their learning levels. We also are using Classroom Instruction That Works (CITW) to empower students to be more invested and responsible for their learning. We are continuing to use the Positive Behavior System (PBS) which puts focus on exemplary student behavior, which encourage students to be more responsible for their behavior.

Spring 2016

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?

We believe having school leaders with 10+years of experience may benefit student achievement.

Spring 2016

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?

Majority of the staff has been teaching for 10 or more years. We believe stable staff with experience may benefit student achievement.

Spring 2016

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?

We don't believe that school leader absences have a direct impact on student achievement.

Spring 2016

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?

Staff absences in one particular class may contribute to inconsistent instruction, which may affect student achievement. To combat this potential issue, we have reassigned some building support personnel to work with this class and enrich as needed.

Spring 2016

Teacher/School Leader(s) Demographic Data

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

At this time we have not noticed trends dealing with teacher/school leader demographics. We have planned for issues with one potential problem due to a staff member's medical leave, but additional challenges are not apparent.

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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?

Standard 1: Curriculum (both indicators in that Standard)

Standard 2: Indicator E (Learning Environment)

Standard 3: Indicators G and H (Assessment System and Shared Understanding)

Standard 4: Indicators K and L (A Vision for Learning and Guidance and Support for Teaching and Learning)

Standard 9: Indicator W (Approaches and Tools)

Spring 2016

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?

Standard 1: Indicators A, B (Alignment and Coherence)

Standard 2: Indicators C,D,F (Design, Effective Instructional Practices, and Reflection)

Standard 3: Indicator I (Data Analysis Decision Making)

Standard 5: Indicators N, O (Safe and Supportive Environment and Shared Leadership for Learning)

Standard 6: Indicator Q (Intentional Practices)

Standard 7: Indicator S (Collaborative Teams)

Standard 10: Indicators Y, Z (Learning Opportunities and Partnership)

Spring 2016

12. How might these challenges impact student achievement?

The lack of teacher collaboration time may impact student achievement, because there is not a time to share knowledge, effective strategies or concerns that may provide insight into greater student achievement. Lack of family support and involvement may negatively impact our student achievement.

Spring 2016

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.

The biggest action needed is more collaboration time among staff members. This has to come from the district level. We could try to
SY 2016-2017

address the lack of family involvement by adding more ways for the families of our students to be involved in their learning.

Spring 2016

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?

Students with disabilities have and IEP. IEP's are monitored through special education staff and administration. Services are documented and regular IEP meetings are held in which parents are invited to attend.

Spring 2016

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

Project Challenge, grades 3-5

After School Program, grades 2-5

Science Olympiad, grades 4-5

RAZ Kids, grades 1-3

Extended Year Program (Summer Program) grades K-5

Moby Max, grades 1-5

Spring 2016

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

Project Challenge students are identified by State Test scores and qualify based on an entrance test.

Intervention programs (Double Dose, After School Program) are identified by MAP (NWEA) web scores.

All other Extended Learning Opportunities are offered to all students.

The school sends home fliers containing pertinent information for the Extended Learning Opportunities. The school puts the information for Extended Learning Opportunities in the monthly school newsletter and Remind (text alert system). Staff also talks up the Extended Learning Opportunities within the classroom. Messenger (our automated phone system) is also used to inform parents and students of Extended Learning Opportunities. Incentives are sometimes offered to those students and families that participate. Incentives may include: homework passes, food, educational tools such as books and games, special lunches with staff, and other student oriented rewards.

Spring 2016

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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?

Teacher Lesson Plans contain the state content standards they are teaching. The administration looks at the lesson plans on at least a monthly basis. MCREL and Administrator walk-throughs provide evidence of state content being implemented with fidelity.

Spring 2016

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.

Not applicable

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

This is the first year we are using MAP (NWEA) scores as our local data. When we looked at the data we showed some strength in the literature goal area in grades 1, 2, 3, and 4. We also showed some strength in the vocabulary use and functions goal area in grades K, 1, 2, and 4.

Effective Spring 2016

19b. Reading- Challenges

This is the first year we are using MAP (NWEA) scores as our local data. When we looked at the data we showed weakness in the foundational skills goal area in grades K, 1, 2. We also showed weakness in Informational text across all grade levels.

Effective Spring 2016

19c. Reading- Trends

Trend data is not available due to only 1 year of MAP (NWEA) local data results.

Effective Spring 2016

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 are currently in our 4th year of using a district wide Direct Instruction Reading Program in all grades, which helps increase fluency and comprehension. We will continue to use the program to address the challenge of comprehension across all grades. The program is designed so students are working on their current ability level. As we continue to use the program it is our goal to have all students reading and comprehending at their grade level, which should help improve our comprehension scores.

Effective Spring 2016

20a. Writing- Strengths

At this time we have no areas of strengths in writing.

Effective Spring 2016

20b. Writing- Challenges

Writing fluency (amount of words/information students write when writing to a prompt) is a challenge in our building.

Effective Spring 2016

20c. Writing- Trends

Trend data is not available due to only 1 year of State test results.

Effective Spring 2016

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.

To help address the challenge of Writing Fluency, we will have teachers use the Writing Tracker a minimum of 2 times a week in their classroom to help build student writing fluency.

Effective Spring 2016

21a. Math- Strengths

This is the first year we are using MAP (NWEA) scores as our local data. When we looked at the data we showed some strength in the operations and algebraic thinking goal area in grades 1 and 2. We also showed some strength in the numbers and operations goal area in grades 1, 2, and 3. We also showed some strength in the area of measurement and data goal area in grades 1 and 2.

Effective Spring 2016

21b. Math- Challenges

This is the first year we are using MAP (NWEA) scores as our local data. When we looked at the data we showed weakness in the geometry goal area across all grade levels. We also showed weakness in the number and operations goal area in the upper elementary grades.

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21c. Math- Trends

Trend data is not available due to only 1 year of MAP (NWEA) local data results.

Effective Spring 2016

21d. Math- Summary

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

We are continuing to use the Direct Instruction Connecting Math Concepts program across all grade levels. We hope the challenges we have seen in geometry and numbers in operations in the upper grades will improve as the students continue their growth in the program each year. We are also looking at grouping the students in the grade level by ability to help address the challenges in math.

Effective Spring 2016

22a. Science- Strengths

We have no strengths in science at this time.

Effective Spring 2016

22b. Science- Challenges

Reading in the content area of science due to students not reading at grade level.

Effective Spring 2016

22c. Science- Trends

Trend data is not available due to only 1 year of State test results.

Effective Spring 2016

22d. Science- Summary

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

We have adopted a Direct Reading Instruction Program for all grades to help students read and comprehend on grade level. We also are using Informational Science text in grades 4 and 5 to help increase students knowledge and understanding of concepts and vocabulary. We also have a science enrichment class once a week for 3rd and 4th grade students to support the science curriculum.

Effective Spring 2016

23a. Social Studies- Strengths

We see no strengths in Social Studies at this time.

Effective Spring 2016

23b. Social Studies- Challenges

Reading in the content area of Social Studies due to students not reading at grade level.

Effective Spring 2016

23c. Social Studies- Trends

Trend data is not available due to only 1 year of State test results.

Effective Spring 2016

23d. Social Studies- Summary

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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 adopted a Direct Reading Instruction Program for all grades to help students read and comprehend on grade level. We also are using Informational Social Studies text in grades 4-5 to help increase students knowledge and understanding of concepts and vocabulary.

Effective Spring 2016

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 feel teachers want them to succeed. Students feel they are expected to do their best work. Students feel the school has appropriate resources to aid in learning, such as computers and books. Students feel cared for by the staff. Students feel the school is a safe environment to learn.

Effective Spring 2016

24b. Student Perception Data

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

Students feel that their parents need more opportunities for being involved in school activities. Older students feel that their opinion is not heard about what they think school.

Effective Spring 2016

24c. Student Perception Data

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

Try to provide more opportunities for parent involvement. Encourage more feedback from students so their concerns/feelings about school are known.

Effective Spring 2016

25a. Parent/Guardian Perception Data

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

The parent survey shows parent feel the staff at Steenland Elementary:

provides a safe learning environment with adequate resources

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provides quality instruction with high expectations that meet students needs
provides effective communication with parents.

Effective Spring 2016

25b. Parent/Guardian Perception Data

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

Limited academic opportunities for parent involvement. Time of current after school academic opportunities are conflicting with parents' availability.

Effective Spring 2016

25c. Parent/Guardian Perception Data

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

As a staff try to implement additional academic opportunities for parent involvement and/or change times of current academic opportunities to better meet the needs of parents.

Effective Spring 2016

26a. Teacher/Staff Perception Data

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

Staff feel that our school is focused on student success and that we are showing continuous improvement and growth in that area.

Effective Spring 2016

26b. Teacher/Staff Perception Data

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

A continuous concern of staff is the lack of collaboration time.

Effective Spring 2016

26c. Teacher/Staff Perception Data

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

Continue to request more collaboration opportunities from the district.

Effective Spring 2016

27a. Stakeholder/Community Perception Data

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

The stakeholder survey shows they feel the staff at Steenland Elementary:
provides a safe learning environment with adequate resources
provides quality instruction with high expectations that meet students needs
provides effective communication with parents.

Effective Spring 2016

27b. Stakeholder/Community Perception Data

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

Limited academic opportunities for parent involvement. Time of current after school academic opportunities are conflicting with parents' availability.

Effective Spring 2016

27c. Stakeholder/Community Perception Data

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

As a staff try to implement additional academic opportunities for parent involvement and/or change times of current academic opportunities to better meet the needs of parents.

Effective Spring 2016

Summary

28a. Summary

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

Student Achievement Data ~ After looking at our local MAP (NWEA) data for Reading and Math we have found strengths and weaknesses.

Reading ~ literature comprehension and vocabulary usage is a strength, while informational comprehension is a weakness

Math ~ numbers and operations is a strength, while geometry is a weakness

We will continue to use our Direct Instruction programs to address the needs of our students.

Perception-According to parent surveys, an overwhelming majority of parents feel the students are receiving a quality education at Steenland Elementary. According to student surveys, the majority of students feel they are receiving a quality education at Steenland Elementary.

According to teacher surveys, teachers feel that students' needs are adequately met with professional staff implementing their talent and knowledge to help each other with challenges and needs.

In the School programs/process area we found that we have a solid curriculum in place for reading and math and have a shared vision and understanding of learning. We need more collaboration time among teachers and more time for analyzing student data.

After analyzing Demographic data we have found that our student population has remained stable over the past 3 years. The majority of our school population remains in the lower socioeconomic level. We found that a high number students have chronic absenteeism. These may be factors in our overall student achievement.

Effective Spring 2016

28b. Summary

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

We identified a high rate of chronic absenteeism, our large population of economically disadvantaged students, and limited parent involvement as the main challenges. These can have a negative impact on student achievement. The students who are chronically absent are missing a large chunk of instruction which could have a negative effect on their achievement. A factor contributing to the fact that the students are chronically absent could be tied to our large population of economically disadvantaged students. Limited parent involvement could also negatively impact student achievement.

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28c. Summary

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

We have included many extended learning opportunities in our School Improvement Plan to help with student achievement due to chronic absenteeism, economically disadvantaged and low parent involvement.

Effective Spring 2016

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	District wide NWEA-MAP testing 3 times a year grades K-5. State Assessment taken grades 3-5 annually	

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	http://www.rcs.misd.net/annual-reports.html	Steenland (AER)

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Steenland Elementary is a K-5 elementary school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We have no EDPs.	

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	This policy is posted annually in our Building Newsletter and in the School Board Policy.	

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	Rebecca Vasil, Deputy Superintendent (586) 445-5513 Roseville Community Schools 18975 Church Street Roseville, MI 48066	

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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		Parent Involvement-LEBA

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Steenland Title I Compact 16-17

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

All teaching staff at Steenland Elementary participate in school improvement committees to identify building needs. The staff met together for SIP over the course of the year. We focused on data analysis of the MAP (NWEA) scores. We also focused on revising our strategies to better align with student needs. We sent out parent, student and teacher surveys to generate feedback on the effectiveness of meeting student needs.

Effective Spring 2016

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?

After conducting the comprehensive needs assessment process we used that information to help write our goals. After analyzing the different areas of data we found the following results:

Student Achievement Data ~ After looking at our local MAP (NWEA) data for Reading and Math we have found strengths and weaknesses.
Reading ~ literature comprehension and vocabulary usage is a strength, while informational comprehension is a weakness
Math ~ numbers and operations is a strength, while geometry is a weakness
We will continue to use our Direct Instruction programs to address the needs of our students.

Perception-According to parent surveys, an overwhelming majority of parents feel the students are receiving a quality education at Steenland Elementary. According to student surveys, the majority of students feel they are receiving a quality education at Steenland Elementary. According to teacher surveys, teachers feel that students' needs are adequately met with professional staff implementing their talent and knowledge to help each other with challenges and needs.

In the School programs/process area we found that we have a solid curriculum in place for reading and math and have a shared vision and understanding of learning. We need more collaboration time among teachers and more time for analyzing student data.

After analyzing Demographic data we have found that our student population has remained stable over the past 3 years. The majority of our school population remains in the lower socioeconomic level. We found that a high number students have chronic absenteeism. These may be factors in our overall student achievement.

Effective Spring 2016

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.

Our school goals directly correlate with our priority needs and our needs assessment. We have goals in reading, writing, math, science,
SY 2016-2017

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social studies, and behavior. Our goals were determined by results from multiple sources or types of data.

We have collected and analyzed data in the following academic areas

Reading ~ we collect and analyze MAP (NWEA) data and Connect Ed data (Reading Mastery Program) for fluency and comprehension.

Math ~ we collect and analyze MAP (NWEA) data and Connect Ed data for concepts and applications.

Writing ~ n/a

Social Studies ~low number of students proficient on State test

Science ~ low number of students proficient on State test

Effective Spring 2016

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 strategies and activities under each goal are tiered to meet the needs of the whole school population as well as the children that are disadvantaged.

Effective Spring 2016

Component 2: Schoolwide Reform Strategies

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

The strategy of Direct Instruction is implemented in the Math, Reading, and Writing Goals.

The strategy of Classroom Instruction that Works (CITW) is implemented in the Math, Reading, Science, Social Studies, and Writing goals to improve student achievement.

The strategy of Extended Learning is implemented in the Math and Reading Goal. This strategy incorporates technology, interventions, after-school programs, and extended year program.

*In Writing, students utilize the Language component in Reading Mastery aimed at helping all students reach the State's standards.

Teachers include the Fluency strategies already in place.

*In Math, all students grades K-5 utilize the Connecting Math Concepts program which is a Direct instruction Program. Online Math Programs are used at least twice a week.

*In Science, the Analyze Science Text strategy is aimed at helping all students reach State's standards. Grades K,3, 4 also receive inquiry based instruction as a weekly auxiliary class.

* In Social Studies, the Analyze Social Studies Text strategy is aimed at helping all students reach State's standards.

*In Reading, All grades utilize the Reading Mastery program which is a Direct Instruction Program that levels students by ability. All students also utilize Online Reading Programs at least twice a week.

Effective Spring 2016

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).

*In Writing, teachers implement a block of time dedicated to writing using the Language component of the Reading Mastery program. SIP goals include using writing fluency tracker at least 3 times a month.

*In Math, teachers are using a Direct Instruction Math Program daily to improve student math skills. Students use the math program's fact fluency part weekly, and Online Math Programs at least twice a week.

*In Science, grades 3-4 students receive a 45 minute block of inquiry based science instruction . Students also receive classroom instruction.

*In Social Studies, teachers are implementing the MAISA curriculum units from the Oakland Atlas Rubicon site

*In Reading, we have a designated reading block of time daily for the Direct Instruction Reading Program which includes comprehension, fluency, vocabulary, and spelling. Students also use an Online Reading program at least twice a week.

Effective Spring 2016

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

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In Writing, the new Language program aligns with the Common Core Standards.

In Math, Direct Instruction Math Program (Connecting Math Concepts) aligns with the Common Core Standards.

In Reading, the Direct Instruction Program (Reading Mastery and Corrective Reading) curriculum aligns with the Common Core Standards.

In Science, the instruction is beginning to align with the Science Standards.

In Social Studies, the new curriculum, obtained from the Oakland Atlas Rubicon site, aligns with the State and National Curriculum Standards.

Effective Spring 2016

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.

*In Reading, interventions include students in Corrective Reading blocks, with additional double-dosing for students in grades 1-2, extended learning reading sessions are offered two times a week for students in grades 2-5

*In Math, interventions include weekly Math Fact practice, additional double-dose instruction for students in grades 1-3, and extended learning math sessions are offered two times a week for students in grades 2-5.

*Certified students with needs meet IEP goals as mandated by the state.

Effective Spring 2016

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

The school uses MAP (NWEA) data, and Connect Ed data to determine if the needs of the students are being met.

Effective Spring 2016

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	Records can be obtained from the District Human Resources Office. Effective Spring 2016	

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	Records can be obtained from the District Human Resources Office. Effective Spring 2016	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Steenland Elementary added 2 new staff members for the 2015-2016 school year to replace teachers that retired.

Effective Spring 2016

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

Years of Service:

0-5 years= 4

6-10 years= 6

11-15 years= 11

Greater than 15 = 24

Credentials (Highest)

Associates Degree- 4

Bachelors Degree- 6

Masters Degree- 29

Masters Degree +30 - 5

PhD - 1

Effective Spring 2016

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

Steenland Elementary has been open for 7 years. We have an extensive support staff which includes a Teacher Consultant/Resource Room teacher, a Speech and Language Therapist, Social Worker, Psychologist, Literacy Coach, Full-time Teacher in Charge, volunteer Math Coaches, Instructional Aides, Part Time Data Coach, and Technology Paraprofessional. This additional staff supports the classroom teacher, which helps retain high quality teachers.

Effective Spring 2016

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

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Teachers have been hired to be Literacy Coaches for our high need student population. New teachers to the district have a mentor. The District has hired a Data Coach to help support staff. Roseville Community Schools participate in the "Teacher of the Year" awards presented by the MISD.

Effective Spring 2016

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?

Not applicable.

Effective Spring 2016

Component 5: High Quality and Ongoing Professional Development

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

The Reading Mastery and Connecting Math Concepts Programs are supported by consultant visits which address the Reading, Writing, and Math Goals

During the 2016-2017 school year:

All staff will receive technology training on how to use the technology in the classroom which supports the technology strategies in each goal area.

All staff will receive training on analyzing data (Data Dig) which supports the data analysis activities in each goal area.

All core area staff will participate in Surveys of Enacted Curriculum as well as analyzing the results as they relate to curriculum.

All staff will continue to receive training on Marzano instruction and evaluation components which supports the Classroom Instruction That Works (CITW) strategy in each goal area.

Effective Spring 2016

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

Professional Development is implemented by the district throughout the school year to meet state standards. Reading Mastery and Connecting Math Concepts consultants revisit individual classrooms as needed, thus driving professional development needs. Steenland Elementary Professional Development has included technology readiness (TRIG) training in the 2013-2015 school years. During the 2015-2016 year the district had a 1/2 day of technology training planned to continue to help teachers incorporate more technology into their classrooms. Teacher will also attended district provided professional development in the areas of cooperative learning, formal assessments, total participation, and writing student objectives which supports the Classroom Instruction That Works training which was implemented in the 2014-2015 school year. Data analysis training was also completed for the 2015-2016 year to help teachers continue to use data to drive their instruction. Teachers also took part in Marzano training to understand the model being used for the State Teacher Evaluation process.

During the 2016-2017 year teachers will continue to receive training from the MISD, District, and building on how to use technology in the classroom to drive instruction and disaggregate data to analyze student achievement scores. Teachers will also continue Marzano training for instruction and evaluation components.

Effective Spring 2016

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		16-17 Steenland Elementary Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

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

We have parent representation on our District Title I team. Parents also have input on Title I Budget allocations. A staff member and administrator are present at all PTO meetings where School Improvement information is shared and discussed. Title I compact was revised with parent, student, and staff input.

Effective Spring 2016

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

Parental input was given to help revise the Title I compact, which is signed by all parents, students and staff. PTO offers support of Title I initiatives with monetary funding.

Effective Spring 2016

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

Parent surveys, increased parent participation, and post-program evaluations have and will continue to provide feedback as to the success of our plan.

Effective Spring 2016

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	Steenland Elementary adheres to district policy which encourages parental involvement in schools. Programs and activities are designed to increase parent/school communications and to involve parents in the development and implementation of educational policies and school programs. A Title I parent advisory committee reviews the District Parent Involvement Policy, as well as developing a plan pertinent to Steenland School. Effective Spring 2016	Parent Involvement Policy

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

We provide information to parents in an understandable language that is easily interpreted by parents and guardians. Our plan provides for involvement of parents/guardians in the development of the plan and Title I activities. Parents receive assessment results via progress reports, report cards and IEP's, computer accessibility, as well as Parent/Teacher conferences. Additionally, parents receive the school annual report, classroom newsletters, school newsletters, and MAP (NWEA) reports. Parents are also encouraged to communicate with school staff as needed.

We provide parent/guardian access to MobyMax at home to further advance their academic progress. We offer Curriculum Night and Special Person's Day to focus on curriculum including technology.

The district provides necessary technical staff and administrative support to schools in the planning and implementation of effective parental involvement activities to improve student academic achievement. The district also provides professional development opportunities for teachers and staff to enhance their understanding of above mentioned involvement strategies.

The district integrates and coordinates plans/policies for parental involvement in Title I programs, including Early Childhood.

Effective Spring 2016

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

The parent involvement component will be evaluated through annual surveys. These results are shared with the school community.

Effective Spring 2016

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

Results will help us determine program modifications so that we are able to meet student, parent, and community needs.

Effective Spring 2016

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

Collaboration took place between the principal, students, parents, and teachers to determine appropriate student behavior, academic success and support from home, upon which all parties involved agreed to provide a successful learning community.

Effective Spring 2016

School Improvement Plan

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

Teachers present the School-Parent Compact at Fall Parent/Teacher conferences. At that time, all parties involved sign and discuss the compact.

Effective Spring 2016

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		School-Parent Compact

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

We provide students' academic assessment results and information to parents involving verbal communication per phone conversations and conferences. Written communication is also provided through progress reports, report cards, and MAP (NWEA) reports. All such materials are provided in an understandable language that is easily interpreted by parents and/or guardians.

Effective Spring 2016

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?

A Kindergarten information night is held in the winter, where parents and students are invited to see the school, meet the teachers and engage in a readiness activity.

A Kindergarten Jumpstart program is held in the spring so that students registered for the coming year can meet with their teachers and current kindergarten students. During this time students and parents engage in a teacher directed activity and enjoy a snack. The parents meet with the literacy coach and receive developmental readiness activities to work on at home.

Building and classroom tours are given as requested and Curriculum Night is held every September.

Our building also houses two sections of the Districts Diagnostic Kindergarten program which is available to students who would benefit from the time that an extra year of kindergarten provides.

Effective Spring 2016

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?

Preschool is housed in an alternate building in the district. The district provides training to the preschool teachers on skills the children will need when they enter kindergarten

Our building provides Kindergarten Information Night and a Kindergarten Jumpstart Program prior to the start of kindergarten. During these times literature and resources are provided to the parents to help prepare their student for kindergarten.

Effective Spring 2016

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?

Beginning in the 2015-2016 school year the district required MAP (NWEA) to be used as a Language Arts and Math Assessment for all grades K-5, and it is administered three times a year. The district also implemented a Direct Instruction Reading and Math Program which included an online data collection, Connect Ed.

Teachers use the data collected from those two sources to determine student groupings/levels for the Reading and Math Direct Instruction Programs. The data is also used to determine which students should be recommended for interventions or additional support.

Effective Spring 2016

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

All instructional staff participates in Professional Development days, late starts and school improvement meetings to facilitate discussion of strategies and data to drive instruction. There is also a part time data coach available to discuss student data with individual teachers. The literacy coach and teacher charge analyze student reading data with staff members as needed to provide movement of students within instructional reading groups as necessary.

Effective Spring 2016

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.

Teachers review MAP (NWEA) scores and Connect ED data to determine student weaknesses and strengths to drive instruction.

Effective Spring 2016

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?

Reading Mastery and Corrective Reading programs place students in leveled reading groups according to assessment results. Students identified as at risk, based on their assessment results, are placed in groups that allow for extra assistance with instructional aides and volunteer math coach. At risk students are also given the opportunity to attend an Extended Learning Program after school twice a week.

Effective Spring 2016

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

Reading Mastery and Corrective Reading Instruction mandates leveled instruction within a daily reading block. These groups are very flexible and change as needed based on student assessments and progress.

In Math, the Connecting Math Concepts program provides opportunities for remediation for students who are not reaching the target goals. Some grades are leveling students in the Connecting Math Concepts program to differentiate instruction.

Effective Spring 2016

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.

Direct Instruction Reading Mastery and Corrective Reading programs are leveled instruction programs that drive student achievement in the Reading Goal.

Direct Instruction Connecting Math Concepts Program is used to drive student achievement in the Math Goal.

Direct Instruction Reading Mastery Language program is used to drive student achievement in the Writing Goal.

A list of State, local and Federal programs are as follows:

MISD provides opportunities for professional development for staff

Title I, Title II and 31 A funding are used to hire support staff such as Literacy Coach or Instructional Aides to address student needs. These funds also provide educational resources, technology, and materials, and teacher training to ensure that our staff is working to meet student needs.

Effective Spring 2016

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

The PTO supports school improvement efforts by providing funds for classroom materials, news magazines and student books at birthdays and at the end of the year. Title I provides the most significant funding for programs, materials, technology, and parenting activities that assists instruction for at risk students. Title II funds cover all MISD teacher workshops and substitute costs. 31A provides funding for our extended learning program. Our Literacy Coach and Instructional Aides are funded through Title I.

Effective Spring 2016

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 District Coordinator works with staff, administration and central office to organize the coordination of funds at the state and federal levels. At the district and building level, we have the support of business partnerships who provide reduced field trips and school supplies. The MISD provides virtual field trip opportunities that enhance curriculum. Various grade levels are screened in the areas of vision and hearing.

Students who qualify receive OT and PT services. English Language Learners receive tutoring services through the MISD. We also received the Great Start Grant for Kindergarten Transition materials and training. The MISD Homeless coordinator helps us serve our homeless

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population. A comprehensive breakfast and lunch program is offered to all students.

Effective Spring 2016

Evaluation:

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

MAP (NWEA) data is used to evaluate the reading and math performance of all students three times a year.

Effective Spring 2016

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.

Our staff analyzes MAP (NWEA) data, to identify trends and the performance level of students. Students are placed into leveled groups for reading based on Reading Mastery program placement scores.

Effective Spring 2016

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.

We analyze MAP(NWEA) data to determine if the school wide Math and Reading programs have been effective closing the gap between the highest and lowest performing students.

Effective Spring 2016

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 staff annually revisits strategies and activities in the plan to evaluate and provide feedback on how effective they are in increasing student achievement. Those strategies and activities that are found to be ineffective will be revised to ensure continuous student achievement.

Effective Spring 2016

2016-2017 Steenland Elementary School Improvement Plan

Overview

Plan Name

2016-2017 Steenland Elementary School Improvement Plan

Plan Description

2016-2017 School Improvement Plan (goals, strategies, activities)

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math.	Objectives: 1 Strategies: 6 Activities: 40	Academic	\$800
2	All students will be proficient in Writing.	Objectives: 1 Strategies: 7 Activities: 26	Academic	\$0
3	All students will be proficient in Science.	Objectives: 1 Strategies: 7 Activities: 28	Academic	\$1759
4	All students will be proficient in Social Studies	Objectives: 1 Strategies: 6 Activities: 22	Academic	\$536
5	All students will be proficient in Reading	Objectives: 1 Strategies: 6 Activities: 45	Academic	\$53839
6	All students at Steenland Elementary will improve behavior on the bus while being transported before and after school.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$600

Goal 1: All students will be proficient in Math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Mathematics by 06/12/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Direct Instruction Math - All teachers K-5 will use Connecting Math Concepts as their core math instruction for increasing students proficiency in numbers and operations.

Category:

Research Cited: ~Przychodizin, Angela. The Research Base for Direct Instruction Mathematics Programs.

~Snider, V.E., & Crawford, D.B. (1996). Action research: Implementing Connecting Math Concepts. *Effective School Practices*, 15(2), 17–26.

~Common Core Standards were used to formulate our strategy;

~Journal of teacher Education (28, 49-54, May-June, 1977) "Teaching Effects:A Process-Product ~Study in Fourth Grade Mathematics Classrooms." used parts of the book to incorporate in fourth grade classrooms;

~Shumway, F. Jessica. 2011. "Number Sense Routines. Building Numerical Literacy Every Day in Grades K-3." Portland, ME: Stenhouse Publishers. used parts of the book to incorporate in K-3 classrooms to build number sense.

Tier: Tier 1

Activity - Modeling Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers grades K-5 will model for the students how to solve problems using models as needed with the Direct Instruction Program.	Supplemental Materials	Tier 1	Implement	01/07/2013	06/09/2017	\$0	No Funding Required	All teachers grades K-5; instructional aides, special education teacher, volunteer math aides.

Activity - Monitor Use of Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor the effectiveness of Connecting Math Concepts through walk through and program fidelity checks.	Walkthrough	Tier 1	Monitor	10/14/2013	06/09/2017	\$0	No Funding Required	Principal,

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Activity - Connect Math Concepts Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connecting Math Concepts Consultants collaborate with teachers grades K-5 as needed regarding student progress, program fidelity, student placements, and to answer questions or concerns regarding the direct instruction math program.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	10/13/2014	06/09/2017	\$0	No Funding Required	principal, teacher in charge, all teachers K-5
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate the effectiveness of the Connecting Math Concepts program by monitoring student yearly growth using MAP scores, Connect Ed assessments, and 2 inform data	Technology , Other - Data	Tier 1	Evaluate	09/02/2014	06/09/2017	\$0	No Funding Required	teachers, principal, teacher in charge, data coach, instructional coach
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, Connect Math Concepts Consultant, Data Coach, and teacher in charge will use 2Inform data, Connecting Math Concepts Assessments, and MAP test data to monitor students math levels and make adjustments as needed.	Technology , Teacher Collaboration	Tier 1	Monitor	09/08/2014	06/09/2017	\$0	General Fund	principal, all teachers K-5, data coach, teacher in charge, Instructional Coach
Activity - Tier III Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will work in small groups a minimum of 2 times a week with the resource room teacher to improve math skills in addition to their daily math instruction.	Academic Support Program	Tier 3	Implement	09/08/2014	06/09/2017	\$0	No Funding Required	resource room teacher
Activity - Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teacher in grades K-5 will use the Connecting Math Concepts program, which is a direct instruction approach using systematically sequenced lessons to increase math skills in the areas of number sense and problem solving.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	General Fund	all teachers K-5; special education staff, principal, teacher in charge
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Activity - Connect Math Concepts Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A placement test is used to determine student grouping within each grade level.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	all teachers K-5, principal, teacher in charge, instructional coach

Activity - Small Group Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will work with students who have not met assessment targets in small group to provide extra practice and support in areas of need.	Academic Support Program	Tier 2	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	all teachers K-5; principal, teacher in charge

Strategy 2:

Extended Learning Time - Students will be provided opportunities for additional academic support in math at school and at home.

Category: Mathematics

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly, 41 (2), 195-236.

Tier: Tier 1

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Volunteer Math coaches and classroom teachers will use manipulatives and games to give support of math concepts, to identified students, in a small group setting.	Academic Support Program	Tier 2	Implement	09/24/2012	06/09/2017	\$0	No Funding Required	Volunteer Math Coaches, all classroom teachers
Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students grades 2-5 will be identified by teacher input and MAP (NWEA) scores for additional academic support in math. They will participate in an after school program 2 times a week. Students will receive a small snack and juice box or milk. Qualifying students will take the bus home.	Academic Support Program	Tier 3	Implement	02/24/2014	06/09/2017	\$0	Section 31a	assigned teachers, principal
Activity - Program Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher in Charge, Instructional coach and teachers will look at student data to determine eligibility for various extended learning programs.	Policy and Process	Tier 2	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	Teachers, Teacher in Charge, Instructional Coach
Activity - Data Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Teacher in Charge, and Instructional Coach will analyze student data to determine continued eligibility in the various extended learning programs.	Other	Tier 2	Monitor	09/09/2014	06/09/2017	\$0	No Funding Required	Teachers, Teacher In Charge, Instructional Coach
Activity - After School Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Teacher In Charge, and Instructional Coach will evaluate the effectiveness of the after school program by looking at student growth and attendance in the program.	Other - Data Analysis, Teacher Collaboration	Tier 2	Evaluate	05/31/2016	06/09/2017	\$0	No Funding Required	Teachers, Teacher In Charge, Instructional Coach, principal
Activity - Parent Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Families will be invited to school to join in activities that support the math curriculum so they can apply the skills learned at home with their students.	Community Engagement, Parent Involvement	Tier 1		01/25/2017	01/25/2017	\$500	Title I Schoolwide	instructional coach, principal, teachers
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Strategy 3:

Data Driven Instruction using Classroom Instruction that Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their Math instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their math goals.

Category: Mathematics

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Essential Strategies: Setting Objectives, Providing Feedback, Reinforcing Effort and Providing Recognition

McREL believes that these four research-based instructional strategies are critical and should be included in every lesson, everyday. Research has shown that when teachers list the lesson objective in student-friendly terms and draw students' attention to it, achievement is increased by approximately 23 percentile points.

Researcher John Hattie reviewed 7,827 studies on teaching and learning and concluded, "The most powerful single innovation that enhances achievement is feedback." Reinforcing Effort enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Providing recognition addresses the appropriate use of rewards or praise associated with goal attainment.

Identifying Similarities and Differences

This instructional strategy has the highest effect size of the nine strategies and enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways items are alike and different. Participants will learn the power of teaching the following processes to increase student learning: comparing, classifying, creating metaphors and making analogies. Knowledge is deepened and rigor increased by imbedding these processes into instruction.

Summarizing and Note-taking

Explicitly teaching students how to summarize information and take notes enhances their ability to synthesize information and organize it in a way that captures main ideas and supporting details. Teachers will learn how to use rule-based summarizing and summary frames, as well as strategies like reciprocal teaching. They will also learn how to effectively use teacher-prepared notes and a variety of note-taking strategies and formats including outlining, webbing, two-column notes, the Cornell method and combination notes.

Non-linguistic Representation

This powerful instructional strategy enhances students' ability to represent and elaborate on knowledge using mental images. The strategy makes use of the fact that we store knowledge in two ways: linguistically (words) and nonlinguistically (images). The more we use both systems of representation, the better we are able to think about and recall knowledge. Teachers will learn to use graphic organizers, physical models, mental images, pictographs and kinesthetic activities to assist students in mastering academic content.

Tier: Tier 1

SY 2016-2017

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Activity - Professional Learning (Scales)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	Title II Part A	all teaching staff, principal
Activity - Marzano Peer to Peer Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	all staff, principal
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity. Teachers will also use the data collected to drive their math instruction.	Technology	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports. Teachers will also use the data to drive math instruction.	Technology, Other - Data Analysis	Tier 1	Evaluate	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Activity - Professional Learning (Engagement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	Title II Part A	all teaching staff, principal

Strategy 4:

Using Technology to Increase Math Skills - Teachers in grades K-5 will incorporate technology in their math programs using a variety of online resources, educational

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Joseph G. Steenland Elementary School

websites and programs.

Category: Mathematics

Research Cited: www.pearsoned.com/.../dc2-successmaker-motion-a-research-summary.pdf

This research supports differentiated instruction by level the students to increase their success in math skills.

Renaissance Learning. (2002). Special report: MathFacts in a Flash leads to growth in computational fluency. Wisconsin Rapids, WI: Author. Available online from <http://doc.renlearn.com/KMNet/R001321910GB47E0.pdf>

Renaissance Learning. (2012). The research foundation for MathFacts in a Flash: The critical role of automaticity in accelerating math achievement. Wisconsin Rapids, WI: Author. Available online from <http://doc.renlearn.com/KMNet/R004344828GJF314.pdf>

Stickney, E. M., Sharp, L. B., & Kenyon, A. S. (2012). Technology-enhanced assessment of math fact automaticity: Patterns of performance for low- and typically achieving students. *Assessment for Effective Intervention*, 37(2), 84–94. Available by request to research@renlearn.com

Ysseldyke, J., Nelson, P. M., Kanive, R., & Burns, M. K. (2012). Number of repetitions required to retain single-digit multiplication math facts for elementary students. Manuscript submitted for publication. Available by request to research@renlearn.com

Ysseldyke, J., Thill, T., Pohl, J., & Bolt, D. (2005). Using MathFacts in a Flash to enhance computational fluency. *Journal of Evidence Based Practices for Schools*, 6(1), 59–89.

A new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly -can produce significant gains in student achievement and boost engagement, particularly among students most at risk.

<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>

MobyMax’s research-based pedagogy incorporates multiple cognitive techniques that have proven highly effective in thousands of research studies.

<https://www.mobymax.com/proven-results>

Tier: Tier 1

Activity - Waterford Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will use the Waterford Math Computer Program daily to help develop Math Computation Skills.	Technology		Implement	09/09/2013	06/05/2015	\$0	No Funding Required	all Kindergarten teachers
Activity - Program Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, Technology para, and Teacher in Charge will create a schedule which allows students to work on various technology programs a minimum of 2 times a week.	Policy and Process	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	No Funding Required	Principal, technology para, teacher in charge

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Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity.	Technology , Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports	Technology , Other - Data , Teacher Collaboration	Tier 1	Evaluate	09/08/2015	06/09/2017	\$0	No Funding Required	principal, teacher in charge, teachers, instructional coach
Activity - Administrator Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor fidelity of use by teachers of the technology programs by reviewing program classroom reports, lesson plans, and walkthroughs.	Other	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	No Funding Required	principal
Activity - MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students grades K-5 will be testing in Math 3 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction.	Technology , Academic Support Program	Tier 1	Monitor	09/14/2015	06/09/2017	\$0	No Funding Required	all teachers, Instructional coach, data coach, technology paraprofessional, principal
Activity - MAP Skills Navigator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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MAP Skills Navigator is an online tool that is used as Progress Monitoring for students based upon their scores from the MAP assessment. Students can use this program to practice specific skills in the content areas of math that need improvement.	Technology , Academic Support Program	Tier 1	Monitor	11/16/2015	06/03/2016	\$0	Title I Schoolwide	all teachers K-5, principal, literacy coach, technology paraprofessional, data coach
Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice on fact fluency and math concepts	Technology	Tier 1		09/08/2015	06/09/2017	\$0	Title I Schoolwide	all teaching staff, principal
Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on how to effectively use the technology in their classroom to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Title II Part A	all teaching staff, principal
Activity - Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teaching staff will partake in Surveys of Enacted Curriculum in the area of math. We will analyze the data found to help identify the gaps in the math instruction.	Professional Learning, Curriculum Development, Technology, Teacher Collaboration	Tier 1	Getting Ready	06/02/2016	06/09/2017	\$0	Title II Part A	principal, all core teaching staff

Strategy 5:

Developing the English Language Learner (ELL) - Students who are identified as English Language Learners will be given extra support to help them be successful.

Category: Learning Support Systems

Research Cited: http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx ~20 classrooms serving English language learners from 10 language groups identified a variety of instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003).

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Tier: Tier 3

Activity - English Language Learner Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Title III	Instructional coach, principal,
Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	Title III	principal, MISD tutor
Activity - English Language Learner Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	Title III	principal, Instructional Coach

Strategy 6:

Community Involvement - School staff will involve community stakeholders in the school.

Category: Other - Community Involvement

Research Cited: Research shows that students whose parents are involved in their education are more likely to:

Adapt well to school, Attend school more regularly, Complete homework more consistently, Earn higher grades and test scores,

Graduate and go on to college, Have better social skills, Show improved behavior, Have better relationships with their parents,

Have higher self-esteem. Additionally, linking community activities to the classroom, Improves school-related behaviors

Positively impacts academic achievement, Reduces school suspension rates. http://education.nh.gov/instruction/school_health/health_coord_family.htm

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>

Tier: Tier 1

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	No Funding Required	All teaching staff, principal, Instructional Coach, Teacher in Charge
Activity - First Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	No Funding Required	principal, all teaching staff
Activity - Second Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	principal, secretary, teachers
Activity - Communication using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	No Funding Required	principal, all teaching staff
Activity - Special Person's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$300	Title I Schoolwide	all teaching staff, Principal

Goal 2: All students will be proficient in Writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Writing by 06/12/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Data Driven Instruction using Classroom Instruction that Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their Writing instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their writing goals.

Category: English/Language Arts

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.aspx

Essential Strategies: Setting Objectives, Providing Feedback, Reinforcing Effort and Providing Recognition

McREL believes that these four research-based instructional strategies are critical and should be included in every lesson, everyday. Research has shown that when teachers list the lesson objective in student-friendly terms and draw students' attention to it, achievement is increased by approximately 23 percentile points.

Researcher John Hattie reviewed 7,827 studies on teaching and learning and concluded, "The most powerful single innovation that enhances achievement is feedback." Reinforcing Effort enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Providing recognition addresses the appropriate use of rewards or praise associated with goal attainment.

Identifying Similarities and Differences

This instructional strategy has the highest effect size of the nine strategies and enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways items are alike and different. Participants will learn the power of teaching the following processes to increase student learning: comparing, classifying, creating metaphors and making analogies. Knowledge is deepened and rigor increased by imbedding these processes into instruction.

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Summarizing and Note-taking

Explicitly teaching students how to summarize information and take notes enhances their ability to synthesize information and organize it in a way that captures main ideas and supporting details. Teachers will learn how to use rule-based summarizing and summary frames, as well as strategies like reciprocal teaching. They will also learn how to effectively use teacher-prepared notes and a variety of note-taking strategies and formats including outlining, webbing, two-column notes, the Cornell method and combination notes.

Non-linguistic Representation

This powerful instructional strategy enhances students' ability to represent and elaborate on knowledge using mental images. The strategy makes use of the fact that we store knowledge in two ways: linguistically (words) and nonlinguistically (images). The more we use both systems of representation, the better we are able to think about and recall knowledge. Teachers will learn to use graphic organizers, physical models, mental images, pictographs and kinesthetic activities to assist students in mastering academic content.

Tier: Tier 1

Activity - Professional Learning (Scales)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	Title II Part A	principal, all teaching staff

Activity - Marzano Peer to Peer Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Title II Part A	all teaching staff, principal

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity. Teachers will also use the data collected to drive their writing instruction.	Other - Data Collection	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports. Teachers will also use the data collected to drive their writing instruction.	Other - Data Analysis	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
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Activity - Professional Learning (Engagement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	Title II Part A	all teaching staff, principal

Strategy 2:

Fluency in Writing - Students will practice fluency on a regular basis with timed writing prompts.

Category:

Research Cited: <http://www.nasponline.org/conventions/handouts2010/unstated/early%20writing%20tasks.pdf>

"These results corroborate previous research findings (Berninger, Hart, Abbott, & Karovsky, 1992; Graham, Berninger, Abbott, Abbott, & Whitaker, 1997; Jones & Christensen, 1990) addressing the importance of assessing writing fluency in elementary-aged students and suggests that writing fluency may play a critical role in the development of basic academic skills."

Looking at this research has shown that spelling, copying and other basic skills help improve fluency in writing.

Tier: Tier 1

Activity - Academic Support: Writing Tracker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the "Writing Tracker" method regularly to foster more quantity of student writing.	Academic Support Program	Tier 1	Implement	11/06/2013	06/09/2017	\$0	No Funding Required	all K-5 teachers, teacher consultant, resource room teacher, instructional coach

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Activity - Direction Instruction: Spelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction for spelling through Reading Mastery programs.	Direct Instruction	Tier 1	Implement	09/05/2011	06/09/2017	\$0	No Funding Required	all K-5 teachers, teacher consultant, resource room teacher, instructional coach, instructional aides

Activity - Being A Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All writing teachers will use the Being A Writer Curriculum to improve student writing skills.	Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all writing teachers, instructional coach, principal

(shared) Strategy 3:

Direct Instruction Writing - Teachers will use the Reading Mastery Language Program to model for students how to write expository and narrative text.

Category:

Research Cited: Schieffer, C., Marchand-Martella, N., Martella, R., Simonsen, F. The Research Base for Reading Mastery "Direct Instruction Reading and Writing". DeSoto, TX, McGraw-Hill (2008).

Phonemic awareness is defined as "the ability to notice, think about, and work with the individual sounds in spoken words" (Armbruster et al., 2003, pg. 2). Before children learn to read printed words, they need a working knowledge of speech sounds (called phonemes). Phonemic awareness can be taught and learned; it helps students learn to read and to spell at higher levels compared to students who have few or none of these skills (Armbruster et al., 2003; NICHD, 2000).

<http://mheresearch.com/product.php?segID=&subID=0&proID=38>

<http://www.nifdi.org/research>

We used this research to help support the new direct instruction reading mastery and language program.

Tier: Tier 1

Activity - Reading Mastery Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use the Reading Mastery Language Program to teach writing.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	General Fund	instructional coach, all teaching staff

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Activity - Language Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will schedule a minimum of 3 language lessons weekly into their ELA programs.	Policy and Process	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	No Funding Required	principal, all teachers
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principals, instructional coach, Reading Mastery Consultants, Data Coach, and Teacher in Charge will use 2inform data, and Reading Mastery Language Assessments to monitor students Language progress.	Technology , Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	No Funding Required	Teachers, principals, instructional coach, Reading Mastery Consultants , Data Coach, and Teacher in Charge
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Teachers, Data Coach, Instructional Coach and Teacher in Charge will evaluate the effectiveness of the Reading Mastery Language program by monitoring student yearly growth using, Connect Ed assessments and 2Inform Data	Other - Data Analysis	Tier 1	Evaluate	09/08/2015	06/09/2017	\$0	No Funding Required	all teachers, instructional coach, teacher in charge, data coach

Strategy 4:

Developing the English Language Learner (ELL) - Students who are identified as English Language Learners will be given extra support to help them be successful.

Category: Learning Support Systems

Research Cited: http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx ~20 classrooms serving English language learners from 10 language groups identified a variety of instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003).

Tier: Tier 3

Activity - English Language Learner Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Title III	principal, Instructional Coach
Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	Title III	principal
Activity - English Language Learner Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	Title III	Instructional Coach, principal

Strategy 5:

Community Involvement - School staff will involve community stakeholders in the school.

Category: Other - Community Involvement

Research Cited: Research shows that students whose parents are involved in their education are more likely to:

Adapt well to school, Attend school more regularly, Complete homework more consistently, Earn higher grades and test scores,

Graduate and go on to college, Have better social skills, Show improved behavior, Have better relationships with their parents,

Have higher self-esteem. Additionally, linking community activities to the classroom, Improves school-related behaviors

Positively impacts academic achievement, Reduces school suspension rates. http://education.nh.gov/instruction/school_health/health_coord_family.htm

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>

Tier: Tier 1

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	No Funding Required	All teaching staff, principal, Instructional Coach, Teacher in Charge

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Activity - First Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	No Funding Required	All teaching staff, principal
Activity - Second Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	No Funding Required	All teaching staff, principal
Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	principal, all teaching staff
Activity - Communication Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Community Engagement, Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	No Funding Required	all teaching staff, principal

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Joseph G. Steenland Elementary School

Activity - Special Person's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	Title I Schoolwide	all teaching staff, principal

Strategy 6:

Using Technology to Increase Writing Skills - Teachers in grades K-5 will incorporate technology in their writing programs using a variety of online resources, educational websites and programs.

Category: Technology

Research Cited: a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly -can produce significant gains in student achievement and boost engagement, particularly among students most at risk.

<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>

MobyMax's research-based pedagogy incorporates multiple cognitive techniques that have proven highly effective in thousands of research studies.

<https://www.mobymax.com/proven-results>

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice in constructive response questions that require the use of their writing skills.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	all teaching staff grades 1-5; principal,

Activity - Classroom Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms use technology such as, document camera, mimio teach, projector, and/or interactive projector to support the writing program in the classroom.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	all teaching staff, principal, Technology paraprofessional

Activity - Technology Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Title II Part A	all teaching staff, principal

School Improvement Plan

Joseph G. Steenland Elementary School

Strategy 7:

Extended Learning Time - Students will provided opportunities for additional academic support in writing .

Category: English/Language Arts

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly , 41 (2), 195-236.

Tier: Tier 1

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades k-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	No Funding Required	summer school staff

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Science by 06/12/2024 as measured by the Spring 2024 M-Step..

Strategy 1:

Analyzing Science Text - All teachers will integrate science curriculum into reading instruction using non-fiction text to increase students comprehension of science text.

Category:

Research Cited: Comprehension instruction in content area classes, PAUL NEUFELD, The Reading Teacher Vol. 59, No. 4 December 2005/January 2006. We used this research to support the use of cross-curricular reading.

Tier: Tier 1

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Activity - Integrating Science Into the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers grades K-5 will integrate nonfiction science text into their reading instruction regularly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/09/2017	\$0	No Funding Required	All teachers K-5, instructional coach, instructional aides, teacher consultant, resource room teacher
Activity - Implementation of Super Science Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 4-5 will implement the use of Super Science Magazine by Scholastic News in their science instruction	Supplemental Materials	Tier 1	Implement	10/21/2013	06/09/2017	\$1061	General Fund	fourth and fifth grade science teachers
Activity - Administrative Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will review lesson plans to ensure teachers are teaching science curriculum.	Other - Monitoring	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	principal
Activity - Science A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will use the Science A-Z program as a supplement to their science instruction	Supplemental Materials	Tier 1	Implement	09/08/2015	06/09/2017	\$299	Title I Schoolwide	teachers grades 3-5; principal
Activity - Professional Learning for Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will have the option to attend professional learning classes in the core subject area of Science.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Title II Part A	principal, Science teachers

Strategy 2:

Inquiry based Science Instruction - All science teachers grades K-5 will incorporate real world experience into the science instruction using inquiry based activities.

Category: Science

Research Cited: Hands-on Science and Student Achievement, by Allen Ruby. 2001.

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Daphne Minner (2008-2011). Refining, Operationalizing, and Describing Scientific Inquiry Instructional Practice Using the Inquiry Science Instruction Observation Protocol (ISIOP): A National Field-Test. We used this research to support using hands on instruction

Tier: Tier 1

Activity - Using Manipulatives to explore science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will use manipulatives to teach real world concepts. Students in grades K-5 will measure and observe with scientific tools.	Supplemental Materials	Tier 1	Implement	09/10/2012	06/09/2017	\$0	No Funding Required	Science teacher
Activity - Scientific Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will apply the scientific method to instruct students in grades K-5 to explore scientific concepts in the real world through inquiry.	Academic Support Program	Tier 1	Implement	09/10/2012	06/09/2016	\$0	No Funding Required	All Science teachers
Activity - Science Enrichment Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated Grade levels will attend a science enrichment class once a week to explore science concepts in the real world through inquiry.	Academic Support Program	Tier 2	Implement	09/10/2012	06/09/2017	\$0	No Funding Required	science enrichment teacher, principal

Strategy 3:

Data Driven Instruction using Classroom Instruction that Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their Science instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their science goals.

Category: Science

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Essential Strategies: Setting Objectives, Providing Feedback, Reinforcing Effort and Providing Recognition

McREL believes that these four research-based instructional strategies are critical and should be included in every lesson, everyday. Research has shown that when teachers list the lesson objective in student-friendly terms and draw students' attention to it, achievement is increased by approximately 23 percentile points.

Researcher John Hattie reviewed 7,827 studies on teaching and learning and concluded, "The most powerful single innovation that enhances achievement is feedback." Reinforcing Effort enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Providing recognition addresses the appropriate use of rewards or praise associated with goal attainment.

Identifying Similarities and Differences

This instructional strategy has the highest effect size of the nine strategies and enhances students' understanding of and ability to use knowledge by engaging them in

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mental processes that involve identifying ways items are alike and different. Participants will learn the power of teaching the following processes to increase student learning: comparing, classifying, creating metaphors and making analogies. Knowledge is deepened and rigor increased by imbedding these processes into instruction.

Summarizing and Note-taking

Explicitly teaching students how to summarize information and take notes enhances their ability to synthesize information and organize it in a way that captures main ideas and supporting details. Teachers will learn how to use rule-based summarizing and summary frames, as well as strategies like reciprocal teaching. They will also learn how to effectively use teacher-prepared notes and a variety of note-taking strategies and formats including outlining, webbing, two-column notes, the Cornell method and combination notes.

Non-linguistic Representation

This powerful instructional strategy enhances students' ability to represent and elaborate on knowledge using mental images. The strategy makes use of the fact that we store knowledge in two ways: linguistically (words) and nonlinguistically (images). The more we use both systems of representation, the better we are able to think about and recall knowledge. Teachers will learn to use graphic organizers, physical models, mental images, pictographs and kinesthetic activities to assist students in mastering academic content.

Tier: Tier 1

Activity - Professional Learning (Scales)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	Title II Part A	principal, all teaching staff
Activity - Marzano Peer to Peer Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Professional Learning (Engagement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	Title II Part A	all teaching staff, principal

Strategy 4:

Developing the English Language Learner (ELL) - Students who are identified as English Language Learners will be given extra support to help them be successful.

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Category: Learning Support Systems

Research Cited: http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx ~20 classrooms serving English language learners from 10 language groups identified a variety of instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003).

Tier: Tier 3

Activity - English Language Learner Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Title III	instructional coach, principal

Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	Title III	principal

Activity - English Language Learner Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	Title III	principal, Instructional Coach

Strategy 5:

Extended Learning Time - Students will be provided opportunities for additional academic support in science .

Category: Science

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly , 41 (2), 195-236.

Tier: Tier 1

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Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades k-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	No Funding Required	summer school staff

Activity - Science Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated Grade levels will attend a science enrichment class once a week to explore science concepts in the real world through inquiry.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	science enrichment teacher, principal

Activity - Science Olympiad	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4-5 have the opportunity to participate after-school in the Science Olympiad program.	Extra Curricular	Tier 1	Implement	09/06/2016	05/26/2017	\$100	Other	teachers involved in science olympiad, principal

Strategy 6:

Classroom Technology - Teachers in grades K-5 will incorporate technology in their science lessons using a variety of online resources, educational websites and programs.

Category: Technology

Research Cited: A new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk.

<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>

MobyMax's research-based pedagogy incorporates multiple cognitive techniques that have proven highly effective in thousands of research studies.

<https://www.mobymax.com/proven-results>

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice in science.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	all teaching staff 1-5, principal, technology paraprofessional
Activity - Science A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will use the Science A-Z program as a supplement to their science instruction	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$299	Title I Schoolwide	science teachers grades 3-5, principal
Activity - Classroom Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms use technology such as, document camera, mimiolearn, projector and/or interactive projector to support the science curriculum in the classroom.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	all teaching staff, principal, technology paraprofessional
Activity - Technology Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Title II Part A	all teaching staff, principal

Strategy 7:

Community Involvement - School staff will involve community stakeholders in the school.

Category: Other - Community Involvement

Research Cited: Research shows that students whose parents are involved in their education are more likely to:

Adapt well to school, Attend school more regularly, Complete homework more consistently, Earn higher grades and test scores,

Graduate and go on to college, Have better social skills, Show improved behavior, Have better relationships with their parents,

Have higher self-esteem. Additionally, linking community activities to the classroom, Improves school-related behaviors

Positively impacts academic achievement, Reduces school suspension rates. http://education.nh.gov/instruction/school_health/health_coord_family.htm

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>

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Tier: Tier 1

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	No Funding Required	All teaching staff, principal, Instructional Coach, Teacher in Charge
Activity - First Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	No Funding Required	All teaching staff, principal
Activity - Second Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	No Funding Required	All teaching staff, principal
Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	principal, secretary, teachers
Activity - Communication using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	principal, all teaching staff
Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Community Engagement, Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Special Person's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students invite a "special person" in their life to the school to share in an academic activity	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	Title I Schoolwide	all teaching staff, principal

Goal 4: All students will be proficient in Social Studies

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all claim areas in Social Studies by 06/12/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Analyzing Social Studies Text - All teachers K-5 will integrate Social Studies curriculum into their reading instruction using non-fiction text to increase students comprehension of Social Studies text.

Category:

Research Cited: Comprehension instruction in content area classes, PAUL NEUFELD, The Reading Teacher Vol. 59, No. 4 December 2005/January 2006. We used this research to support cross-curricular reading.

Tier: Tier 1

Activity - Implementation of Current Events Magazines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades 2-3 will implement the use of Current Events magazines in their Social Studies instruction.	Supplemental Materials	Tier 1	Implement	09/15/2014	06/09/2017	\$0	Other	All teachers grades 2-3
Activity - MAISA Curriculum Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use the MAISA curriculum units from the Oakland Atlas Rubicon site.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	all teachers k-5
Activity - Professional Learning for Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will have the option to attend professional learning classes in the core subject area of Social Studies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	Title II Part A	all social studies teachers
Activity - Administrator Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will review lesson plans to make sure social studies teachers are teaching the social studies curriculum.	Other - Monitoring	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	No Funding Required	principal
Activity - Studies Weekly Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teachers in grades 4-5 will use the Studies Weekly materials as a supplement to support their Social Studies curriculum.	Supplemental Materials	Tier 1	Implement	09/06/2016	06/09/2017	\$536	Title I Schoolwide	Social Studies Teachers grades 4-5

Strategy 2:

Data Driven Instruction Using Classroom Instruction That Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their Math instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their social studies goals.

Category: Social Studies

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.aspx

Essential Strategies: Setting Objectives, Providing Feedback, Reinforcing Effort and Providing Recognition

McREL believes that these four research-based instructional strategies are critical and should be included in every lesson, everyday. Research has shown that when teachers list the lesson objective in student-friendly terms and draw students' attention to it, achievement is increased by approximately 23 percentile points.

Researcher John Hattie reviewed 7,827 studies on teaching and learning and concluded, "The most powerful single innovation that enhances achievement is feedback." Reinforcing Effort enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about

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learning. Providing recognition addresses the appropriate use of rewards or praise associated with goal attainment.

Identifying Similarities and Differences

This instructional strategy has the highest effect size of the nine strategies and enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways items are alike and different. Participants will learn the power of teaching the following processes to increase student learning: comparing, classifying, creating metaphors and making analogies. Knowledge is deepened and rigor increased by imbedding these processes into instruction.

Summarizing and Note-taking

Explicitly teaching students how to summarize information and take notes enhances their ability to synthesize information and organize it in a way that captures main ideas and supporting details. Teachers will learn how to use rule-based summarizing and summary frames, as well as strategies like reciprocal teaching. They will also learn how to effectively use teacher-prepared notes and a variety of note-taking strategies and formats including outlining, webbing, two-column notes, the Cornell method and combination notes.

Non-linguistic Representation

This powerful instructional strategy enhances students' ability to represent and elaborate on knowledge using mental images. The strategy makes use of the fact that we store knowledge in two ways: linguistically (words) and nonlinguistically (images). The more we use both systems of representation, the better we are able to think about and recall knowledge. Teachers will learn to use graphic organizers, physical models, mental images, pictographs and kinesthetic activities to assist students in mastering academic content.

Tier: Tier 1

Activity - Professional Learning (Scales)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2017	\$0	Title II Part A	principal, all teaching staff
Activity - Marzano Peer to Peer Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will observe fellow teachers to help improve their instructional craft.	Other - Monitoring	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	principal, all teaching staff
Activity - Professional Learning (Engagement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	Title II Part A	all teaching staff, principal
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Strategy 3:

Classroom Technology - Teachers in grades K-5 will incorporate technology in their social studies lessons using a variety of online resources, educational websites and programs.

Category: Technology

Research Cited: A new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk.

<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>

MobyMax's research-based pedagogy incorporates multiple cognitive techniques that have proven highly effective in thousands of research studies.

<https://www.mobymax.com/proven-results>

Tier: Tier 1

Activity - MobyMax	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice in social studies skills.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	all teachers grades 1-5; principal, technology paraprofessional

Activity - Classroom Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms use technology such as, document camera, mimio teach, projector and/or interactive projector to support the social studies curriculum in the classroom.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title I Schoolwide	all teaching staff, principal, technology paraprofessional

Activity - Technology Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Title II Part A	all teaching staff, principal

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Joseph G. Steenland Elementary School

Strategy 4:

Developing the English Language Learner (ELL) - Students who are identified as English Language Learners will be given extra support to help them be successful.

Category: Learning Support Systems

Research Cited: http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx ~20 classrooms serving English language learners from 10 language groups identified a variety of instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003).

Tier: Tier 3

Activity - English Language Learner Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Title III	principal, instructional coach

Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	Title III	principal

Activity - English Language Learner Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	Title III	principal, instructional coach

Strategy 5:

Extended Learning Time - Students will be provided opportunities for additional academic support in social studies.

Category: Social Studies

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly, 41 (2), 195-236.

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Tier: Tier 1

Activity - Extended Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades k-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	No Funding Required	summer school staff

Strategy 6:

Community Involvement - School staff will involve community stakeholders in the school.

Category: Other - Community Involvement

Research Cited: Research shows that students whose parents are involved in their education are more likely to:

Adapt well to school, Attend school more regularly, Complete homework more consistently, Earn higher grades and test scores,

Graduate and go on to college, Have better social skills, Show improved behavior, Have better relationships with their parents,

Have higher self-esteem. Additionally, linking community activities to the classroom, Improves school-related behaviors

Positively impacts academic achievement, Reduces school suspension rates. http://education.nh.gov/instruction/school_health/health_coord_family.htm

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>

Tier: Tier 1

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	No Funding Required	All teaching staff, principal

Activity - First Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	No Funding Required	all teaching staff, principal

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Activity - Second Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	principal, secretary, teachers
Activity - Communication Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Special Person's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	Title I Schoolwide	principal, all teaching staff

Goal 5: All students will be proficient in Reading

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 all claim areas in Reading by 06/12/2024 as measured by the Spring 2024 M-Step.

Strategy 1:

Direct Instruction Reading - Teachers in grades K-5 will implement Reading Mastery as their core instruction for Language Arts to increase students reading proficiency.

Category:

Research Cited: Schieffer, C., Marchand-Martella, N., Martella, R., Simonsen, F. The Research Base for Reading Mastery "Direct Instruction Reading". DeSoto, TX, McGraw-Hill (2008).

Phonemic awareness is defined as “the ability to notice, think about, and work with the individual sounds in spoken words” (Armbruster et al., 2003, pg. 2). Before children learn to read printed words, they need a working knowledge of speech sounds (called phonemes). Phonemic awareness can be taught and learned; it helps students learn to read and to spell at higher levels compared to students who have few or none of these skills (Armbruster et al., 2003; NICHD, 2000).

<http://mheresearch.com/product.php?segID=&subID=0&proID=38>

<http://www.nifdi.org/research>

We used this research to help support the new direct instruction/reading mastery method

Tier: Tier 1

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use the Reading Mastery program, which is a direct instruction approach using systematically sequenced lessons to increase reading skills in the areas of decoding, fluency, and comprehension.	Direct Instruction	Tier 1	Implement	10/14/2013	06/09/2017	\$0	General Fund	All teachers K-5, teacher in charge, instructional aides, Principal, Instructional Coach.
Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Literacy coach and teachers in grades 3-5 will use a placement test to identify students who qualify for small group intervention using Corrective Reading. Explicit direct instruction will focus on phonological awareness activities to increase student reading proficiency.	Direct Instruction	Tier 2	Implement	09/24/2012	06/09/2017	\$0	Section 31a	instructional coach, instructional aide, special education teacher, 3-5 teachers
Activity - Reading Mastery Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Mastery Consultants collaborate with teachers grades K-5 as needed regarding student progress, program fidelity, student placements, and to answer questions or concerns regarding the direct instruction program.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	10/13/2014	06/09/2017	\$0	Title II Part A	principal, teacher in charge, instructional coach, all teachers K-5, instructional aides.
Activity - Reading Mastery Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A placement test is used to determine students instructional reading levels. The Literacy coach, principal, and teacher in charge work with the data to determine the placement of students into groups for daily reading instruction.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	instructional coach, teacher in charge, principal
Activity - Monitor Use of Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will conduct walkthroughs to monitor the effectiveness and fidelity of the Reading Mastery Program.	Walkthrough	Tier 1	Monitor	09/08/2014	06/09/2017	\$1250	Title I Schoolwide	Principal
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate the effectiveness of the Reading Mastery program by monitoring student yearly growth using MAP test scores, Connect Ed Assessments, and 2 Inform Data.	Other - Data Analysis	Tier 1	Evaluate	09/02/2014	06/09/2017	\$2844	Other	teachers, principal, teacher in charge, data coach, instructional coach

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Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, instructional coach, Reading Mastery Consultants, Instructional Aides, Data Coach, and Teacher in Charge will use 2Inform data, Reading Mastery assessments, and MAP test data to monitor students reading levels and make adjustments as needed.	Technology , Teacher Collaboration	Tier 1	Monitor	09/08/2014	06/09/2017	\$0	No Funding Required	principal, instructional coach, instructional aides, all teachers K-5, data coach, teacher in charge
Activity - Tier III Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will work in small groups a minimum of 2 times a week with the resource room teacher to improve reading skills in addition to their daily reading instruction.	Academic Support Program	Tier 3	Implement	09/08/2014	06/09/2017	\$0	No Funding Required	resource room teacher
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides will use the Direct Instruction Reading Mastery/Corrective Reading program to instruct a small group of students daily.	Direct Instruction	Tier 1	Implement	09/08/2014	06/09/2017	\$31887	Title I Schoolwide	instructional aides, principal
Activity - Horizons Direct Instruction Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 who are identified about 2 years behind in reading will be placed in the Direct Instruction Horizons Program to increase reading achievement.	Academic Support Program	Tier 2	Implement	10/13/2014	06/09/2017	\$0	General Fund	instructional aide, instructional coach, teacher in charge, teaching staff
Activity - Parent Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend an informational meeting in the evening to meet the teachers and learn about the Direct Instruction Reading Programs.	Parent Involvement	Tier 1	Getting Ready	09/19/2017	09/19/2017	\$0	No Funding Required	all teaching staff, principal

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Strategy 2:

Using Technology to Improve Reading Skills - Teachers in grades K-5 will incorporate technology in their writing programs using a variety of online resources, educational websites and programs.

Category: Technology

Research Cited: www.pearsoned.com/.../dc2-successmaker-motion-a-research-summary.pdf

This research supports differentiated instruction by leveling students to help improve their reading skills.

A new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly -can produce significant gains in student achievement and boost engagement, particularly among students most at risk.

<https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>

MobyMax's research-based pedagogy incorporates multiple cognitive techniques that have proven highly effective in thousands of research studies.

<https://www.mobymax.com/proven-results>

Tier: Tier 1

Activity - Waterford Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will use the Waterford Reading Computer Program daily to help develop Reading skills.	Technology	Tier 1	Implement	09/09/2013	06/09/2017	\$0	No Funding Required	all kindergarten teachers
Activity - RAZ Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-3 will use RAZ kids to as a supplemental reading resources, to help improve reading fluency and comprehension.	Technology	Tier 1	Implement	10/06/2014	06/09/2017	\$92	Title I Schoolwide	teachers grades 1-3; instructional coach
Activity - Program Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, technology para, and teacher in charge will create a computer lab schedule which allows students to work on various technology programs a minimum of 2 times a week.	Policy and Process	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	No Funding Required	principal, technology para, teacher in charge
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers, principal, instructional coach, Data Coach, and Teacher in Charge will use Connect Ed, and MAP Assessment data to monitor students growth and monitor program fidelity.	Technology , Teacher Collaborati on	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	No Funding Required	principal, teachers in charge, instructiona l coach, data coach, teachers
Activity - Administrator Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Principal will monitor fidelity of use by teachers of the technology programs by reviewing program classroom reports, lesson plans and walkthroughs.	Other	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	No Funding Required	principal
Activity - MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
All students grades k-5 will be testing in reading 3 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction.	Technology , Academic Support Program	Tier 1	Monitor	09/14/2015	06/09/2017	\$0	No Funding Required	all teachers,in structional coach, data coach, technology paraprofession al, principal
Activity - MAP Skills Navigator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
MAP Skills Navigator is an online tool that is used as Progress Monitoring for students based upon their scores from the MAP assessment. Students can use this program to practice specific skills in the content areas of reading that need improvement.	Academic Support Program	Tier 1	Monitor	11/16/2015	06/03/2016	\$0	Title I Schoolwide	all teachers K-5, principal, literacy coach, technology paraprofession al, data coach
Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professiona l Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Title II Part A	all staff, principal

Strategy 3:

Data Driven Instruction using Classroom Instruction that Works - All staff will implement the Classroom Instruction That Works, "Creating the Environment for Learning", non-negotiables into their Reading instructional practice to increase student engagement and learning. Teachers will use CITW and data to drive instruction and give timely feedback to students to help them reach their reading goals.

Category: English/Language Arts

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Essential Strategies: Setting Objectives, Providing Feedback, Reinforcing Effort and Providing Recognition

McREL believes that these four research-based instructional strategies are critical and should be included in every lesson, everyday. Research has shown that when teachers list the lesson objective in student-friendly terms and draw students' attention to it, achievement is increased by approximately 23 percentile points.

Researcher John Hattie reviewed 7,827 studies on teaching and learning and concluded, "The most powerful single innovation that enhances achievement is feedback." Reinforcing Effort enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Providing recognition addresses the appropriate use of rewards or praise associated with goal attainment.

Identifying Similarities and Differences

This instructional strategy has the highest effect size of the nine strategies and enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways items are alike and different. Participants will learn the power of teaching the following processes to increase student learning: comparing, classifying, creating metaphors and making analogies. Knowledge is deepened and rigor increased by imbedding these processes into instruction.

Summarizing and Note-taking

Explicitly teaching students how to summarize information and take notes enhances their ability to synthesize information and organize it in a way that captures main ideas and supporting details. Teachers will learn how to use rule-based summarizing and summary frames, as well as strategies like reciprocal teaching. They will also learn how to effectively use teacher-prepared notes and a variety of note-taking strategies and formats including outlining, webbing, two-column notes, the Cornell method and combination notes.

Non-linguistic Representation

This powerful instructional strategy enhances students' ability to represent and elaborate on knowledge using mental images. The strategy makes use of the fact that we store knowledge in two ways: linguistically (words) and nonlinguistically (images). The more we use both systems of representation, the better we are able to think about and recall knowledge. Teachers will learn to use graphic organizers, physical models, mental images, pictographs and kinesthetic activities to assist students in mastering academic content.

Tier: Tier 1

Activity - Professional Learning (Scales)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	Title II Part A	All teaching staff, principal
Activity - Marzano Peer to Peer Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	No Funding Required	All teaching staff, principal
Activity - Professional Learning (Engagement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	Title II Part A	all teaching staff, principal
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity. Teachers will also use the data collected to drive their reading instruction.	Other - Data Collection	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports. Teachers will also use the data collected to drive their reading instruction.	Other - Data Analysis	Tier 1	Evaluate	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers

Strategy 4:

Extended Learning Time - Students will be provided opportunities for additional academic support in reading at school and at home.

Category:

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

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Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly , 41 (2), 195-236.

Tier: Tier 1

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students grades 2-5 will be identified NWEA (MAP) for additional academic support in reading. They will participate in an after school program 2 times a week, during this time they will receive a juice box and/or milk and small snack. Qualifying students take the bus home after the program.	Academic Support Program	Tier 3	Implement	10/06/2014	06/09/2017	\$14830	Section 31a	Assigned staff members

Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and incoming kindergarten students are invited to a registration night which includes teacher led, student activities, to familiarize the parents and students with the school and provide some resources for parents to use with their students at home.	Parent Involvement	Tier 1	Implement	02/23/2015	03/02/2017	\$877	Title I Schoolwide	principal, instructional coach, kindergarten teachers, technology paraprofessional, teacher in charge

Activity - Kindergarten Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Registered kindergarteners and their parents are invited to attend the school to participate in activities, such as, meet the Kindergarten teachers, visit the classrooms, do an activity with a current kindergartener, ride the school bus, and bring home resources to prepare for the start of the school year.	Parent Involvement	Tier 1	Implement	02/09/2015	05/05/2017	\$100	Title I Schoolwide	principal, teacher in charge, instructional coach, technology paraprofessional, Kindergarten teachers

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Activity - Parent Communication Folder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade students use the Nicky Communication Folder. It is sent home daily to keep parents informed of activities, homework, and used as a tool for communication between parents and the teacher.	Parent Involvement	Tier 1	Implement	09/01/2014	06/09/2017	\$230	Title I Schoolwide	Kindergarten and 1st grade Teachers, principal
Activity - Special Person's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, grandparents, aunts, and/or uncles of current students will be invited to the school to participate in a special activity with their student.	Parent Involvement	Tier 1	Implement	04/18/2016	06/09/2017	\$590	Title I Schoolwide	all teaching staff, principal
Activity - Program Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher in charge, instructional coach, and teachers will look at student data to determine eligibility for various extended learning programs.	Policy and Process	Tier 2	Getting Ready	09/02/2014	06/09/2017	\$0	No Funding Required	teacher in charge, instructional coach, teachers
Activity - Data Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, teacher in charge, and Literacy Coach will analyze student data to determine continued eligibility in the various extended learning programs.	Other - Data Analysis	Tier 2	Monitor	09/09/2014	06/09/2017	\$0	No Funding Required	Teachers, Teacher in Charge, Instructional Coach
Activity - Extended Learning Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, Teachers, Teacher in Charge, and Instructional Coach will evaluate the effectiveness of the various Extended Learning Programs by looking at student growth and attendance in the programs.	Other - Data Analysis, Teacher Collaboration	Tier 2	Evaluate	05/31/2016	06/09/2017	\$0	No Funding Required	Teachers, Teacher in Charge, Instructional Coach, Principal
Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All students grades K- 5will have the availability to use the Moby Max program at home to provide extra practice with reading skills	Technology	Tier 1	Implement	09/08/2015	06/09/2017	\$699	Title I Schoolwide	all teaching staff, principal
Activity - StoryWorks Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 4-5 will use the StoryWorks Magazine to supplement their reading instruction.	Supplemental Materials	Tier 1		09/08/2015	06/10/2016	\$440	Title I Schoolwide	teachers 4-5, principal
Activity - Extended Year program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	Other	Summer school staff

Strategy 5:

Developing English Language Learner (ELL) - Students who are identified as English Language Learners will be given extra support to help them be successful.

Category: Learning Support Systems

Research Cited: http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx ~20 classrooms serving English language learners from 10 language groups identified a variety of instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003).

Tier: Tier 3

Activity - English Language Learner Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Title III	Instructional coach, principal
Activity - English Language Learner Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	Title III	principal

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Activity - English Language Learner Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	Title III	principal, instructional coach

Strategy 6:

Community Involvement - School staff will involve community stakeholders in the school.

Category: Other - Community Involvement

Research Cited: Research shows that students whose parents are involved in their education are more likely to:

Adapt well to school, Attend school more regularly, Complete homework more consistently, Earn higher grades and test scores,

Graduate and go on to college, Have better social skills, Show improved behavior, Have better relationships with their parents,

Have higher self-esteem. Additionally, linking community activities to the classroom, Improves school-related behaviors

Positively impacts academic achievement, Reduces school suspension rates. http://education.nh.gov/instruction/school_health/health_coord_family.htm

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>

Tier: Tier 1

Activity - Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	No Funding Required	All teaching staff, principal, Instructional Coach, Teacher in Charge

Activity - First Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	No Funding Required	all teaching staff, principal

Activity - Second Trimester Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1		09/06/2016	06/09/2017	\$0	No Funding Required	principal, all teaching staff
Activity - Communication Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Community Engagement, Parent Involvement	Tier 1	Evaluate	12/08/2016	03/17/2017	\$0	No Funding Required	all teaching staff, principal
Activity - Special Person's Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	Title I Schoolwide	all teaching staff, principal

Goal 6: All students at Steenland Elementary will improve behavior on the bus while being transported before and after school.

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Measurable Objective 1:

demonstrate a behavior which shows improved respect and actions on the part of students during bus transportation by 05/26/2017 as measured by amount of office referrals written by the bus driver and given to the principal.

Strategy 1:

Positive Behavior Interventions and Support (PBIS) - The bus drivers will be given training by school staff of the goals and strategies related to the PBS program. They will recognize positive student behaviors on the bus by rewarding those students with "Paw tickets" and will recognize exemplary behavior by individually students with a PBIS bus award several times a year.

Category: School Culture

Research Cited: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 113-144.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science*, 10, 100-115.

A randomized control trial documenting change in the organizational effectiveness of schools as a function of implementing SWPBS.

enner, G., Nelson, J.R., Sanders, E., & Ralston, N. (2012). Behavior intervention for students with externalizing behavior problems: Primary-level standard protocol. *Exceptional Children*, 78(2), 181-198.

Tier: Tier 1

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bus drivers will be trained by school staff in the goals and strategies of the PBIS program.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	05/26/2017	\$0	No Funding Required	PBIS committee members, principal, bus drivers
Activity - Rewarding Daily Positive Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bus drivers will pass out incentive behavior "Paw tickets" to students who are displaying respectful and safe bus behaviors. Students can use these tickets for school wide rewards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	05/26/2017	\$0	No Funding Required	bus drivers, principal, PBIS committee members
Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Individual students will be recognized several times a year by the bus driver for exemplary behavior on the bus.	Behavioral Support Program	Tier 1	Implement	09/06/2016	05/26/2017	\$0	No Funding Required	bus driver, principal, PBIS committee members
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Activity - Student Bus Behavior Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will review proper bus behaviors at the beginning of the year to insure a safe trip to and from school. Additional modeling of bus proper behavior will be given as needed throughout the year based on the analyzing of the bus referrals collected.	Behavioral Support Program	Tier 1	Implement	09/06/2016	05/26/2017	\$0	No Funding Required	all staff, bus drivers, principal

Strategy 2:

Community Involvement - School staff will involve community stakeholders in the school.

Category: Other - Community Involvement

Research Cited: Research shows that students whose parents are involved in their education are more likely to:

Adapt well to school, Attend school more regularly, Complete homework more consistently, Earn higher grades and test scores,

Graduate and go on to college, Have better social skills, Show improved behavior, Have better relationships with their parents,

Have higher self-esteem. Additionally, linking community activities to the classroom, Improves school-related behaviors

Positively impacts academic achievement, Reduces school suspension rates. http://education.nh.gov/instruction/school_health/health_coord_family.htm

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

<http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>

Tier: Tier 1

Activity - Title I Compact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents, students, staff, and principal will review and sign a compact that reinforces respectful, safe, and responsible behavior.	Policy and Process	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal

Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school newsletter will be send home monthly. An section of the newsletter will include a bus rule that we are focusing on for that month and also highlight students who have followed PBIS rules on the bus.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	all teaching staff, principal, secretary

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Strategy 3:

Data Driven Instruction - PBIS committee members and principal will collect Data regarding bus referrals to determine what bus behavior areas we need to focus on for improvement.

Category: School Culture

Research Cited: https://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Tier: Tier 1

Activity - Bus Referral Traking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and PBIS Committee Members will track the number of bus referrals sent to the principal for the course of the year.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	principal, PBIS committee members, bus drivers.

Activity - Evaluate Referral Data Collected	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and PBIS Committee members will evaluate the referral data collected at various intervals during the year to determine what areas may need more support and focus on the bus.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/09/2017	\$0	No Funding Required	principal, PBIS committee members

Strategy 4:

Extended Learning Time - Students will be provided opportunities for additional support on how to behave appropriately on the bus.

Category: School Culture

Research Cited: Hattie, J (2012) Visible Learning for Teachers. Maximizing Impact on Learning. Routledge

Bodilly, S., & Beckett, M. K. (2005). Making Out-of-School-Time Matter: Evidence for an Action Agenda. RAND Corporation

Little, P. M., Wimer, C., & Weiss, H. B. (2008). After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It. Cambridge, MA: Harvard Family Research Project.

Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly , 41 (2), 195-236.

Tier: Tier 1

Activity - PBIS Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PBIS Committee members will use data referral information to focus on specific bus behaviors during assemblies.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	PBIS committee members, principal
Activity - Principal Run classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will run classes with groups of students who need additional training on how to behave appropriately on the bus.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	principal, PBIS committee members
Activity - Play	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will attend a play which focuses on respectful behavior.	Behavioral Support Program	Tier 1	Implement	10/13/2016	10/28/2016	\$600	Title I Schoolwide	principal, instructional coach, all teachers

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
After School Program	At risk students grades 2-5 will be identified NWEA (MAP) for additional academic support in reading. They will participate in an after school program 2 times a week, during this time they will receive a juice box and/or milk and small snack. Qualifying students take the bus home after the program.	Academic Support Program	Tier 3	Implement	10/06/2014	06/09/2017	\$14830	Assigned staff members
Corrective Reading	Literacy coach and teachers in grades 3-5 will use a placement test to identify students who qualify for small group intervention using Corrective Reading. Explicit direct instruction will focus on phonological awareness activities to increase student reading proficiency.	Direct Instruction	Tier 2	Implement	09/24/2012	06/09/2017	\$0	instructional coach, instructional aide, special education teacher, 3-5 teachers
After School Program	At risk students grades 2-5 will be identified by teacher input and MAP (NWEA) scores for additional academic support in math. They will participate in an after school program 2 times a week. Students will receive a small snack and juice box or milk. Qualifying students will take the bus home.	Academic Support Program	Tier 3	Implement	02/24/2014	06/09/2017	\$0	assigned teachers, principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning for Social Studies	All social studies teachers will have the option to attend professional learning classes in the core subject area of Social Studies.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	all social studies teachers

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Survey of Enacted Curriculum	All core teaching staff will partake in Surveys of Enacted Curriculum in the area of math. We will analyze the data found to help identify the gaps in the math instruction.	Professional Learning, Curriculum Development, Technology, Teacher Collaboration	Tier 1	Getting Ready	06/02/2016	06/09/2017	\$0	principal, all core teaching staff
Professional Learning (Scales)	All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2017	\$0	principal, all teaching staff
Professional Learning for Science	All Science teachers will have the option to attend professional learning classes in the core subject area of Science.	Professional Learning	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	principal, Science teachers
Professional Learning (Engagement)	All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	all teaching staff, principal
Professional Learning (Scales)	All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	principal, all teaching staff
Reading Mastery Consultants	Reading Mastery Consultants collaborate with teachers grades K-5 as needed regarding student progress, program fidelity, student placements, and to answer questions or concerns regarding the direct instruction program.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	10/13/2014	06/09/2017	\$0	principal, teacher in charge, instructional coach, all teachers K-5, instructional aides.
Technology Training	All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	all staff, principal
Professional Learning (Scales)	All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	All teaching staff, principal
Professional Learning (Engagement)	All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	all teaching staff, principal
Professional Learning (Engagement)	All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	all teaching staff, principal

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Professional Learning (Engagement)	All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	all teaching staff, principal
Professional Learning (Engagement)	All staff will participate in professional learning with focus on engaging students with poverty in mind.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/31/2016	\$0	all teaching staff, principal
Marzano Peer to Peer Monitoring	All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	all teaching staff, principal
Technology Training	All staff will be trained on how to effectively use the technology in their classroom to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	all teaching staff, principal
Technology Professional Learning	All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	all teaching staff, principal
Technology Professional Learning	All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	all teaching staff, principal
Technology Professional Learning	All teachers will be trained on how to effectively use the technology in their classrooms to help drive instruction.	Professional Learning, Technology	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	all teaching staff, principal
Professional Learning (Scales)	All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	principal, all teaching staff
Professional Learning (Scales)	All teaching staff will continue their Marzano elements training, which will focus on teacher evaluation, peer to peer monitoring, the use of articulation scales, student feedback and data collection.	Professional Learning	Tier 1	Getting Ready	08/29/2016	11/08/2016	\$0	all teaching staff, principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Enrichment Class	Designated Grade levels will attend a science enrichment class once a week to explore science concepts in the real world through inquiry.	Academic Support Program	Tier 2	Implement	09/10/2012	06/09/2017	\$0	science enrichment teacher, principal
Extended Year Program	Students in grades k-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	summer school staff

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Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	All teaching staff, principal, Instructional Coach, Teacher in Charge
Integrating Science Into the Curriculum	Teachers grades K-5 will integrate nonfiction science text into their reading instruction regularly.	Direct Instruction	Tier 1	Implement	09/09/2013	06/09/2017	\$0	All teachers K-5, instructional coach, instructional aides, teacher consultant, resource room teacher
Data Decision Making	Teachers, teacher in charge, and Literacy Coach will analyze student data to determine continued eligibility in the various extended learning programs.	Other - Data Analysis	Tier 2	Monitor	09/09/2014	06/09/2017	\$0	Teachers, Teacher in Charge, Instructional Coach
Second Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	all teaching staff, principal
Second Trimester Parent Teacher Conferences	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	All teaching staff, principal
Principal Run classes	The principal will run classes with groups of students who need additional training on how to behave appropriately on the bus.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	principal, PBIS committee members
MAISA Curriculum Units	Teachers in grades K-5 will use the MAISA curriculum units from the Oakland Atlas Rubicon site.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/09/2017	\$0	all teachers k-5
Parent Survey	Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Community Engagement, Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	all teaching staff, principal

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Academic Support: Writing Tracker	Teachers will implement the "Writing Tracker" method regularly to foster more quantity of student writing.	Academic Support Program	Tier 1	Implement	11/06/2013	06/09/2017	\$0	all K-5 teachers, teacher consultant, resource room teacher, instructional coach
Bus Referral Tracking	Principal and PBIS Committee Members will track the number of bus referrals sent to the principal for the course of the year.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	principal, PBIS committee members, bus drivers.
First Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	all teaching staff, principal
Administrator Monitoring	Principal will monitor fidelity of use by teachers of the technology programs by reviewing program classroom reports, lesson plans, and walkthroughs.	Other	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	principal
Marzano Peer to Peer Monitoring	All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	All teaching staff, principal
Parent Survey	Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	all teaching staff, principal
Student Bus Behavior Training	All students will review proper bus behaviors at the beginning of the year to insure a safe trip to and from school. Additional modeling of bus proper behavior will be given as needed throughout the year based on the analyzing of the bus referrals collected.	Behavioral Support Program	Tier 1	Implement	09/06/2016	05/26/2017	\$0	all staff, bus drivers, principal
Administrator Monitoring	Principal will review lesson plans to make sure social studies teachers are teaching the social studies curriculum.	Other - Monitoring	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	principal
First Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	All teaching staff, principal
Marzano Peer to Peer Monitoring	All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	all staff, principal
Language Scheduling	Teachers will schedule a minimum of 3 language lessons weekly into their ELA programs.	Policy and Process	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	principal, all teachers

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Direction Instruction: Spelling	Teachers will provide direct instruction for spelling through Reading Mastery programs.	Direct Instruction	Tier 1	Implement	09/05/2011	06/09/2017	\$0	all K-5 teachers, teacher consultant, resource room teacher, instructional coach, instructional aides
Rewarding Daily Positive Behavior	Bus drivers will pass out incentive behavior "Paw tickets" to students who are displaying respectful and safe bus behaviors. Students can use these tickets for school wide rewards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	05/26/2017	\$0	bus drivers, principal, PBIS committee members
Reading Mastery Schedule	A placement test is used to determine students instructional reading levels. The Literacy coach, principal, and teacher in charge work with the data to determine the placement of students into groups for daily reading instruction.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	instructional coach, teacher in charge, principal
Data Analysis	Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports. Teachers will also use the data collected to drive their reading instruction.	Other - Data Analysis	Tier 1	Evaluate	09/06/2016	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Parent Survey	Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Community Engagement, Parent Involvement	Tier 1	Evaluate	12/08/2016	03/17/2017	\$0	all teaching staff, principal
Marzano Peer to Peer Monitoring	All teachers will observe fellow teachers to help improve their instructional craft.	Walkthrough	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	all teaching staff, principal
Communication using Technology	School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	principal, all teaching staff
PBIS Assemblies	PBIS Committee members will use data referral information to focus on specific bus behaviors during assemblies.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	PBIS committee members, principal

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MAP Testing	All students grades k-5 will be testing in reading 3 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction.	Technology , Academic Support Program	Tier 1	Monitor	09/14/2015	06/09/2017	\$0	all teachers,in instructional coach, data coach, technology paraprofessional, principal
Data Decision Making	Teachers, Teacher in Charge, and Instructional Coach will analyze student data to determine continued eligibility in the various extended learning programs.	Other	Tier 2	Monitor	09/09/2014	06/09/2017	\$0	Teachers, Teacher In Charge, Instructional Coach
Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	All teaching staff, principal
Program Scheduling	Principal, Technology para, and Teacher in Charge will create a schedule which allows students to work on various technology programs a minimum of 2 times a week.	Policy and Process	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	Principal, technology para, teacher in charge
Evaluate Referral Data Collected	Principal and PBIS Committee members will evaluate the referral data collected at various intervals during the year to determine what areas may need more support and focus on the bus.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/09/2017	\$0	principal, PBIS committee members
Student Recognition	Individual students will be recognized several times a year by the bus driver for exemplary behavior on the bus.	Behavioral Support Program	Tier 1	Implement	09/06/2016	05/26/2017	\$0	bus driver, principal, PBIS committee members
Administrative Monitoring	The principal will review lesson plans to ensure teachers are teaching science curriculum.	Other - Monitoring	Tier 1	Monitor	09/02/2014	06/09/2017	\$0	principal
Scientific Method	All Science teachers will apply the scientific method to instruct students in grades K-5 to explore scientific concepts in the real world through inquiry.	Academic Support Program	Tier 1	Implement	09/10/2012	06/09/2016	\$0	All Science teachers

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Data Collection	Teachers, principals, instructional coach, Reading Mastery Consultants, Data Coach, and Teacher in Charge will use 2inform data, and Reading Mastery Language Assessments to monitor students Language progress.	Technology , Teacher Collaborati on	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Teachers, principals, instructiona l coach, Reading Mastery Consultants , Data Coach, and Teacher in Charge
Small Group Remediation	Teachers in grades K-5 will work with students who have not met assessment targets in small group to provide extra practice and support in areas of need.	Academic Support Program	Tier 2	Implement	09/02/2014	06/09/2017	\$0	all teachers K-5; principal, teacher in charge
Parent Survey	Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Community Engagemen t, Parent Involvemen t	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	all teaching staff, principal
Communication Using Technology	School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagemen t, Parent Involvemen t	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal
Modeling Math Concepts	All teachers grades K-5 will model for the students how to solve problems using models as needed with the Direct Instruction Program.	Supplemental Materials	Tier 1	Implement	01/07/2013	06/09/2017	\$0	All teachers grades K-5; instructiona l aides, special education teacher, volunteer math aides.
Newsletter	The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagemen t, Parent Involvemen t	Tier 1		09/06/2016	06/09/2017	\$0	principal, all teaching staff
Program Scheduling	Teacher in Charge, Instructional coach and teachers will look at student data to determine eligibility for various extended learning programs.	Policy and Process	Tier 2	Getting Ready	09/02/2014	06/09/2017	\$0	Teachers, Teacher in Charge, Instructiona l Coach

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Monitor Use of Connecting Math Concepts	Principal will monitor the effectiveness of Connecting Math Concepts through walk through and program fidelity checks.	Walkthrough	Tier 1	Monitor	10/14/2013	06/09/2017	\$0	Principal,
Parent Information Night	Parents are invited to attend an informational meeting in the evening to meet the teachers and learn about the Direct Instruction Reading Programs.	Parent Involvement	Tier 1	Getting Ready	09/19/2017	09/19/2017	\$0	all teaching staff, principal
Data Analysis	Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports. Teachers will also use the data collected to drive their writing instruction.	Other - Data Analysis	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Newsletter	The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	principal, all teaching staff
Small Group Instruction	Volunteer Math coaches and classroom teachers will use manipulatives and games to give support of math concepts, to identified students, in a small group setting.	Academic Support Program	Tier 2	Implement	09/24/2012	06/09/2017	\$0	Volunteer Math Coaches, all classroom teachers
Science Enrichment	Designated Grade levels will attend a science enrichment class once a week to explore science concepts in the real world through inquiry.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	science enrichment teacher, principal
Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	All teaching staff, principal, Instructional Coach, Teacher in Charge
Administrator Monitoring	Principal will monitor fidelity of use by teachers of the technology programs by reviewing program classroom reports, lesson plans and walkthroughs.	Other	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	principal
Waterford Math Program	All Kindergarten students will use the Waterford Math Computer Program daily to help develop Math Computation Skills.	Technology		Implement	09/09/2013	06/05/2015	\$0	all Kindergarten teachers

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Being A Writer	All writing teachers will use the Being A Writer Curriculum to improve student writing skills.	Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all writing teachers, instructional coach, principal
Newsletter	The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	principal, secretary, teachers
Program Scheduling	Teacher in charge, instructional coach, and teachers will look at student data to determine eligibility for various extended learning programs.	Policy and Process	Tier 2	Getting Ready	09/02/2014	06/09/2017	\$0	teacher in charge, instructional coach, teachers
Communication Using Technology	School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal
PBIS Training	Bus drivers will be trained by school staff in the goals and strategies of the PBIS program.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	05/26/2017	\$0	PBIS committee members, principal, bus drivers
Second Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	All teaching staff, principal
Title I Compact	All parents, students, staff, and principal will review and sign a compact that reinforces respectful, safe, and responsible behavior.	Policy and Process	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal
Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement, Parent Involvement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	All teaching staff, principal, Instructional Coach, Teacher in Charge
Second Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	all teaching staff, principal

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Second Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	03/16/2017	03/17/2017	\$0	all teaching staff, principal
Newsletter	The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	principal, secretary, teachers
Extended Learning Program Evaluation	Principal, Teachers, Teacher in Charge, and Instructional Coach will evaluate the effectiveness of the various Extended Learning Programs by looking at student growth and attendance in the programs.	Other - Data Analysis, Teacher Collaboration	Tier 2	Evaluate	05/31/2016	06/09/2017	\$0	Teachers, Teacher in Charge, Instructional Coach, Principal
Data Collection	Teachers, principal, instructional coach, Data Coach, and Teacher in Charge will use Connect Ed, and MAP Assessment data to monitor students growth and monitor program fidelity.	Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	principal, teachers in charge, instructional coach, data coach, teachers
First Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	all teaching staff, principal
Tier III Intervention	Special education students will work in small groups a minimum of 2 times a week with the resource room teacher to improve reading skills in addition to their daily reading instruction.	Academic Support Program	Tier 3	Implement	09/08/2014	06/09/2017	\$0	resource room teacher
Data Collection	Teachers, principal, instructional coach, Reading Mastery Consultants, Instructional Aides, Data Coach, and Teacher in Charge will use 2Inform data, Reading Mastery assessments, and MAP test data to monitor students reading levels and make adjustments as needed.	Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2014	06/09/2017	\$0	principal, instructional coach, instructional aides, all teachers K-5, data coach, teacher in charge

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Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2016-2017 school year.	Community Engagement	Tier 1	Implement	09/22/2016	09/22/2016	\$0	All teaching staff, principal, Instructional Coach, Teacher in Charge
Communication using Technology	School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal
Using Manipulatives to explore science	All science teachers will use manipulatives to teach real world concepts. Students in grades K-5 will measure and observe with scientific tools.	Supplemental Materials	Tier 1	Implement	09/10/2012	06/09/2017	\$0	Science teacher
Data Collection	Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity. Teachers will also use the data collected to drive their reading instruction.	Other - Data Collection	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Data Analysis	Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports	Technology , Other - Data , Teacher Collaboration	Tier 1	Evaluate	09/08/2015	06/09/2017	\$0	principal, teacher in charge, teachers, instructional coach
Program Scheduling	Principal, technology para, and teacher in charge will create a computer lab schedule which allows students to work on various technology programs a minimum of 2 times a week.	Policy and Process	Tier 1	Getting Ready	09/08/2015	06/09/2017	\$0	principal, technology para, teacher in charge
Newsletter	A school newsletter will be send home monthly. An section of the newsletter will include a bus rule that we are focusing on for that month and also highlight students who have followed PBIS rules on the bus.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal, secretary
Marzano Peer to Peer Monitoring	All teachers will observe fellow teachers to help improve their instructional craft.	Other - Monitoring	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	principal, all teaching staff

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Data Collection	Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity. Teachers will also use the data collected to drive their writing instruction.	Other - Data Collection	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Connect Math Concepts Consultants	Connecting Math Concepts Consultants collaborate with teachers grades K-5 as needed regarding student progress, program fidelity, student placements, and to answer questions or concerns regarding the direct instruction math program.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	10/13/2014	06/09/2017	\$0	principal, teacher in charge, all teachers K-5
Extended Year Program	Students in grades k-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	summer school staff
After School Program Evaluation	Teachers, Teacher In Charge, and Instructional Coach will evaluate the effectiveness of the after school program by looking at student growth and attendance in the program.	Other - Data Analysis, Teacher Collaboration	Tier 2	Evaluate	05/31/2016	06/09/2017	\$0	Teachers, Teacher In Charge, Instructional Coach, principal
Connect Math Concepts Schedule	A placement test is used to determine student grouping within each grade level.	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$0	all teachers K-5, principal, teacher in charge, instructional coach
First Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	principal, all teaching staff
Waterford Reading Program	All Kindergarten students will use the Waterford Reading Computer Program daily to help develop Reading skills.	Technology	Tier 1	Implement	09/09/2013	06/09/2017	\$0	all kindergarten teachers
Newsletter	The school newsletter is sent home monthly to inform parents and community of Steenland Elementary's activities and accomplishments. Important dates are highlighted for the month. Some classroom teachers also send home newsletters/emails on a weekly or monthly basis to inform parents of the curriculum and activities happening in the individual classrooms	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	principal, secretary, teachers

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Data Analysis	Evaluate the effectiveness of the Connecting Math Concepts program by monitoring student yearly growth using MAP scores, Connect Ed assessments, and 2 inform data	Technology , Other - Da	Tier 1	Evaluate	09/02/2014	06/09/2017	\$0	teachers, principal, teacher in charge, data coach, instructional coach
MAP Testing	All students grades K-5 will be testing in Math 3 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction.	Technology , Academic Support Program	Tier 1	Monitor	09/14/2015	06/09/2017	\$0	all teachers, Instructional coach, data coach, technology paraprofessional, principal
Data Analysis	Principal, teacher in charge, Instructional coach, and teachers will evaluate the effectiveness of the CMC program by monitoring student yearly growth using MAP test scores, and Connect Ed reports. Teachers will also use the data to drive math instruction.	Technology , Other - Data Analysis	Tier 1	Evaluate	09/06/2016	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Tier III Intervention	Special education students will work in small groups a minimum of 2 times a week with the resource room teacher to improve math skills in addition to their daily math instruction.	Academic Support Program	Tier 3	Implement	09/08/2014	06/09/2017	\$0	resource room teacher
Extended Year Program	Students in grades k-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	summer school staff
Data Collection	Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity.	Technology , Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach
First Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers to speak with them about their child's progress.	Community Engagement, Parent Involvement	Tier 1	Implement	12/08/2016	12/09/2016	\$0	All teaching staff, principal

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Data Collection	Teachers, principal, Instructional coach, Data Coach, and Teacher in Charge will use Connect ED reports, and MAP test data to monitor students growth and monitor program fidelity. Teachers will also use the data collected to drive their math instruction.	Technology	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Principal, Teacher in Charge, Data Coach, Instructional coach, teachers
Parent Survey	Parents are given the opportunity to take a Parent Survey once a year to express their satisfaction with school curriculum, school culture, and involvement.	Parent Involvement	Tier 1	Evaluate	12/08/2016	03/24/2017	\$0	principal, all teaching staff
Data Analysis	All Teachers, Data Coach, Instructional Coach and Teacher in Charge will evaluate the effectiveness of the Reading Mastery Language program by monitoring student yearly growth using, Connect Ed assessments and 2Inform Data	Other - Data Analysis	Tier 1	Evaluate	09/08/2015	06/09/2017	\$0	all teachers, instructional coach, teacher in charge, data coach
Communication Using Technology	School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Olympiad	Students in grades 4-5 have the opportunity to participate after-school in the Science Olympiad program.	Extra Curricular	Tier 1	Implement	09/06/2016	05/26/2017	\$100	teachers involved in science olympiad, principal
Data Analysis	Evaluate the effectiveness of the Reading Mastery program by monitoring student yearly growth using MAP test scores, Connect Ed Assessments, and 2 Inform Data.	Other - Data Analysis	Tier 1	Evaluate	09/02/2014	06/09/2017	\$2844	teachers, principal, teacher in charge, data coach, instructional coach
Implementation of Current Events Magazines	Teachers in grades 2-3 will implement the use of Current Events magazines in their Social Studies instruction.	Supplemental Materials	Tier 1	Implement	09/15/2014	06/09/2017	\$0	All teachers grades 2-3
Extended Year program	Students in grades K-5 will have the opportunity to attend a summer program to provide additional academic support.	Academic Support Program	Tier 1	Implement	06/27/2016	08/11/2016	\$0	Summer school staff

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Horizons Direct Instruction Program	Students in grades 3-5 who are identified about 2 years behind in reading will be placed in the Direct Instruction Horizons Program to increase reading achievement.	Academic Support Program	Tier 2	Implement	10/13/2014	06/09/2017	\$0	instructional aide, instructional coach, teacher in charge, teaching staff
Data Collection	Teachers, principal, Connect Math Concepts Consultant, Data Coach, and teacher in charge will use 2Inform data, Connecting Math Concepts Assessments, and MAP test data to monitor students math levels and make adjustments as needed.	Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2014	06/09/2017	\$0	principal, all teachers K-5, data coach, teacher in charge, Instructional Coach
Reading Mastery	Teachers in grades K-5 will use the Reading Mastery program, which is a direct instruction approach using systematically sequenced lessons to increase reading skills in the areas of decoding, fluency, and comprehension.	Direct Instruction	Tier 1	Implement	10/14/2013	06/09/2017	\$0	All teachers K-5, teacher in charge, instructional aides, Principal, Instructional Coach.
Connecting Math Concepts	Teacher in grades K-5 will use the Connecting Math Concepts program, which is a direct instruction approach using systematically sequenced lessons to increase math skills in the areas of number sense and problem solving.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	all teachers K-5; special education staff, principal, teacher in charge
Implementation of Super Science Magazine	Teachers in grades 4-5 will implement the use of Super Science Magazine by Scholastic News in their science instruction	Supplemental Materials	Tier 1	Implement	10/21/2013	06/09/2017	\$1061	fourth and fifth grade science teachers
Reading Mastery Language Program	Teachers in grades K-5 will use the Reading Mastery Language Program to teach writing.	Direct Instruction	Tier 1	Implement	09/02/2014	06/09/2017	\$0	instructional coach, all teaching staff

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max	All students grades K- 5will have the availability to use the Moby Max program at home to provide extra practice with reading skills	Technology	Tier 1	Implement	09/08/2015	06/09/2017	\$699	all teaching staff, principal
Special Person's Day	Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$300	all teaching staff, Principal
RAZ Kids	Students in grades 1-3 will use RAZ kids to as a supplemental reading resources, to help improve reading fluency and comprehension.	Technology	Tier 1	Implement	10/06/2014	06/09/2017	\$92	teachers grades 1-3;instructional coach
Special Person's Day	Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	all teaching staff, principal
Parent Communication Folder	Kindergarten and first grade students use the Nicky Communication Folder. It is sent home daily to keep parents informed of activities, homework, and used as a tool for communication between parents and the teacher.	Parent Involvement	Tier 1	Implement	09/01/2014	06/09/2017	\$230	Kindergarten and 1st grade Teachers, principal
MobyMax	All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice on fact fluency and math concepts	Technology	Tier 1		09/08/2015	06/09/2017	\$0	all teaching staff, principal
Special Person's Day	Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	principal, all teaching staff
Classroom Technology	All classrooms use technology such as, document camera, mimioteach, projector, and/or interactive projector to support the writing program in the classroom.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal, Technology paraprofessional
Studies Weekly Materials	Social Studies Teachers in grades 4-5 will use the Studies Weekly materials as a supplement to support their Social Studies curriculum.	Supplemental Materials	Tier 1	Implement	09/06/2016	06/09/2017	\$536	Social Studies Teachers grades 4-5

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Kindergarten Information Night	Parents and incoming kindergarten students are invited to a registration night which includes teacher led, student activities, to familiarize the parents and students with the school and provide some resources for parents to use with their students at home.	Parent Involvement	Tier 1	Implement	02/23/2015	03/02/2017	\$877	principal, instructional coach, kindergarten teachers, technology paraprofessional, teacher in charge
MobyMax	All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice in social studies skills.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teachers grades 1-5; principal, technology paraprofessional
Play	All students will attend a play which focuses on respectful behavior.	Behavioral Support Program	Tier 1	Implement	10/13/2016	10/28/2016	\$600	principal, instructional coach, all teachers
Parent Math Night	Families will be invited to school to join in activities that support the math curriculum so they can apply the skills learned at home with their students.	Community Engagement, Parent Involvement	Tier 1		01/25/2017	01/25/2017	\$500	instructional coach, principal, teachers
Classroom Technology	All classrooms use technology such as, document camera, mimioteach, projector and/or interactive projector to support the science curriculum in the classroom.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal, technology paraprofessional
Science A-Z	Teachers in grades 3-5 will use the Science A-Z program as a supplement to their science instruction	Supplemental Materials	Tier 1	Implement	09/08/2015	06/09/2017	\$299	teachers grades 3-5; principal
Science A-Z	Teachers in grades 3-5 will use the Science A-Z program as a supplement to their science instruction	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$299	science teachers grades 3-5, principal
MAP Skills Navigator	MAP Skills Navigator is an online tool that is used as Progress Monitoring for students based upon their scores from the MAP assessment. Students can use this program to practice specific skills in the content areas of reading that need improvement.	Academic Support Program	Tier 1	Monitor	11/16/2015	06/03/2016	\$0	all teachers K-5, principal, literacy coach, technology paraprofessional, data coach

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Special Person's Day	Students invite a "special person" in their life to the school to share in an academic activity	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	all teaching staff, principal
MobyMax	All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice in science.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff 1-5, principal, technology paraprofessional
MobyMax	All students in grades 1-5 will use the MobyMax program at school and home to provide extra practice in constructive response questions that require the use of their writing skills.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff grades 1-5; principal,
Classroom Technology	All classrooms use technology such as, document camera, mimio teach, projector and/or interactive projector to support the social studies curriculum in the classroom.	Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$0	all teaching staff, principal, technology paraprofessional
Instructional Aides	Instructional Aides will use the Direct Instruction Reading Mastery/Corrective Reading program to instruct a small group of students daily.	Direct Instruction	Tier 1	Implement	09/08/2014	06/09/2017	\$31887	instructional aides, principal
StoryWorks Magazine	Teachers in grades 4-5 will use the StoryWorks Magazine to supplement their reading instruction.	Supplemental Materials	Tier 1		09/08/2015	06/10/2016	\$440	teachers 4-5, principal
Special Person's Day	Students invite a "special person" in their life to the school to share in an academic activity.	Community Engagement, Parent Involvement	Tier 1	Implement	03/20/2017	04/17/2017	\$0	all teaching staff, principal
Monitor Use of Reading Mastery	The principal will conduct walkthroughs to monitor the effectiveness and fidelity of the Reading Mastery Program.	Walkthrough	Tier 1	Monitor	09/08/2014	06/09/2017	\$1250	Principal
Special Person's Day	Parents, grandparents, aunts, and/or uncles of current students will be invited to the school to participate in a special activity with their student.	Parent Involvement	Tier 1	Implement	04/18/2016	06/09/2017	\$590	all teaching staff, principal
MAP Skills Navigator	MAP Skills Navigator is an online tool that is used as Progress Monitoring for students based upon their scores from the MAP assessment. Students can use this program to practice specific skills in the content areas of math that need improvement.	Technology, Academic Support Program	Tier 1	Monitor	11/16/2015	06/03/2016	\$0	all teachers K-5, principal, literacy coach, technology paraprofessional, data coach

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Kindergarten Transitions	Registered kindergarteners and their parents are invited to attend the school to participate in activities, such as, meet the Kindergarten teachers, visit the classrooms, do an activity with a current kindergartener, ride the school bus, and bring home resources to prepare for the start of the school year.	Parent Involvement	Tier 1	Implement	02/09/2015	05/05/2017	\$100	principal, teacher in charge, instructional coach, technology paraprofessional, Kindergarten teachers
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Learner Assessment	Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	Instructional Coach, principal
English Language Learner Screening	WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Instructional coach, principal
English Language Learner Tutor	Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	principal
English Language Learner Screening	WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	Instructional coach, principal,
English Language Learner Assessment	Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	principal, Instructional Coach
English Language Learner Tutor	Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	principal, MISD tutor
English Language Learner Tutor	Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	principal
English Language Learner Tutor	Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	principal

School Improvement Plan

Joseph G. Steenland Elementary School

English Language Learner Tutor	Students who were identified as English Language Learners receive tutoring support during the school day through the MISD (Macomb Intermediate School District).	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	principal
English Language Learner Screening	WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	principal, Instructional Coach
English Language Learner Screening	WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test is given to incoming students who may be designated as English language learners. The results determine if additional support is needed.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$0	principal, instructional coach
English Language Learner Assessment	Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	principal, instructional coach
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English Language Learner Assessment	Students identified as English Language Learners are tested yearly using the ELLs 2.0 Summative Assessment to show their language progress.	Academic Support Program	Tier 3	Evaluate	03/06/2017	03/31/2017	\$0	principal, instructional coach