School Improvement Plan

Joseph G. Steenland Elementary School

Roseville Community Schools

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2018-2019 Steenland Elementary Goals Plan

Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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) and Rapid Assessment 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 2018

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.

In Reading ~ 3rd Graders showed a strength in Literary Text: Key Ideas and Details and a weakness in Informational Text: Language, Craft and Structure. 4th Graders showed a strength in Vocabulary Acquisition & Use and a weakness in Informational Text: Language, Craft and Structure. 5th Graders showed a strength in Literary Text: Laguage, Craft and Structure and a weakness in Informational Text: Key Ideas and Details

In Math we found ~ 3rd Graders showed a strength in Measurement and Data and a weakness in Geometry. 4th Graders showed a strength in Measurement and Data and a weaknesses in "Operations and Algebraic Thinking" and "Numbers and Operations". 5th Graders showed a strength in Measurement and Data and a weakness in Numbers and Operations.

We will continue to use our Reading Mastery program and our Lexia Core 5 Intervention program to address the needs of our students in reading. We will continue to use the Everyday Math program to address the needs of our students in math.

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 adequate curriculum in place for reading. In the 2017-2018 school year we added Lexia Core 5 reading program as intervention to meet the needs of students at risk in grades K-3. We are looking for a curriculum support program to enhance our 4-5 reading curriculum. In the 2017-2018 school year we implemented a new core math program K-5 to address the concerns found indicated through data. We believe this program will help close the gaps in content in math. 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 2018

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

We have collected and analyzed data in the following academic areas

ELA ~ 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 for concepts and applications.
Social Studies ~low number of students proficient on State test
Science ~ low number of students proficient on State test

Effective Spring 2018

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 2018

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 English Language Arts (ELA) Goal

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

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

*In Math, all students grades K-5 utilize the Everyday Math Program (implementation year 2017-18). Online Math Programs are used weekly.

*In Science, the Analyze Science Text strategy is aimed at helping all students reach State's standards. Grades 2-5 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 ELA, 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 weekly. Students will also utilize the Language component of Reading Mastery aimed at helping all students reach the State's standards.

Effective Spring 2018

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 Math, teachers are using the newly implemented Everyday Math Program daily to improve student math skills. Students use the programs games to help practice math fluency and also use Online Math Programs weekly.

*In Science, grades 2-5 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 ELA, 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 weekly. We also implement a block of time dedicated to writing using the Language component of the Reading Mastery Program along with the MAISA Writing Units.

Effective Spring 2018

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

In Math, Everyday Math Program aligns with the Common Core Standards.

In ELA, the Direct Instruction Program (Reading Mastery, Corrective Reading, and Language) curriculum aligns with the Michigan State

Standards. The MAISA writing units also aligns with the Michigan State Standards.

In Science, the instruction aligns with the Next Generation 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 2018

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 K-3 identified at risk use the Lexia Core 5 online reading program, additional small group instruction to reinforce the Reading Mastery program is provided 1-3 times a week for these identified students.
*In Math, interventions include weekly Math Fact practice, at risk students in grades K-3 receive additional small group instruction 1-2 times a week with a volunteer math tutor 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 2018

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

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

Effective Spring 2018

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 2018	

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 2018	

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 special education teachers to replace 2 other staff members that changed positions within the district.
We also hired 3 new interventionists this year to replace other interventionists who obtained full time jobs within the district

Effective Spring 2018

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

Years of Service:

0-5 years= 7
6-10 years=5
11-15 years= 7
Greater than 15 = 25

Credentials (Highest)

Associates Degree-3
Bachelors Degree- 5
Masters Degree- 30
Masters Degree +30 -4
PhD - 1

Effective Spring 2018

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 9 years. We have an extensive support staff which includes a Teacher Consultant/Resource Room teacher, a Speech and Language Therapist, Social Worker, Psychologist, Early Literacy Specialist, volunteer Math Coach, Intervention Specialists, Part Time Data Coach, and Technology Paraprofessional. This additional staff supports the classroom teachers, which helps retain high quality teachers.

Effective Spring 2018

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

Teachers have been hired to be Interventionists 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 2018

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 2018

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.

During the 2018-2019 school year:

Staff will continue to receive training on analyzing data which supports the data analysis activities in each goal area.

Staff will continue to receive training on technology as updates to programs and computers are available.

Staff will also receive training Next Generation Science Standards to better align the Science instruction

Staff will also receive MAISA writing training and a consultant will be working with teachers throughout the year

Special Education Support Staff will recieve training to support Individualized Educational Programs

Reading Mastery and Everyday Math Consultants will be here throughout the year to support teacher instruction

Effective Spring 2018

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. 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 2018-2019 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 receive continued support from reading and math consultants. Teachers will also received MAISIA writing training which began in the 2017-2018 school year.

Effective Spring 2018

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

Parents 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 in the 2016-2017 school year with parent, student, and staff input.

Effective Spring 2018

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

PTO offers support of school initiatives with monetary funding and incentives

Effective Spring 2018

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 2018

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 2018	Title I Parent Involvement

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, Rapid Reports, iRIP's 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 2018

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 2018

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 2018

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 2018

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 2018

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		2018-2019 Title I 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, iRIP's, Rapid Assessment and MAP (NWEA) reports. All such materials are provided in an understandable language that is easily interpreted by parents and/or guardians.

Effective Spring 2018

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 Early Literacy Specialist (ELS) 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 2018

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 2018

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 two times a year. The district also implemented a Direct Instruction Reading Program which included an online data collection, Connect Ed. Students in grades K-2 are screened using the Rapid Assessment for Reading Skills.

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

Effective Spring 2018

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 ESL analyzes K-3 student reading data with staff members as needed to provide movement of students within instructional reading groups as necessary.

Effective Spring 2018

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, Rapid Assessments, Michigan State Test (MSTEP) and Connect ED data to determine student weaknesses and strengths to drive instruction. Those students identify are targeted for additional support in the classroom, with interventions, and for after school extended learning program.

Effective Spring 2018

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 programs place students in grades K-2 in leveled reading groups according to placement test results. Students identified as at risk, based on their Rapid assessment results, are placed in groups that allow for extra assistance with Early Literacy Specialist and/or interventionist. Lexia Core 5 and small group instruction is used to support these students. At risk students in grades 3-5 are also given the opportunity to attended an Extended Learning Program after school twice a week.

Effective Spring 2018

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

Reading Mastery K-2 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 Everyday Math Program provides opportunities for remediation for students who are not reaching the target goals. They also provide differentiated activities to meet individual student needs. The program allows for teachers to group students by ability and teach the content at appropriate student learning levels.

Effective Spring 2018

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 program is a leveled instruction program that drives student achievement in the Reading Goal.

Everyday Math Program is used to drive student achievement in the Math Goal.

Direct Instruction Reading Mastery Language program and MAISIA Writing units are 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 Early Literacy Specialist and interventionists 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 2018

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, classroom incentives, field trips, 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 Early Literacy Specialists and Interventionists are funded through Title I.

Effective Spring 2018

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

Effective Spring 2018

Evaluation:

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

MAP (NWEA) data and MSTEP data are used to evaluate the reading and math performance of students in grades 3-5
MAP (NWEA) data, Rapid Assessment and Lexia data are used to evaluate performance of students in grades K-2 in reading and math.
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Effective Spring 2018

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. MAP reading scores indicated we needed a reading intervention program for students in K-2 to meet the skill areas we were lacking in. Students in K-2 are placed into leveled groups for reading based on Reading Mastery program placement scores. Data analyzed from the previous years Math State assessment (MSTEP) indicated we needed to implement a new core Math program to better meet the content areas we were lacking in.

Effective Spring 2018

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 2018

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 2018

2018-2019 Steenland Elementary Goals Plan

Overview

Plan Name

2018-2019 Steenland Elementary Goals Plan

Plan Description

Goals for 2018-2109

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: 26	Academic	$0
2	All students will be proficient in Science.	Objectives: 1 Strategies: 7 Activities: 17	Academic	$1448
3	All students will be proficient in Social Studies	Objectives: 1 Strategies: 6 Activities: 19	Academic	$1592
4	All students will be proficient in English Language Arts (ELA)	Objectives: 1 Strategies: 7 Activities: 31	Academic	$67218
5	Climate and Culture (MTSS)	Objectives: 1 Strategies: 3 Activities: 18	Organizational	$1030

Goal 1: All students will be proficient in Math.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency in all claim areas in Mathematics by 06/13/2019 as measured by the Spring 2019 M-STEP Assessment.

Strategy 1:

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
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. This small group will be in addition to the regular daily math lesson.	Academic Support Program	Tier 2	Implement	09/24/2012	06/13/2018	$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 2	Implement	02/24/2014	05/24/2019	$0	Section 31a	assigned teachers, principal

Activity - Data Decision Making For After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers and Early Literacy Specialist will analyze student data to determine continued eligibility in the various extended learning programs.	Other	Tier 2	Monitor	09/09/2014	06/13/2019	$0	No Funding Required	Teachers, Early Literacy Specialist, data coach

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	07/09/2018	08/09/2018	$0	No Funding Required	summer school staff

Strategy 2:

Data Driven Instruction - Based on the Marzano framework and Classroom Instruction That Works, all staff will implement the learning scales and target goals 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 target 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

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal,Data Coach will use Everyday Math assessments, 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	06/13/2019	$0	No Funding Required	Principal, Data Coach, teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, data coach, and teachers will evaluate the effectiveness of the Everyday Math program by monitoring student yearly growth using MAP test scores, and Everyday Math assessments. Teachers will also use the data to drive math instruction.	Technology , Other - Data Analysis	Tier 1	Evaluate	09/06/2016	06/13/2019	$0	No Funding Required	Principal, Data Coach, teachers

Activity - MAP (NWEA) 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 2 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	$0	General Fund	all teachers, data coach, technology paraprofessional, principal

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will be accessible for M-STEP, MAP testing, and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	$0	No Funding Required	data coach, principal

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

Math teachers will have the option to attend professional learning in the core subject area of Math.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/13/2019	$0	Title II Part A	math teachers, principal

Strategy 3:

Classroom Technology - Teachers in grades K-5 will incorporate technology in their math programs using a variety of online resources, educational 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 - 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	Implement	09/08/2015	06/13/2019	$0	Title I Schoolwide	all teaching staff, principal

Activity - Everydaty Math Online Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All students K-5 have access to the Everyday Math Online games at home and school. The students improve math skills through game play. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/13/2019 | $0 | No Funding Required | math teachers k-5, technology paraprofessional |

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	06/13/2019	$0	Title III	Early Literacy Specialist, 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	06/13/2019	$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	03/05/2018	03/29/2019	$0	Title III	principal, Early Literacy Specialist

Strategy 5:

Community Engagement - 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 2018-2019 school year.	Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$0	No Funding Required	All teaching staff, principal, Early Literacy Specialist

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 about their child's progress.	Parent Involvement, Community Engagement	Tier 1	Implement	10/11/2018	10/12/2018	$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 about their child's progress.	Parent Involvement, Community Engagement	Tier 1	Implement	03/21/2019	03/22/2019	$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	Parent Involvement, Community Engagement	Tier 1	Implement	09/06/2016	06/13/2019	$0	No Funding Required	principal, secretary, teachers

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	10/11/2018	03/22/2019	$0	No Funding Required	principal, all teaching staff

Strategy 6:

Everyday Math Program - All teachers K-5 will use Everyday Math program as their core math instruction for increasing the students proficiency in all math concepts

Category: Mathematics

Research Cited: Aaron, D. (1993). Classroom implementation and impact of Everyday Mathematics K-3:

Teachers' perspectives on adopting a reform mathematics curriculum. Chicago: UCSMP.

Baxter, J. A., Woodward, J., & Olson, D. (2001). Effects of reform-based mathematics instruction on low

achievers in five third-grade classrooms. Elementary School Journal, 101(5), 529-547.

Carroll, W. M. (2000). A longitudinal study of children in the Everyday Mathematics curriculum.

Chicago: USCMP.

Carroll, W. M., & Issacs, A. C. (2003). Achievement of students using the University of Chicago School

Mathematics Project's Everyday Mathematics. In S. Senk & D. Thompson (Eds.), Standards-based

school mathematics curricula: What are they? What do students learn? (pp. 9-22). Mahwah, NJ:

Erlbaum.

Janiszewski, C., Noel, H., & Sawyer, A. G. (2003). A meta-analysis of the spacing effect in verbal learning:

Implications for research on advertising repetition and consumer memory. Journal of Consumer

Research, 30(1), 138-149.

Krueger, W. C. F. (1929). The effect of overlearning on retention. Journal of Experimental Psychology:

Learning, Memory, and Cognition, 12, 71-78.

Mayfield, K. H., & Chase, P. N. (2002). The effects of cumulative practice on mathematics problem solving.

Journal of Applied Behavior Analysis, 35(2), 105-123.

Fraivillig, J. L., Murphy, L., & Fuson, K. C. (1999). Advancing children's mathematical thinking in Everyday

Mathematics classrooms. Journal for Research in Mathematics Education, 30(2), 148-170.

Fuson, K. (1997). What do we see in Everyday Mathematics classrooms? TeacherLink, 5, 1-2.

Fuson, K. C., Carroll, W. M., & Drueck, J. V. (2000). Achievement results for second and third graders

using the Standards-based curriculum Everyday Mathematics. Journal for Research in Mathematics

Education, 31(3), 277-295.

Tier: Tier 1

Activity - Modeling Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers in grades K-5 will model for the students how to solve problems using manipulatives as needed.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2019	$0	No Funding Required	all math teachers K-5, special education teachers, volunteer math aide

Activity - Engaging Students with Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers K-5 will use mathematical games to support core learning benchmarks to increase student mastery of skills and concepts.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2019	$0	No Funding Required	all math teachers k-5, volunteer math aid, special education teacher

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers K-5 will continue receiving professional learning for the implementation of the Everyday Math program to improve effectiveness of instruction.	Professional Learning	Tier 1	Implement	08/29/2017	06/13/2019	$0	No Funding Required	All math teachers K-5, principal, special education teacher

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 math teachers, data coach,and principal will use MAP test data, MSTEP math results to monitor student progress.	Technology, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/13/2019	$0	No Funding Required	all K-5 math teachers, data coach, principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate the effectiveness of the Everyday Math program by monitoring student yearly growth using MAP scores, MSTEP scores, and Everyday Math assessments.	Technology, Teacher Collaboration, Other	Tier 1	Evaluate	09/05/2017	06/13/2019	$0	No Funding Required	K-5 math teachers, data coach, principal

Activity - Small Group Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grade K-5 will identify students who have not met assessment targets. Teachers and volunteer aids will work in small group with these students to provide extra practice in support in areas of need.	Academic Support Program	Tier 2	Implement	09/05/2017	06/13/2019	$0	No Funding Required	all teachers K-5, principal, volunteer math aids

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 per the IEP with their provider to improve math skills in addition to their daily math instruction.	Academic Support Program	Tier 3	Implement	09/05/2017	06/13/2019	$0	No Funding Required	special education teacher, principal

Goal 2: All students will be proficient in Science.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency in all claim areas in Science by 06/13/2019 as measured by the Spring 2019 M-STEP Assessment.

Strategy 1:

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

Category: Science

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

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	06/13/2019	$0	Title II Part A	principal, Science teachers

Activity - Integrating Science Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Teachers in grade 5 will use the Science Weekly magazine to supplement their science curriculum.	Academic Support Program, Supplemental Materials	Tier 1	Implement	01/09/2017	06/13/2018	$849	Title I Schoolwide	fifth grade 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.

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	06/13/2019	$0	No Funding Required	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	06/13/2019	$0	No Funding Required	science enrichment teacher, principal

Activity - Mystery Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
science teachers grades K-5 will use the online Mystery Science lessons to incorporate science experiments into their classroom instruction	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	$499	Title I Schoolwide	science teachers grades K-5

Strategy 3:

Data Driven Instruction - Based on the Marzano framework and Classroom Instruction That Works, all staff will implement the learning scales and target goals 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 target 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 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 - 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. | Other - Student Self Assessment | Tier 1 | Monitor | 09/05/2017 | 06/13/2019 | $0 | Title II Part A | principal, all teaching staff |

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	06/13/2019	$0	Title III	Early Literacy Specialist, 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	06/13/2019	$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	03/04/2019	03/29/2019	$0	Title III	Principal, ELS

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

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	07/09/2018	08/09/2018	$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	06/13/2019	$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	06/13/2019	$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
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	06/13/2019	$0	Title I Schoolwide	all teaching staff 1-5, principal, technology paraprofessional

Activity - United Streaming Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers in k-5 will use United Streaming videos and online resources to support the science curriculum.	Academic Support Program, Technology	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	science teachers k-5

Strategy 7:

Community Engagement - 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 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$0	No Funding Required	All teaching staff, principal,Literacy Coach

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	Parent Involvement, Community Engagement	Tier 1	Implement	09/08/2017	06/13/2019	$0	No Funding Required	principal, secretary, teachers

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, Community Engagement	Tier 1	Evaluate	10/11/2018	03/22/2019	$0	No Funding Required	all teaching staff, principal

Goal 3: All students will be proficient in Social Studies

Measurable Objective 1:

38% of All Students will demonstrate a proficiency in all claim areas in Social Studies by 06/13/2019 as measured by the Spring 2019 M-STEP Assessment.

Strategy 1:

Academic Vocabulary - 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: Social Studies

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

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Activity - Guided Highlighting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will use guided highlighting with students while reading a variety of text to help improve student comprehension.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	All social studies teachers 3-5

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 to support the Social Studies curriculum..	Supplemental Materials	Tier 1	Implement	09/02/2014	06/13/2019	$0	No Funding Required	all social studies 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	06/13/2019	$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 insure social studies teachers are providing instruction with the social studies curriculum.	Other - Monitoring	Tier 1	Monitor	09/02/2014	06/13/2019	$0	No Funding Required	principal

Activity - Studies Weekly Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teachers in grades 3-5 will use the Studies Weekly materials as a supplement to support their Social Studies curriculum.	Supplemental Materials	Tier 1	Implement	09/08/2017	06/13/2019	$1392	Title I Schoolwide	Social Studies Teachers grades 3-5

Activity - Trade Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will request the purchase of trade books as needed to support the social studies classroom instruction	Materials	Tier 1	Implement	12/11/2017	06/13/2019	$200	Title I Schoolwide	early literacy specialist, K-5 teachers, principal

Strategy 2:

Data Driven Instruction - Based on the Marzano framework and Classroom Instruction That Works, all staff will implement the learning scales and target goals into their Social Studies 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 target Social Studies goals.

Category: Social Studies

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 - 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. | Other - Student Self Assessment | Tier 1 | Evaluate | 08/29/2016 | 06/13/2019 | $0 | Title II Part A | principal, all teaching staff |

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 as a resource for social studies curriculum.	Technology	Tier 1	Implement	09/06/2016	06/13/2019	$0	Title I Schoolwide	all teachers grades 1-5; principal, technology paraprofessional

Activity - Studies Weekly Online Component	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teachers in grades 3-5 will use the online portion of the Studies Weekly Magazine to supplement instruction.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	social studies teachers 3-5

Activity - United Streaming Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers in grades k-5 will use United Streaming online videos and resources to support social studies curriculum.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	social studies teachers k-5

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	09/08/2017	06/13/2019	$0	Title III	principal, Early literacy specialist

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	09/08/2017	06/13/2019	$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	03/04/2019	03/29/2019	$0	Title III	principal, ELS

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.

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	07/09/2018	08/09/2018	$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 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$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.	Parent Involvement, Community Engagement	Tier 1	Implement	10/11/2018	10/12/2018	$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.	Parent Involvement, Community Engagement	Tier 1	Implement	03/21/2019	03/22/2019	$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	Parent Involvement, Community Engagement	Tier 1	Implement	09/10/2018	06/13/2019	$0	No Funding Required	principal, secretary, teachers

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	10/11/2018	03/22/2019	$0	No Funding Required	all teaching staff, principal

Goal 4: All students will be proficient in English Language Arts (ELA)

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in all claim areas in English Language Arts by 06/13/2019 as measured by the Spring 2019 M-Step.

Strategy 1:

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

Category: English/Language Arts

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).

School Improvement Plan

Joseph G. Steenland Elementary School

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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	06/13/2019	$0	General Fund	All teachers K-5, Early Literacy Specialist, intervention specialists

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 program fidelity 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	06/13/2019	$0	Title II Part A	principal, Early Literacy specialist, reading teachers K-5, interventionists.

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	06/13/2019	$0	No Funding Required	Principal

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	06/13/2019	$0	No Funding Required	special education staff

Activity - Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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| Intervention Specialists will use the Direct Instruction Reading Mastery program (double does) and Lexia Core 5 online program to instruct a small group of students daily. | Direct Instruction | Tier 2 | Implement | 09/05/2017 | 06/13/2019 | $46394 | Title I Schoolwide | intervention specialists, principal, Early Literacy Specialist |

Activity - Reading Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use hand held timers to practice fluency to improve reading rates and accuracy.	Materials	Tier 1	Implement	11/21/2016	06/13/2019	$0	No Funding Required	all teaching staff, intervention specialists, Early Literacy Specialist

Activity - Lexia Reading Core 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Core 5 is an online reading intervention program that will be used K-3. Students will be placed in the program based on fall screener assessment results	Academic Support Program	Tier 2	Implement	01/09/2017	06/13/2019	$4000	Title I Schoolwide	Early Literacy Specialist, principal,

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 skills.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	$0	General Fund	Early Literacy Specialist, all reading teaching staff

Activity - Direct Instruction Spelling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction for spelling thorough Reading Mastery Programs	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	$0	General Fund	all ELA teaching staff,Early Literacy Specialist, intervention specialists

Strategy 2:

Data Driven Instruction - Based on the Marzano framework and Classroom Instruction That Works, all staff will implement the learning scales and target goals 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 target 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

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Tier: Tier 1

Activity - MAP (NWEA) Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All students grades 3-5 will be testing in reading 2 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction. Students in grades 4-5 will also be tested in writing 2 times a year. | Academic Support Program, Technology | Tier 1 | Implement | 09/05/2017 | 06/13/2019 | $0 | No Funding Required | principal, 3-5 staff, technology paraprofessional, data coach |

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will be accessible for M-STEP, MAP testing and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	$0	No Funding Required	data coach, principal

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will have the option to attend professional development in the core subject of Reading.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/13/2019	$0	Title II Part A	reading teachers, principal, early literacy specialist

Strategy 3:

Extended Learning Time - Students will be provided opportunties 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

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 2 | Implement | 10/06/2014 | 05/24/2019 | $14830 | Section 31a | Assigned staff members |

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students grades K- 5 will 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	06/13/2019	$699	Title I Schoolwide	all teaching staff, 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	07/09/2018	08/09/2018	$0	Other	Summer school staff

Strategy 4:

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	09/04/2018	06/13/2019	$0	Title III	principal, ELS

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	09/04/2018	06/13/2019	$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	03/04/2019	03/29/2019	$0	Title III	principal, ELS

Strategy 5:

Community Engagement - 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 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$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.	Parent Involvement, Community Engagement	Tier 1	Implement	10/11/2018	10/12/2018	$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. | Parent Involvement, Community Engagement | Tier 1 | Implement | 03/21/2019 | 03/22/2019 | $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	Parent Involvement, Community Engagement	Tier 1		09/10/2018	06/13/2019	$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.	Parent Involvement, Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	$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, Community Engagement	Tier 1	Evaluate	10/11/2018	03/22/2019	$0	No Funding Required	all teaching staff, principal

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	02/20/2019	03/08/2019	$695	Title I Schoolwide	principal, kindergarten teachers, technology para, early literacy specialist, secretary

Activity - Kindergarten Jumpstart	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 school, do kindergartener readiness activities, and bring home resources to prepare for the start of the school year.	Parent Involvement	Tier 1	Implement	03/01/2019	05/17/2019	$100	Title I Schoolwide	kindergarten teachers, principal, early literacy specialist, technology paraprofessional

Activity - Parent Communication Folder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will 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 teachers.	Parent Involvement	Tier 1	Implement	09/01/2014	06/13/2019	$500	Title I Schoolwide	teachers, principal,

Strategy 6:

Fluency in Writing - Students will practice writing fluency on a regular basis using a variety of techniques and materials

Category: English/Language Arts

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 - Professional Learning ~ Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will attend MAISA training and also have the option to attend additional professional learning in the core subject area of Writing.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/13/2019	$0	Title II Part A	early literacy specialist, principal, writing teachers

Strategy 7:

Early Literacy Initiative - All students in grades K-3 will be screened 3 times a year to determine reading proficiency.

Category: English/Language Arts

Research Cited: Evidence-based reading practices for response to intervention.

Haager, Diane (Ed); Klingner, Janette (Ed); Vaughn, Sharon (Ed)

Baltimore, MD, US: Paul H Brookes Publishing Evidence-based reading practices for response to intervention.(2007). xiv 336 pp.

Tier: Tier 1

Activity - Initial Individual Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-3 will be given the an individual reading assessment within the first 30 days of school to see what their reading proficiency level is.	Academic Support Program	Tier 1	Implement	09/17/2018	09/28/2018	$0	No Funding Required	Early Literacy Specialist, data coach, principal, K-3 teachers

Activity - Extensive Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students grades K-3 who are below the proficient reading level for their grade will be given a reading diagnostic assessment to determine the areas of skill deficiency.	Academic Support Program	Tier 2	Implement	10/01/2018	11/05/2018	$0	No Funding Required	Early Literacy Specialist, data coach, principal, K-3 teachers

Activity - Individual Reading Improvement Plan (IRIP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades K-3 who is identified having a reading deficiency will have an individualized reading improvement plan. This plan will include parent contact and support along with supplemental literacy interventions at school to assist the student in getting on track for reading by third grade.	Academic Support Program, Parent Involvement	Tier 2	Implement	11/05/2018	06/13/2019	$0	No Funding Required	Early Literacy Specialist, principal, K-3 teachers

Goal 5: Climate and Culture (MTSS)

Measurable Objective 1:

collaborate to create an environment where students feel safe and supported so they can succeed academically by 06/13/2019 as measured by the 2019 parent, staff, and student surveys.

Strategy 1:

Academic Support - All teachers will use learning objectives, post target goals, use progress monitoring, student feedback, and various sources of data to drive instruction.

Category: Other - Reading and Mathematics

Research Cited: Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a metaanalysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284.

Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.

Robert J. Marzano is Cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. He is the author of The Art and Science of Teaching (ASCD, 2007) and coauthor, w ith Mark W. Haystead, of Making Standards Useful in the Classroom (ASCD, 2008).

Tier: Tier 1

Activity - Lexia Core 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Core 5 is an online reading intervention program that will be used K-3. Students will be placed in the program based on fall screener assessment results	Academic Support Program	Tier 2	Implement	01/09/2018	06/13/2019	$0	Title I Schoolwide	Early Literacy Specialist, principal

Activity - Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be pulled out for extra support in reading at least 2 times a week.	Academic Support Program	Tier 2	Implement	09/05/2017	06/13/2019	$0	Title I Schoolwide	principal, intervention specialists, Early Literacy Specialist

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 2	Implement	01/09/2018	05/24/2019	$0	Section 31a	principal, assigned teachers

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 per the IEP with their provider to improve math and reading skills in addition to their daily math and reading instruction.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	$0	No Funding Required	resource room teacher, teacher consultant

Activity - Individual Reading Improvement Plan (iRIP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades K-3 who is identified having a reading deficiency will have an individualized reading improvement plan. This plan will include parent contact and support along with supplemental literacy interventions at school to assist the student in getting on track for reading by third grade.	Academic Support Program	Tier 2	Implement	11/08/2017	06/13/2019	$0	No Funding Required	Early Literacy Specialist, principal, K-3 teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze data various times throughout the year to help drive instruction	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/27/2018	05/17/2019	$0	No Funding Required	all staff, Early Literacy Specialist, Data Coach, principal

Strategy 2:

Positive Behavior Interventions and Support (PBIS) - All staff will recognize positive student behaviors in the school by rewarding those students with "Paw tickets" and will recognize exemplary behavior by individually students with a PBIS student of the month award.

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 - Student School Behavior Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All students will review proper school behaviors at the beginning of the year to insure a safe learning environment Additional modeling of proper behavior will be given as needed throughout the year based on the analyzing of the referrals collected through powerschool. Modeling may take place in student PBIS assemblies. | Behavioral Support Program | Tier 1 | Implement | 09/04/2018 | 06/13/2019 | $0 | No Funding Required | PBIS committee, principal, teachers |

Activity - Class Dojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some teachers will use the class dojo application to track student behavior. They also use it to communicate with parents about student behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	teachers

Activity - Tangible Acknowledgement System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will pass out incentive behavior "Paw tickets" to students who are displaying respectful, responsible and safe behaviors. Students can use these tickets for school wide rewards.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	all staff, principal, PBIS committee members

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.	Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	all teaching staff, principal

Activity - Behavior Tracking Points System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use a school wide behavior points system to help identify and track inappropriate behaviors. The points earned will help track repeat inappropriate behaviors so they can be addressed as needed. Parents are kept informed when a point is recieved by the student.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	all staff, principal

Activity - PBIS System Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will reivew the current PBIS systems in place and make adjustments as needed	Professional Learning	Tier 1	Implement	09/04/2018	09/04/2018	$50	Title I Schoolwide	PBIS committee, all certifed staff

Activity - PBIS refresher/Next Step Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS committee members will attend a PBIS and Next Step training refresher course through the MISD	Professional Learning	Tier 1	Getting Ready	09/18/2018	09/18/2018	$280	Title II Part A	PBIS committee members, principal

Strategy 3:

Social/Emotional/Physical Support - Staff will model and provide for students examples of positive behaviors and attitudes to create a climate where students are socially, emotionally and physically safe.

Category: School Culture

Research Cited: Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. Learning Disabilities: A Contemporary Journal, 13(1), 59-72.

Benazzi, L., Horner, R., Good, R. (2006). Effects of behavior support team composition on the technical adequacy and contextual fit of behavior support plans. The Journal of Special Education, 40(3), 160- 170.

Hughes, W., Pickeral, T. (2013) School Climate and Shared Leadership. School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center (NSCC).

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting learners struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

Stewart, R. M., Benner, G. J., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. Journal of Positive Behavior Interventions, 9, 239-253.

Tier: Tier 1

Activity - Positive Behavior Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

PBIS Committee members will use data referral information to focus on specific school behaviors (emotional/social) that staff or students will model during assemblies.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	PBIS committee, principal, staff

Activity - Daily Positive Morning Message	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Everyday during morning announcements a staff member will share a positive message in regards to being safe, respectful, and responsible at school.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	principal, staff members

Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized monthly for being outstanding examples in the Steenland Elementary Community.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	No Funding Required	principal, staff

Activity - Climate and Culture Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend an assembly focused on creating a positive climate and culture at Steenland Elementary.	Behavioral Support Program	Tier 1	Implement	01/24/2019	01/24/2019	$500	Title I Schoolwide	principal, staff

Activity - CHAMPS Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will attend a 2 day presentation for CHAMPS ~a proactive and positive approach to Classroom Management" it is a tool for collaboratively developing a classroom management plan.	Professional Learning	Tier 1	Getting Ready	11/29/2018	02/14/2019	$200	Title II Part A	All certified staff, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/09/2018	08/09/2018	$0	summer school staff
MAISA Curriculum Units	Teachers in grades K-5 will use the MAISA curriculum units from the Oakland Atlas Rubicon site to support the Social Studies curriculum..	Supplemental Materials	Tier 1	Implement	09/02/2014	06/13/2019	$0	all social studies teachers k-5
Tier III Intervention	Special education students will work in small groups per the IEP with their provider to improve math and reading skills in addition to their daily math and reading instruction.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	$0	resource room teacher, teacher consultant
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, Community Engagement	Tier 1	Evaluate	10/11/2018	03/22/2019	$0	all teaching staff, principal
Engaging Students with Math Games	All math teachers K-5 will use mathematical games to support core learning benchmarks to increase student mastery of skills and concepts.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2019	$0	all math teachers k-5, volunteer math aid, special education teacher
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	06/13/2019	$0	Principal
United Streaming Resources	Science teachers in k-5 will use United Streaming videos and online resources to support the science curriculum.	Academic Support Program, Technology	Tier 1	Implement	09/04/2018	06/13/2019	$0	science teachers k-5
Studies Weekly Online Component	Social Studies Teachers in grades 3-5 will use the online portion of the Studies Weekly Magazine to supplement instruction.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	social studies teachers 3-5

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.	Parent Involvement, Community Engagement	Tier 1	Implement	03/21/2019	03/22/2019	$0	all teaching staff, principal
First Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers about their child's progress.	Parent Involvement, Community Engagement	Tier 1	Implement	10/11/2018	10/12/2018	$0	principal, all teaching staff
Data Decision Making For After School Program	Teachers and Early Literacy Specialist will analyze student data to determine continued eligibility in the various extended learning programs.	Other	Tier 2	Monitor	09/09/2014	06/13/2019	$0	Teachers, Early Literacy Specialist, data coach
Individual Reading Improvement Plan (IRIP)	Each student in grades K-3 who is identified having a reading deficiency will have an individualized reading improvement plan. This plan will include parent contact and support along with supplemental literacy interventions at school to assist the student in getting on track for reading by third grade.	Academic Support Program, Parent Involvement	Tier 2	Implement	11/05/2018	06/13/2019	$0	Early Literacy Specialist, principal, K-3 teachers
Title I Compact	All parents, students, staff, and principal will review and sign a compact that reinforces respectful, safe, and responsible behavior.	Behavioral Support Program, Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	$0	all teaching staff, principal
Tier III Intervention	Special education students will work in small groups per the IEP with their provider to improve math skills in addition to their daily math instruction.	Academic Support Program	Tier 3	Implement	09/05/2017	06/13/2019	$0	special education 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 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$0	All teaching staff, principal
Data Collection	Teachers, principal,Data Coach will use Everyday Math assessments, 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	06/13/2019	$0	Principal, Data Coach, teachers

Individual Reading Improvement Plan (iRIP)	Each student in grades K-3 who is identified having a reading deficiency will have an individualized reading improvement plan. This plan will include parent contact and support along with supplemental literacy interventions at school to assist the student in getting on track for reading by third grade.	Academic Support Program	Tier 2	Implement	11/08/2017	06/13/2019	$0	Early Literacy Specialist, principal, K-3 teachers
Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2018-2019 school year.	Parent Involvement, Community Engageme nt	Tier 1	Implement	09/20/2018	09/20/2018	$0	All teaching staff, principal,Lit eracy Coach
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.	Supplemen tal Materials	Tier 1	Implement	09/10/2012	06/13/2019	$0	Science teachers
Data Analysis	Evaluate the effectiveness of the Everyday Math program by monitoring student yearly growth using MAP scores, MSTEP scores, and Everyday Math assessments.	Technology , Teacher Collaborati on, Other	Tier 1	Evaluate	09/05/2017	06/13/2019	$0	K-5 math teachers, data coach, principal
Class Dojo	Some teachers will use the class dojo application to track student behavior. They also use it to communicate with parents about student behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	teachers
Data Coach	The data coach will be accessible for M-STEP, MAP testing, and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	$0	data coach, principal
Administrator Monitoring	Principal will review lesson plans to insure social studies teachers are providing instruction with the social studies curriculum.	Other - Monitoring	Tier 1	Monitor	09/02/2014	06/13/2019	$0	principal
Small Group Remediation	Math teachers in grade K-5 will identify students who have not met assessment targets. Teachers and volunteer aids will work in small group with these students to provide extra practice in support in areas of need.	Academic Support Program	Tier 2	Implement	09/05/2017	06/13/2019	$0	all teachers K-5, principal, volunteer math aids
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, Community Engageme nt	Tier 1	Evaluate	10/11/2018	03/22/2019	$0	all teaching staff, principal
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. This small group will be in addition to the regular daily math lesson.	Academic Support Program	Tier 2	Implement	09/24/2012	06/13/2018	$0	Volunteer Math Coaches, all classroom teachers

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	07/09/2018	08/09/2018	$0	summer school staff
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	Parent Involvement, Community Engagement	Tier 1		09/10/2018	06/13/2019	$0	principal, all teaching staff
Curriculum Night	Parents and Community Stakeholders are invited to the school to visit classrooms to learn about the curriculum being taught during the 2018-2019 school year.	Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$0	All teaching staff, principal, Early Literacy Specialist
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.	Parent Involvement, Community Engagement	Tier 1	Implement	03/21/2019	03/22/2019	$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	10/11/2018	03/22/2019	$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	06/13/2019	$0	special education staff
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	Parent Involvement, Community Engagement	Tier 1	Implement	09/10/2018	06/13/2019	$0	principal, secretary, teachers
Student School Behavior Training	All students will review proper school behaviors at the beginning of the year to insure a safe learning environment Additional modeling of proper behavior will be given as needed throughout the year based on the analyzing of the referrals collected through powerschool. Modeling may take place in student PBIS assemblies.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	PBIS committee, principal, teachers

Communication Using Technology	School Staff use Remind and Call Command to inform parents about events or activities being held at the school.	Parent Involvement, Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	$0	all teaching staff, principal
MAP (NWEA) Testing	All students grades 3-5 will be testing in reading 2 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction. Students in grades 4-5 will also be tested in writing 2 times a year.	Academic Support Program, Technology	Tier 1	Implement	09/05/2017	06/13/2019	$0	principal, 3-5 staff, technology paraprofessional, data coach
Behavior Tracking Points System	All staff will use a school wide behavior points system to help identify and track inappropriate behaviors. The points earned will help track repeat inappropriate behaviors so they can be addressed as needed. Parents are kept informed when a point is recieved by the student.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	all 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	Parent Involvement, Community Engagement	Tier 1	Implement	09/08/2017	06/13/2019	$0	principal, secretary, teachers
Daily Positive Morning Message	Everyday during morning announcements a staff member will share a positive message in regards to being safe, respectful, and responsible at school.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	principal, staff members
Reading Fluency Practice	Teachers and students will use hand held timers to practice fluency to improve reading rates and accuracy.	Materials	Tier 1	Implement	11/21/2016	06/13/2019	$0	all teaching staff, intervention specialists, Early Literacy Specialist
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.	Parent Involvement, Community Engagement	Tier 1	Implement	10/11/2018	10/12/2018	$0	all teaching staff, principal
Data Analysis	Principal, data coach, and teachers will evaluate the effectiveness of the Everyday Math program by monitoring student yearly growth using MAP test scores, and Everyday Math assessments. Teachers will also use the data to drive math instruction.	Technology, Other - Data Analysis	Tier 1	Evaluate	09/06/2016	06/13/2019	$0	Principal, Data Coach, teachers

School Improvement Plan

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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 2018-2019 school year.	Parent Involvement, Community Engagement	Tier 1	Implement	09/20/2018	09/20/2018	$0	All teaching staff, principal
Professional Learning	All math teachers K-5 will continue receiving professional learning for the implementation of the Everyday Math program to improve effectiveness of instruction.	Professional Learning	Tier 1	Implement	08/29/2017	06/13/2019	$0	All math teachers K-5, principal, special education teacher
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	Parent Involvement, Community Engagement	Tier 1	Implement	09/06/2016	06/13/2019	$0	principal, secretary, teachers
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	07/09/2018	08/09/2018	$0	summer school staff
Second Trimester Parent Teacher Conferences	Parents are invited to conferences to speak with their child's teachers about their child's progress.	Parent Involvement, Community Engagement	Tier 1	Implement	03/21/2019	03/22/2019	$0	all teaching staff, 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.	Parent Involvement, Community Engagement	Tier 1	Implement	10/11/2018	10/12/2018	$0	all teaching staff, principal
Guided Highlighting	Teachers in grades 3-5 will use guided highlighting with students while reading a variety of text to help improve student comprehension.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	$0	All social studies teachers 3-5
Data Analysis	All teachers will analyze data various times throughout the year to help drive instruction	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/27/2018	05/17/2019	$0	all staff, Early Literacy Specialist, Data Coach, principal

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	06/13/2019	$0	science enrichment teacher, principal
Initial Individual Reading Assessment	All students in grades K-3 will be given the an individual reading assessment within the first 30 days of school to see what their reading proficiency level is.	Academic Support Program	Tier 1	Implement	09/17/2018	09/28/2018	$0	Early Literacy Specialist, data coach, principal, K-3 teachers
United Streaming Resources	Social Studies teachers in grades k-5 will use United Streaming online videos and resources to support social studies curriculum.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	social studies teachers k-5
Extensive Reading Assessment	All students grades K-3 who are below the proficient reading level for their grade will be given a reading diagnostic assessment to determine the areas of skill deficiency.	Academic Support Program	Tier 2	Implement	10/01/2018	11/05/2018	$0	Early Literacy Specialist, data coach, principal, K-3 teachers
Tangible Acknowledgement System	All staff will pass out incentive behavior "Paw tickets" to students who are displaying respectful, responsible and safe behaviors. Students can use these tickets for school wide rewards.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	all staff, principal, PBIS committee members
Positive Behavior Assemblies	PBIS Committee members will use data referral information to focus on specific school behaviors (emotional/social) that staff or students will model during assemblies.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	PBIS committee, principal, staff
Data Coach	The data coach will be accessible for M-STEP, MAP testing and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	$0	data coach, principal
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	06/13/2019	$0	science enrichment teacher, principal
Data Collection	All K-5 math teachers, data coach,and principal will use MAP test data, MSTEP math results to monitor student progress.	Technology, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/13/2019	$0	all K-5 math teachers, data coach, principal
Student of the Month	Students are recognized monthly for being outstanding examples in the Steenland Elementary Community.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	principal, staff

School Improvement Plan

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Everydaty Math Online Games	All students K-5 have access to the Everyday Math Online games at home and school. The students improve math skills through game play.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	$0	math teachers k-5, technology paraprofessional
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	10/11/2018	03/22/2019	$0	principal, all teaching staff
Modeling Math Concepts	All math teachers in grades K-5 will model for the students how to solve problems using manipulatives as needed.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/13/2019	$0	all math teachers K-5, special education teachers, volunteer math aide

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MobyMax	All students in grades 1-5 will use the MobyMax program at school as a resource for social studies curriculum.	Technology	Tier 1	Implement	09/06/2016	06/13/2019	$0	all teachers grades 1-5; principal, technology paraprofessional
Parent Communication Folder	Students will 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 teachers.	Parent Involvement	Tier 1	Implement	09/01/2014	06/13/2019	$500	teachers, principal,
PBIS System Review	Staff will reivew the current PBIS systems in place and make adjustments as needed	Professional Learning	Tier 1	Implement	09/04/2018	09/04/2018	$50	PBIS committee, all certifed staff
Climate and Culture Assembly	Students will attend an assembly focused on creating a positive climate and culture at Steenland Elementary.	Behavioral Support Program	Tier 1	Implement	01/24/2019	01/24/2019	$500	principal, staff
Lexia Reading Core 5	Lexia Core 5 is an online reading intervention program that will be used K-3. Students will be placed in the program based on fall screener assessment results	Academic Support Program	Tier 2	Implement	01/09/2017	06/13/2019	$4000	Early Literacy Specialist, principal,
Moby Max	All students grades K- 5 will 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	06/13/2019	$699	all teaching staff, principal

Kindergarten Jumpstart	Registered Kindergarteners and their parents are invited to attend the school to participate in activities, such as, meet the Kindergarten teachers, visit the school, do kindergartener readiness activities, and bring home resources to prepare for the start of the school year.	Parent Involvement	Tier 1	Implement	03/01/2019	05/17/2019	$100	kindergarten teachers, principal, early literacy specialist, technology paraprofessional
Lexia Core 5	Lexia Core 5 is an online reading intervention program that will be used K-3. Students will be placed in the program based on fall screener assessment results	Academic Support Program	Tier 2	Implement	01/09/2018	06/13/2019	$0	Early Literacy Specialist, principal
Intervention Specialists	Identified students will be pulled out for extra support in reading at least 2 times a week.	Academic Support Program	Tier 2	Implement	09/05/2017	06/13/2019	$0	principal, intervention specialists, Early Literacy Specialist
Studies Weekly Magazine	Social Studies Teachers in grades 3-5 will use the Studies Weekly materials as a supplement to support their Social Studies curriculum.	Supplemental Materials	Tier 1	Implement	09/08/2017	06/13/2019	$1392	Social Studies Teachers grades 3-5
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	06/13/2019	$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 on fact fluency and math concepts	Technology	Tier 1	Implement	09/08/2015	06/13/2019	$0	all teaching staff, principal
Mystery Science Experiments	science teachers grades K-5 will use the online Mystery Science lessons to incorporate science experiments into their classroom instruction	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/04/2018	06/13/2019	$499	science teachers grades K-5
Trade Books	Teachers will request the purchase of trade books as needed to support the social studies classroom instruction	Materials	Tier 1	Implement	12/11/2017	06/13/2019	$200	early literacy specialist, K-5 teachers, principal

School Improvement Plan

Joseph G. Steenland Elementary School

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	02/20/2019	03/08/2019	$695	principal, kindergarten teachers, technology para, early literacy specialist, secretary
Integrating Science Weekly	Science Teachers in grade 5 will use the Science Weekly magazine to supplement their science curriculum.	Academic Support Program, Supplemental Materials	Tier 1	Implement	01/09/2017	06/13/2018	$849	fifth grade science teachers
Intervention Specialists	Intervention Specialists will use the Direct Instruction Reading Mastery program (double does) and Lexia Core 5 online program to instruct a small group of students daily.	Direct Instruction	Tier 2	Implement	09/05/2017	06/13/2019	$46394	intervention specialists, principal, Early Literacy Specialist

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	03/04/2019	03/29/2019	$0	Principal, ELS
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	09/04/2018	06/13/2019	$0	principal, ELS
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	09/08/2017	06/13/2019	$0	principal, Early literacy specialist
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	03/04/2019	03/29/2019	$0	principal, ELS
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	03/05/2018	03/29/2019	$0	principal, Early Literacy Specialist

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	06/13/2019	$0	Early Literacy Specialist, 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	06/13/2019	$0	Early Literacy Specialist, 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	06/13/2019	$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	09/08/2017	06/13/2019	$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	06/13/2019	$0	principal, MISD tutor
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	03/04/2019	03/29/2019	$0	principal, ELS
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	09/04/2018	06/13/2019	$0	principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Reading teachers will have the option to attend professional development in the core subject of Reading.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/13/2019	$0	reading teachers, principal, early literacy specialist
PBIS refresher/Next Step Professional Learning	PBIS committee members will attend a PBIS and Next Step training refresher course through the MISD	Professional Learning	Tier 1	Getting Ready	09/18/2018	09/18/2018	$280	PBIS committee members, principal

Professional Learning ~ Writing	Writing teachers will attend MAISA training and also have the option to attend additional professional learning in the core subject area of Writing.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/13/2019	$0	early literacy specialist, principal, writing teachers
Reading Mastery Consultants	Reading Mastery Consultants collaborate with teachers grades K-5 as needed regarding program fidelity 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	06/13/2019	$0	principal, Early Literacy specialist, reading teachers K-5, interventionists.
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.	Other - Student Self Assessment	Tier 1	Evaluate	08/29/2016	06/13/2019	$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	06/13/2019	$0	principal, Science teachers
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.	Other - Student Self Assessment	Tier 1	Monitor	09/05/2017	06/13/2019	$0	principal, all teaching staff
Professional Learning	Math teachers will have the option to attend professional learning in the core subject area of Math.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/13/2019	$0	math teachers, principal
CHAMPS Professional Learning	All certified staff will attend a 2 day presentation for CHAMPS ~a proactive and positive approach to Classroom Management" it is a tool for collaboratively developing a classroom management plan.	Professional Learning	Tier 1	Getting Ready	11/29/2018	02/14/2019	$200	All certified staff, principal
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	06/13/2019	$0	all social studies teachers

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 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 2	Implement	01/09/2018	05/24/2019	$0	principal, assigned 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 2	Implement	02/24/2014	05/24/2019	$0	assigned teachers, principal
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 2	Implement	10/06/2014	05/24/2019	$14830	Assigned staff members

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	06/13/2019	$100	teachers involved in science olympiad, 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	07/09/2018	08/09/2018	$0	Summer school staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/13/2019	$0	All teachers K-5, Early Literacy Specialist, intervention specialists

Reading Mastery Language Program	Teachers in grades K-5 will use the Reading Mastery Language Program to teach writing skills.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	$0	Early Literacy Specialist, all reading teaching staff
Direct Instruction Spelling	Teachers will provide direct instruction for spelling thorough Reading Mastery Programs	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	$0	all ELA teaching staff,Early Literacy Specialist, intervention specialists
MAP (NWEA) Testing	All students grades k-5 will be testing in math 2 times a year using the MAP testing (NWEA) program. These scores will be used to drive instruction.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	$0	all teachers, data coach, technology paraprofessional, principal