



School Improvement Plan

R.J. Steeby School

Wayland Union Schools

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Introduction

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

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?

The comprehensive needs assessment was conducted throughout the school year and included several steps and collection points including:
STUDENT ACHIEVEMENT

- 1) Student achievement data was gathered through results of NWEA, DIBELS, by the work of School Improvement Team, including teachers, aides, parents and other school staff.
- 2) Student data profiles from Infinite Campus, Data Director, Golden Package, NWEA / MAP assessments, DIBELS Next, PBiS (Positive Behavior Intervention Support) assessment and evaluation, and Mi School Data were used as resources to review and disaggregate data.
- 3) The Core Curriculum was a driving force for ensuring our students met high academic standards.

PERCEPTION

Surveys from staff, parents and students were sent either as an on-line version or hard copy for those without internet access.

- 1) Surveys of parents asking perceptions on topics such as academic achievement, social and emotional development, classroom climate and culture.
- 2) Surveys of staff asking perceptions regarding school climate, positive behavior support initiatives, support and follow through with academic interventions, shared leader opportunities and input and suggestions for professional development opportunities;
- 3) Surveys of students asking perceptions of safety at school, academic rigor, school helpfulness and support, and specific likes and dislikes at Steeby.

DEMOGRAPHICS

- 1) All demographic information is taken from the Infinite Campus student accounting system, Golden Package and parent surveys.

PROGRAM/PROCESS

- 1) Steeby Elementary staff meet monthly at either grade level PLC meetings, RtI meetings, staff meetings, building school improvement meetings, district school improvement meetings, or WEPA (Wayland Education Parent Association) meetings to dig deeply into data and assess information and scores. Parents, staff, and students were encouraged to complete an on-line survey to gather information about the school and processes currently in place.
- 2) Steeby Elementary was labeled a REWARD school mid-way through the 2016-2017 school year for showing significant gains in Math and Reading from students in 4th grade during the 2015-2016 school year, compared to that of their 3rd grade year in 2014-2015.

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?

The CNA for Steeby Elementary School is based upon several data pools. We used the Infinite Campus student database which houses information about students such as demographics, mobility, socioeconomic status, ethnicity, language, attendance, programming, interventions and special education. Additional information for the CNA is based on NorthWest Education Association (NWEA) test results - a nationally normed assessment administered to all students at Steeby to determine academic achievement in reading and math. The CNA includes information from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment as well. DIBELS is a nationally normed test that measures early literacy skills as well as oral reading fluency and comprehension. This report also uses local report card data to
SY 2017-2018

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determine achievement for the core academic areas of science and social studies.

Michigan Student Test for Educational Progress (M-STEP) data was also utilized, in which 3rd grade is tested in ELA and Math, and 4th grade is tested in ELA, Math, and Science.

Student Achievement

DIBELS Composite Scores:

In the Spring of the 13/14 school year:

2nd grade showed 79% at or above benchmark, and 8% well below benchmark.

3rd grade showed 82% at or above benchmark, and 11% well below benchmark.

4th grade showed 55% at or above benchmark, and 21% well below benchmark.

In the Spring of the 14/15 school year:

2nd grade showed 82% at or above benchmark, and 10% well below benchmark.

3rd grade showed 83% at or above benchmark, and 9% well below benchmark.

4th grade showed 78% at or above benchmark, and 12% well below benchmark.

In the Spring of the 15/16 school year:

2nd grade showed 83% at or above benchmark, and 8% well below benchmark.

3rd grade showed 78% at or above benchmark, and 13% well below benchmark.

4th grade showed 75% at or above benchmark, and 11% well below benchmark.

In the Spring of the 16/17 school year:

2nd grade showed 81% at or above benchmark, and 8% well below benchmark.

3rd grade showed 80% at or above benchmark, and 10% well below benchmark.

4th grade showed 73% at or above benchmark, and 10% well below benchmark.

NWEA

In the Spring of the 15/16 school year on the Reading assessment:

2nd grade showed 80% of students at proficiency.

3rd grade showed 67% of students at proficiency.

4th grade showed 76% of students at proficiency.

In the Spring of the 15/16 school year on the Math assessment:

2nd grade showed 72% of students at proficiency.

3rd grade showed 66% of students at proficiency.

4th grade showed 88% of students at proficiency.

In the Spring of the 16/17 school year on the Reading assessment:

2nd grade showed 78% of students at proficiency.

3rd grade showed 80% of students at proficiency.

4th grade showed 81% of students at proficiency.

In the Spring of the 16/17 school year on the Math assessment:

2nd grade showed 82% of students at proficiency.

3rd grade showed 72% of students at proficiency.

4th grade showed 76% of students at proficiency.

M-STEP

2015 results showed

3rd grade Math showed 52% of students met the standards.

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3rd grade ELA showed 44% of students met the standards.

4th grade Math showed 50% of students met the standards.

4th grade ELA showed 45% of students met the standards.

4th grade Science showed 20% of students met the standards.

2016 results showed

3rd grade Math showed 49% of students met the standards.

3rd grade ELA showed 47% of students met the standards.

4th grade Math showed 74% of students met the standards.

4th grade ELA showed 56% of students met the standards.

4th grade Science showed 14% of students met the standards.

2017 results showed

3rd grade Math showed 58% of students met the standards.

3rd grade ELA showed 56% of students met the standards.

4th grade Math showed 56% of students met the standards.

4th grade ELA showed 55% of students met the standards.

4th grade Science showed 19% of students met the standards.

DEMOGRAPHICS:

Steeby's population consists of:

94% - white; 6% mix of Hispanic, Black, Asian, American Indian

Less than 1% - ELL students;

0% - Migrant

9% - Special Education

46% - Free and reduced lunch

13% - Mobility rate

95% - in attendance daily

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.

Goals are connected to priority needs and the needs assessment in Writing, Reading, and Math in the following ways:

- 1) Student achievement is addressed through goals in all areas noted above that seek to improve scores in reading, writing and math scores among all students. This will be accomplished by implementing a School Wide Title I Plan emphasizing a multi-tiered system of support for students as well as professional development for teachers addressing instructional strategies for implementing the Common Core State Standards.
- 2) Both time and monetary resources will be allocated to maximize the implementation of PLC's, faculty collaborative teams enabling teachers to study student progress data, discuss and implement best practice strategies and focus on engagement strategies that will improve student achievement.

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 goals address the needs of the school population. They recognize and expect growth for all students with incremental improvement in scores to achieve reading, math, and writing proficiency including the areas of social studies and science based on current rates and future targets.

The goals also support achievement of students who are economically disadvantaged through:

- 1) Implementation of a School Wide Title I plan.
- 2) Professional development for teachers which includes information about economically at-risk populations and classroom instructional strategies to address this need.
- 3) Parent education opportunities for parents of all students including those at-risk with supports to encourage parent attendance, participation and follow-through.
- 4) Implementation of multi-tiered instruction; Tier 1, 2, and 3 supports in and outside of the classroom; to address the needs of all students at all learning levels which includes Rtl, and push-in support.
- 5) Implementation of home-based learning opportunities for all students including low-risk, at risk and special needs populations.

Demographically, the goals will support male/female subgroups and economically disadvantaged students in 2nd, 3rd and 4th grades ensuring multi-tiered learning systems are in place, Rtl is offered across the grade levels.

The Goals highlight areas for continuous improvement. For the 17-18 school year teachers will have opportunities for job-embedded professional learning community meetings within their daily or weekly schedules. Parents need and want to know the improvement is continuing in targeted areas. They are satisfied overall with the education of their children. Parents, according to the survey, state they are informed of their child's progress and areas of need. Students are eager to learn more about math. They state in their survey that writing is difficult but they like to write about events they know and like.

Component 2: Schoolwide Reform Strategies

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

Steeby Elementary School's reform model is based on a multi-tiered system of support ensuring that all students' needs are met and that all students progress in the curriculum.

Students are assessed in Reading, Math, Writing, Social Studies and Science using Tier I (classroom instruction using the Core Curriculum), Tiers 2 & 3 some in and some outside of the classroom in a push-in plan to assist students in reading and understanding concepts. Support services work collaboratively with classroom teachers to improve student achievement. Instruction is based upon student need and assessment data. Students show mastery as a result of a variety of assessments used. Teachers are completing PD in the Daily 5 and will use this strategy along with Cafe Strategies with fidelity. Differentiated instruction is utilized in all core academic areas. Additionally, our Title I staff have been trained in math intervention and will do push-in Title I math interventions for students at Tier 2.

Following are strategies used for 2nd, 3rd and 4th grades and for all goals: Reading, Writing, Math, Social Studies, Science:

Tier I interventions are 6-7 weeks in length and occur in the classroom in daily instruction as part of the Common Core Curriculum and are implemented by the classroom teacher. Materials, strategies and flexible groupings are used to achieve this level of differentiation. Teachers utilize the MAISA Reading and Writing program for ELA, and Everyday Math for Math. Within this structure, teachers use: Flexible Grouping; Differentiation through whole group, small group and individual learning. Additionally, they use 1-1 conferencing, Adjusted learning plans, manipulatives, peer coaching. All teachers have been trained in the use of the Daily 5 and Cafe Strategies to support at Tier I. In PLCs, teachers discuss strategies and interventions as well as delivery of the common core.

Tier 2 instruction is delivered using supplemental services or with preventative interventions. Based on the results of DIBLES Next and NWEA information, students are identified as needing additional instruction. The student receives additional help through extra adult time and support provided by a mentor or general education aide. Some Tier 2 interventions are accomplished through Title I staff as well. This includes students leaving the classroom for specialized work on skills in which they are deficient. Title I paraprofessionals are available to assist with determining appropriate materials and with deciding the best intervention strategies. All groupings throughout the tiered system are flexible and students move within the tiers as they build skills.

Tier 3 interventions are targeted instruction and include specialized programs such as Read Naturally, Read Well, phonics, or Touch-Point Math provided by the Title I paraprofessionals or the special education teacher, in some cases. Parents receive communication about strategies and interventions through "The Steeby Star" or teacher newsletters, parent reports and parent - teacher conferences. Parents also engage in Literacy nights. Parents are requesting Steeby offer additional parent/student learning opportunities in the evenings.

Teachers are monitoring student progress more systematically and have greater knowledge of the standards that all students must meet, enabling them to focus instruction on areas of need. Parents are more aware of the curriculum and are better equipped to help students. Students are gaining skills and showing academic improvement. The school has transformed from a Targeted Assistance School to a School Wide program through a multi-step process. School Improvement Chairs were involved in the initial decision and in the subsequent meetings to understand the process and determine the path for Steeby Elementary. At Title I parent meetings, the transition to a School Wide program was presented and parents were asked for their input. In addition, parents were involved in the parent involvement policy and in the parent compact revision. Their input was solicited and the policies modified. Teachers are monitoring student progress more systematically and have a better knowledge of the standards that all students must meet enabling them to focus instruction on the areas of need. Parents are more aware of the curriculum and are better equipped to help students. Students are gaining skills and showing academic improvement.

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).

The goal of the multi-tiered system of support is to monitor student achievement and to provide timely individualized support for students. After time, if students do not progress, they may be moved to special education services for their academic support, if they qualify. High achieving students are given opportunities to achieve during enrichment projects and activities within the classroom. Steeby teachers are using Differentiated Instruction and multi-tiered level of instruction to support learning. In addition, Steeby has an intervention block of time that's set aside daily and at the same time every day for the delivery of multi-tiered instruction. Additionally, Steeby offers students summer school throughout the summer three days a week, in the classrooms at Steeby and staffed by highly qualified instructors. In being School Wide Title I building, we will build capacity and help all students achieve by having Title I programs and resources expand to encompass our general education classrooms. This will benefit those students that will show academic risks and are not able to be reached through Title I staff members. Currently, Title I staff are servicing our lowest achieving students. A School Wide Title I program means our highly qualified staff will work with our students who are most at-risk.

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

The following research-based reform strategies in the school wide plan align with the findings of the needs assessment.

- 1) Implementing a multi-tiered system of support for all students including those who are at risk and those that will benefit from opportunities for enrichment.
- 2) Providing adult learning opportunities for teachers that will provide a better understanding of the PLC process and how that process, if used correctly, will make Steeby a dynamic school of student achievers.
- 3) Providing teachers with professional development opportunities during which they can learn instructional strategies that will enable all students, including those at risk, to improve reading, writing and math achievement including the MAISA writing units of instruction, Daily 5 and Math interventions.
- 4) Providing teachers collaborative time in their grade-level professional learning community to analyze data related to student achievement.
- 5) Providing teachers a structure in which they are able to collaborate and plan instruction strategies and units of instruction that will lead to greater students achievement and improved assessment scores in reading, writing and math.

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.

Steeby Elementary School staff is committed to the academic needs of all students in the classroom by providing interventions for students who need the most instructional support. Students who are not mastering the Core Curriculum are provided many opportunities to succeed using a differentiated instructional model. Teacher's lesson plans are based upon the Common Core Curriculum and are viewed by the principal weekly. Classroom teachers work closely with the Special Education and Title I staff to improve student achievement. All teachers use Tier I interventions in the classroom. Tier I interventions are 6-7 weeks in length and occur in the classroom in daily instruction as part of the Common Core Curriculum and are implemented by the classroom teacher. Materials, strategies and flexible groupings are used to achieve this level of differentiation. Within this structure, teachers use: Flexible Grouping; Differentiation through whole group, small group and individual learning, 1-1 conferencing, adjusted learning plans, manipulatives, and peer coaching. Differentiated Instruction is used in all core areas. Students may be placed in an intervention program at their level of performance or they may receive instruction based on the

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same materials but with different instructional strategies. All students are part of a multi-tiered level program - based upon their individual learning needs. Students show mastery in a variety of ways.

READING 2nd, 3rd, 4th

Tier I: MAISA Reading Units. Daily Five for all students in all classrooms; basal reading program - Houghton Mifflin Reading supplements; Flexible Grouping; Differentiation through whole group, small group and individual learning

Tiers 2 & 3: .Read Well, Read Naturally, Saxon Phonics-based instruction; reading for comprehension all taught by Title I staff and special education teacher in a small-group setting. Six week summer school sessions in literacy.

MATH: 2nd, 3rd, 4th

Tier I: Everyday Math curriculum taught whole-group in the classrooms. Additionally, teachers use interventions built into Everyday Math to support learning, they re-teach in small groups and 1-1 learning Math home-links are used for all students.

Tiers 2 & 3: .Differentiated education in and outside of the classroom in small-group and 1-1 instruction by classroom teachers, Title I and/or Special Education teacher. Special education teacher teaching touch-point math and reinforcing Everyday Math skills. Summer-long, twice a week summer school sessions in math.

WRITING: 2nd, 3rd, 4th

Tier I: MAISA writing units as well as peer coaching, 1-1 pull aside instruction and center-based instruction is used as well as differentiated instruction.

Tiers 2 & 3: .Differentiated education in and outside of the classroom in small-group and 1-1 instruction by classroom teachers, Title I and/or Special Education teacher. Summer-long, twice a week summer school sessions in writing.

SCIENCE: 2nd, 3rd, 4th

Tier 1: MacMillan/McGraw Hill Science program - Battle Creek Science Kits for every grade level and classroom teacher to provide hands-on learning experiences to all students. Differentiated instruction and peer coaching are used as well as small group instruction within the classroom. Science home-links are used for all students.

Tiers 2 & 3: Additional support in reading is taught by classroom teachers, and Title I staff based upon DIBLES Next and NWEA scores and teacher recommendation. Summer-long, twice a week summer school sessions in science.

SOCIAL STUDIES: 2nd , 3rd, 4th

Tier 1: MacMillan/McGraw Hill Social Studies program used for all students in the classroom. Differentiated instruction and peer coaching are used as well as small group instruction within the classroom.

Tiers 2 & 3: Additional support in reading text is taught by classroom teachers, and Title I staff based upon DIBLES Next and NWEA scores and teacher recommendation.

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

Steeby faculty make determinations if students needs are met by analyzing performance data on various assessments administered. Individual teachers, special education staff, Title I staff, Principal and Student Assistance Team members analyze the data and change student programming as needed. This is also done in Grade-Level Professional Learning Communities, where staff share information and strategies in collaborative groups, and make determinations on the needs of students from these outcomes.

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	Steeby Elementary School assures that all instructional paraprofessionals meet the requirements to be highly qualified.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Steeby Elementary had one special teacher retire, and two grade level teachers transfer to another building in the district to teach at different grade levels. For 17-18, there will be some internal shifting within the district, allowing for the hiring of two 3rd grade teachers. One specials teacher retired and a second and third grade teacher transferred to another building in the district, both at different grade levels. Younger staff continue to remain at Steeby, and it maintains a highly qualified staff to ensure high quality instruction for students.

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

The experience level of key teaching personnel, including special education and specials teachers at Steeby Elementary is as follows for the 17-18 school year:

6 teachers have 0-4 years of experience.

4 teachers have 5-9 years of experience.

2 teachers have 10-14 years of experience.

2 teachers have 15-19 years of experience.

3 teachers have 20 or more years of experience.

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

Steeby Elementary has an excellent reputation which is attractive to prospective teachers. Steeby has an extensive mentor/mentee program, provides professional development and staff training, promotes and supports professional development and utilizes resources to provide collaborative time for staff. All teachers receive i-Pads and training to utilize the most effective and current technology in student instruction. An additional factor is the collaborative nature of staff and administration at Steeby, always making decisions in the best interest of the needs of the students.

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

Wayland Union Schools has the following specific initiatives implemented to attract and retain highly qualified teachers regardless of the turnover rate:

1) I-Pads for teachers including PD for their use.

2) I-Pads for all students to utilize.

3) The mentor/mentee program is stellar, offering opportunities for staff to work together

4) The FLEX PD menu is continuous to assist staff to complete their additional PD work.

5) Tuition reimbursement for higher education

6) An excellent working climate among staff to build professional relationships, providing support and collaboration.

7) Declining purchase card utilizing casino funds so staff are able to purchase necessary items for their classroom.

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?

Steeby Elementary has a low turnover rate of teaching staff.

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.

Our Comprehensive Needs Assessment and Goals of the SIP plan highlight our needs in specific areas of study. Reading, Writing and Math are areas where staff need to continue to focus attention and close the learning gap with our students.

- 1) Additional support of the CCSS writing unit using the MAISA program
- 2) Professional Learning Community coaching for all grade level teachers to enhance skill improvement in data disaggregation and instructional modification.
- 3) Flex PD - Professional Development aligned with a staff survey where staff request areas of study they need most. This PD is available to all staff at Steeby.
- 4) Learning Labs will again be utilized during the 17-18 school year. This will be the third year for using them.

During the 2017-18 school year, teachers will receive professional development that is aligned with the Comprehensive Needs Assessment conclusions and will include:

- 1) Information regarding student learning focusing on classroom strategies to address deficiencies.
- 2) Strategies to address the needs of gender achievement in both math and literacy.
- 3) Staff Meeting time dedicated to learning about Differentiated Instructional tactics.

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

This professional development is sustained and on-going in staff meetings and PLC meetings. Teachers receive Professional Development at staff meetings and/or PLC meetings, use the information in their classrooms, then discuss the successes and challenges of teaching the lesson at their PLC meetings. This process will continue throughout the year and time is planned into the calendar for these meetings. After each Professional Development session, teachers are requested to complete an evaluation of the PD session to ensure the training is aligned with their needs and expectations.

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

Component 6: Strategies to Increase Parental Involvement

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

The parents are involved with the design of the school wide plan by being a part of the School Improvement meetings, PBIS Behavior Support, WEPA (parent organization), during the parent/teacher conferences and in their responses in the School Survey sent to all parents. Following is descriptive detail about how Steeby conducted this:

- 1) Completing a survey, through parent teacher conferences, and through meetings with teachers and school leaders. Additionally, some parents participate in an IEP for their children, further adding to the school wide plan. This information is reviewed and analyzed in order to seek methods to design a school wide plan that meets parents' needs and expectations.
- 2) Parents express their needs and views by their participation in the educational programming of their children. The attendance rates at parent-teacher conferences were 94% for the 2016-2017 school year.
- 3) Input is gathered from the WEPA (Wayland Education Parent Association) in regards to the link between the families and school including homework, literacy supports, resources and communication.

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

Parents are an integral part of the planning. They attend and offer input in the implementation plan for the school.

Steeby used the following methods to continually connect and gather input from parents:

- 1) Parents participate in the School Improvement meetings for the school and are part of this process moving forward with School Wide implementation.
- 2) Parents attend Title I Summer School and literacy night meetings, offering input to the programming and helping to implement the programming by input, support and attendance.
- 3) Parents volunteer to assist with PBIS, school-wide behavior and intervention program
- 4) Parents volunteer to help in classrooms under the guidance of teachers with reading, the Daily 5, Writing and Everyday Math.
- 5) Parents are part of the WEPA (parent association) and offer input in the programming offered at Steeby. They also help with follow through on programs by financial support, physical assistance and presence.
- 6) Parents will continue to be surveyed as we proceed to continue to gather input and assistance from them to improve the process.

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

Parents will be involved in the school wide evaluation by:

- 1) Providing feedback from School Improvement meetings regarding specific programs in Title I, SE, and Tier I delivery of instruction and learning.
- 2) Parents offer feedback of the effectiveness of the Title I Summer School and literacy nights through evaluations
- 3) Parents complete surveys regarding their perceptions of the school curriculum, instruction, curriculum and leadership (both multiple choice and open-ended format questions) and in doing so, were given a voice in the future of the school wide plan.

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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		Parent Involvement Plan

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

Steeby's Title I Parent Involvement Policy is carried out in the following manner:

1118 (e) (1)

- Parent/ student Math night
- Parent/student literacy night
- Parent/student Science night
- Editions of the "Steeby Star" - a monthly publication - sent to all parents via hard copy and e-copy to inform/update parents.
- District website with information and links for parents to access the common core standards.

1118 (e) (2)

- Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:
 - Family Math Night
 - Family Literacy Night

1118 (e) (3)

- On-going professional development for staff on effective ways to increase parent involvement occurs annually.

1118 (e) (4)

- Family Math night
- Family Literacy Night
- Fun Night Festival
- Steeby 4th Grade Field Trip to Lansing, Michigan

1118 (e) (5)

- Weekly take-home folders
- Bilingual interpreter as needed
- Report Cards
- Progress Reports (using parent-friendly language)
- Newsletters from school, classroom, Title I, District

1118 (e) (14) Parents are provided with other reasonable support such as:

- Individual conferences with teachers/principal
- Open-door policy of principal - parents may stop-in and talk at any time the principal is present in the building.
- Evening phone calls and emails to parents by teachers and principal
- Events for parenting sent home in the Steeby Star - a monthly publication sent home via hard copy and an e-copy sent to all parents with an e-mail address.

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- Steeby will accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement; these include: Transportation, childcare, communication in the form requested and as frequently as requested.

1118 (f)

Steeby will provide opportunities for full parent participation:

- Staff encourages all parent participation. If parents are incapacitated and/or unable to attend meetings, conferences, etc., provisions are made for the parents such as phone calls, meeting at a convenient location, or using the method of communication most convenient for parents.
- Assist migratory, LEP, and parents with disabilities
- Provide an interpreter for phone conferences, as needed.
- Collaboration with Community Health agencies; i.e. Community Mental Health
- Transportation assistance
- Ensure migrant parents or those parents who use English as a second language have communication supports at all times.
- Help parents to support learning and positive behavior at home.
- Ensure the necessary supports are in place for the parent(s) to communicate successfully and/or be present in the school as they desire.

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

The parent involvement component will be evaluated using one or all of the following methods:

- 1) Parent survey to gather information regarding events, activities and meetings at Steeby.
- 2) Totaling the amount of phone calls with parent questions, concerns and noting the comments.
- 3) Feedback from parents about their knowledge of the Title I School Wide plan and how it benefits their children. Parents review the compact annually and accept the form or suggest slight changes.
- 5) Parents will respond to Title I and School surveys annually - either a paper copy or an on-line form.
- 6) Parents share information and join in discussion at the parent meetings held monthly.

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

Parent input will be used directly to improve the program. Results will be gathered and evaluated during the school level professional learning community meetings and results will be presented to all staff at staff meetings. In addition, building leaders and school improvement chairs will review the results and use the information to revise the school improvement plan, as well as to modify and improve parents involvement opportunities.

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

The school-parent compact was developed with input from building leaders, teachers, parents and community members. The school-parent compact outlines the benefits of an education that unites the effort of the school and family because a child who is supported in his/her education in a way that join schools and families has a greater opportunity to grow academically and learn skills that will lead to career and college success. The school parent compact, therefore, was developed with input via survey of all Steeby Elementary parents, teachers and support staff. Additionally, members of the Wayland Elementary Parent Association were invited to review the documents and provide their

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input on content, syntax and format. All of these various forms of input - from parents, building leaders, community and staff - were considered, and the document revised prior to publication. The compact will be reviewed and revised annually.

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

Staff share and discuss the Parent-Teacher compact with all parents at the Open House when all parents visit the building and at P/T conferences, when they are reviewed individually with parents. Each family is afforded a 15-minute period of time with the teacher during which time the compact is discussed and questions the parent may have regarding the compact. If the document is not signed before this time, it's signed at the time of the conference. Parents are requested to refer to ideas in the compact throughout the school year and contact the teacher or principal if they need additional information about curriculum, instruction, school-home supports, homework, behavior or other topics on which the school and parents cooperate.

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

This question does not apply to Steeby Elementary, as it is a 2nd-4th grade building.

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

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

Steeby Elementary provides academic results to parents in a simple, timely and user-friendly system.

- 1) Teachers prepare take-home Friday folders with weekly assignments, notes, the Steeby Star and other time sensitive documents for parents written in a user-friendly language for understanding.
- 2) A bi-lingual interpreter as needed
- 3) Progress reports are sent to parents in a user-friendly method with follow-up phone calls/emails to parents if a student is struggling in a particular subject.
- 4) Classroom newsletters and teacher originated web-sites for further parent communication of academic events in user friendly language for parents.
- 5) Steeby Elementary uses the Infinite Campus system where grades and assignments are posted for parent-viewing.
- 6) Parents are also informed of student on-line test scores: DIBELS and NWEA results through teacher reports.

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?

Steeby Elementary does not have a preschool program; however, we do have a transition plan for incoming and outgoing students. Steeby Elementary is a feeder school to Pine Street Elementary housing 5th & 6th grades. Baker Elementary's 1st grade feeds into Steeby.

Steeby's transition program is as follows:

1) 1st grade students and their parents tour Steeby during the school day, to meet and greet staff and take a look at classrooms in operation. This is an orientation to the building, staff, classrooms and teachers. During this orientation, students are walked-through the lunch process, playground and recess plans, classrooms and teachers where they are able to look at the current 2nd grade students and observe their classrooms and learning.

2) Steeby 4th grade students transition to Pine Street School by writing letters to 5th grade to begin a connection with the students. This activity is followed by a bus trip to Pine Street when the students take a tour of the school including the cafeteria, classrooms, and recess/playground.

The above assists students and parents and minimizes the anxiety they may feel moving to and from their current building.

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?

N/A

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?

Teachers provide input into the decisions regarding the use of school-based academic assessments using the following methods:

- 1) Teachers participate in cross-district committees whose charge is to examine current assessment practices and decide on modifications. Examples of these decisions are the use of North West Education Assessments (NWEA) for all 2nd, 3rd, and 4th grade students in the areas of Reading, Language and Math. In addition, literacy and comprehension is assessed using DIBELS Next (Dynamic Indicator of Basic Early Literacy Skills and 'Next' assesses comprehension).
- 2) Teachers participate in cross-district content area committees to effectively implement the Common Core State Standards for all content areas. These CCSS units of instruction provide aligned unit level assessments for content area testing.
- 3) Teachers analyze and discuss assessments as part of building level professional learning communities. Through these PLCs they make recommendations for changes and improvements in assessment tools.

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

Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students at many levels. Due to high quality professional development and implementation of common assessments in recent years, teachers are adept at analyzing certain data such as DIBELS and local assessments independently of their peers and leaders. Steeby Elementary teachers clearly understand how to interpret this information for their own students and, in turn, modify their instruction and progress monitor results for ongoing academic gains. Teachers are also involved in data analysis of certain data such as DIBELS, NWEA and MEAP, soon M-STEP, at the group level.

Using their own expertise as well as the knowledge of their peers, staff leadership and the school technology coach, they analyze information and make modifications in their instruction. Teachers are also involved in reviewing and interpreting data related to behavior as part of the positive behavior support system in order to impact positive behavior and create a culture that promotes learning.

Teachers also analyze data during their PLC time which occurs a total of thirty hours, ten-one hour sessions, and five-four hour sessions.

Steeby plans three data days when a full day substitutes are hired and 2nd, 3rd, and 4th grade teachers meet with the Title I teacher and principal and assess the data. Each student's score on the NWEA assessment and the DIBELS Next assessment is reviewed and plans are made to ensure the student is learning and moving forward. Teachers make the decision for placement in a multi-tiered intervention group to teach specific needs for the child. This placement is fluid and reassessment/ placement occurs after each assessment period in fall, winter and spring or on an as-needed basis. For the 15-16 school year, Steeby will look at implementing this process five times, to better help students achieve at higher levels.

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.

All students take the common nationally normed and local assessments which include M-STEP (3rd and 4th grades), NWEA (2nd, 3rd and 4th grades), and DIBELS Next (2nd, 3rd, 4th grades).

Additionally, students take local assessments in areas of reading, math, social studies and science.

Steeby uses the Student Assistance Team process for all students including the classroom teacher, Principal, School Psychologist, School Social Worker, Speech and Language Therapist, Occupational Therapist and Physical Therapist when and if needed. Teachers complete information data forms on each student brought to the team along with behavioral and anecdotal information that leads them to conclude that students are not progressing in any of the curriculum content areas.

The selection for Title I services has several components:

- 1) Students are determined to need assistance in literacy and math based on parent input at parent teacher conferences and during other parent/teacher meetings
- 2) Student are screened and determined to need assistance in literacy based on a Title I Referral Form which requires DIBELS and NWEA scores as well as local assessment data.
- 3) Based on classroom observation and assessment as well as local assessments for math, students are determined to need additional assistance.

After examining information and data related to the student's academic progress, and sharing this information with parents, the team determines appropriate Tier 1 interventions. Student progress is monitored and Tier 2 or Tier 3 interventions may be added depending on a student's progress. If Tier 3 interventions do not yield results, a student may be referred for special education evaluation. The following criteria are used for each content area to determine the need for timely and additional assistance:

Reading - Grade Span: 2nd, 3rd, 4th

Students who score in the 25th percentile or lower on standardized tests.

DIBELS scores of students in the "Strategic" or "Intensive" status based on the composite score; teacher checklists; and student-teacher conferencing.

NWEA results below the 10th percentile

Math - Grade Span: 2nd, 3rd, 4th

Students who score in the 25th percentile or lower on standardized tests.

NWEA results below the 10th percentile

Results of the Excel Math program; Curriculum unit assessment results below the 10th percentile.

Writing - Grade Span: 2nd, 3rd, 4th

Students who score in the 25th percentile or lower on standardized tests.

Teacher's notes of student-teacher conferencing during the Writer's Workshop.

Science - Grade Span: 2nd, 3rd, 4th

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Science support is based upon reading scores

Students who score in the 25th percentile or lower on standardized tests.

DIBELS scores of students in the "Strategic" or "Intensive" status based on the composite score; teacher checklists; and student-teacher conferencing.

NWEA results below the 10th percentile

Social Studies - Grade Span: 2nd, 3rd, 4th

Social Studies support is based upon reading scores.

Students who score in the 25th percentile or lower on standardized tests.

DIBELS scores of students in the "Strategic" or "Intensive" status based on the composite score; teacher checklists; and student-teacher conferencing.

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?

The Steeby Elementary staff is committed to meeting the needs of all students in the classroom through additional assistance. Students who are not mastering the State's Academic Standards are provided many opportunities to succeed using a differentiated instructional model.

Teachers' lesson plans are based on the common core curriculum. Classroom teachers work cooperatively with our support services (Title I and Special Education) staff to improve student achievement. All teachers use Tier I interventions (see below) in the classroom.

Differentiated instruction is utilized in all core areas. Instruction is based on student need. Students may be placed in an intervention program at their level of performance, or, they may receive instruction based on the same materials, but with different instructional strategies.

Students may show their mastery in a variety of ways.

READING - 2nd, 3rd, 4th grades

Tier 1 - MAISA Reading Units/Daily 5/ Cafe Strategies - taught in the classroom by the classroom teacher. The teacher also uses reading strategies in small group, 1-1, peer coaching and student-teacher conferencing to help the student learn.

Tier 2 - Steeby students have push-in Title I services where the Paraprofessional enters the classroom throughout the day and work with students who qualify for Title I. Teachers use 1-1 coaching, peer coaching in partners, small group instruction, differentiated instruction or teacher-student conferencing. Para pros work as an extension of the teacher's instruction/work with the Title I students.

Tier 3 - Students who continue to struggle (and that is a fluid group) will receive pull out services two to four times per week for 15 - 20 minutes to reinforce a skill that needs additional work. Parent volunteers, and paraprofessionals or the special education teacher work with students at this Tier.

WRITING - 2nd, 3rd, 4th grades

Tier 1 - All students are taught within the classroom using the MAISA writing program with fidelity.

Tier 2 - Classroom teachers pull aside small groups for instruction in writing. They also use 1-1 coaching, peer coaching, student-teacher conferencing, differentiated instruction.

Tier 3 - students who continue to struggle (and that is a fluid group) will receive pull out services two to four times per week for 15 - 20 minutes to reinforce a skill that needs additional work. Parent volunteers, and paraprofessionals or the special education teacher work with students at this Tier.

MATH - 2nd, 3rd, 4th grades

Tier 1 - Everyday Math taught to whole group in the general education classroom by the classroom teacher.

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Tier 2 - Everyday Math is taught through differentiated instruction model by the classroom teacher, Title I paraprofessionals and Special education teacher in small groups. The classroom teacher may use 1-1 instruction, peer coaching, small group instruction, differentiated instruction.

Tier 3 - Students who continue to struggle (and that is a fluid group) will receive pull out services two to four times per week for 15 - 20 minutes to reinforce a skill that needs additional work. Parent volunteers, and paraprofessionals or the special education teacher work with students at this Tier.

Science - 2nd, 3rd and 4th grades

Tier 1 - All students are taught at Tier I instruction and the staff is realigning that instruction to be rigorous and thorough. We recognize excellent instruction on this Tier will reduce the instruction needed on another Tier.

Tier 2 - Students learn using a Multi-tiered system where each student is working at his/her individual level. We create the groups students need to they receive the exact instruction they need and each attends this for 30 minutes daily in addition to the Tier I instruction of all students in the classroom. Students learn with Title I services where the Paraprofessional enters the classroom throughout the day and works with the students who qualify for Title I. We see this as a need for more students than those who qualify for Title I but currently, we are only able to offer this service to our qualifying Title I students. Para pros work as an extension of the teacher's instruction/work with the Title I students.

Tier 3 - Additionally, students who continue to struggle (and that is a fluid group) will receive pull out services two to four times per week for 15 - 20 minutes to reinforce a skill that needs additional work. Parent volunteers, paraprofessionals and /or Kids Hope mentors all work with students at this Tier.

Social Studies - 2nd, 3rd, and 4th grades

Tier I: Social Studies is taught using Grade Level Content Expectations to the general education classroom by the general education teacher.

Tier II & III: Social Studies is supported using the text as supplemental non-fiction reading as informational text, small group instruction (center-based learning), and individual student help by the classroom teacher. The neediest students who are most at risk because of reading deficiencies are identified based on DIBELS and NWEA scores, as well as teacher recommendation, and are given additional instruction by the Title I paraprofessional.

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

Differentiated Instruction (DI) is a proactive, student centered teaching philosophy. The philosophy of DI requires teachers to be flexible in their approach to teaching, and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Through differentiation, the teacher becomes more of a coach to learning as they incorporate instruction and scaffolding based on student need. What makes differentiated instruction so different and so effective, is that it is student centered.

Teachers utilize pre-assessments to see where students stand with mastering curriculum content. Based on that pre-assessment, students are then given opportunities to process the

information/ content in different ways. By using flexible grouping teachers can assist struggling students who will benefit with more support, and challenge advanced learners by offering extension activities.

Through Differentiated Instruction, curriculum areas are differentiated based on student interest, readiness, and preferred learning mode as well as the content, process, and product. Teachers implementing Differentiated Instruction in their classrooms have specific objectives and learning goals as a focus for students. When starting a task, students are well aware of what facts they should know, the concepts and principles they should understand, and the skills they will be able to do once the lesson is complete. This allows the student to become an

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active participant in his or her education. All students are meeting the same learning objective, but the path to the objective differs based on the needs of the individual student.

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.

General funds are used to maintain a safe, clean learning environment as well as purchase educational supplies. Title I A money provides instructional assistants to aide classroom teachers in meeting student needs. Title II A programs provide professional development to train staff in the best learning practices. Additionally, we benefit from grants from the WUEF (Wayland Union Education Foundation) and Casino funds from the Gun Lake Casino. Special Education funding covers Tier 3 content areas of learning. Section 31a - at risk funding - includes class size reduction and nutrition programs ensure our students have healthy balanced breakfasts and lunches. The WEPA (Wayland Elementary Parent Association) ensures goals are met with their support.

The following are state, local, and federal programs/resources supporting the school-wide program:

1) Title I, Part A - supports students who need additional assistance, salary and benefits, Parent programs, Professional Development, consultants, assessments, Summer School, Highly Qualified Paraprofessionals, Title I teacher.

Components supported: 1,2,3,5,6,8,9

2) Special Education - Provides Tier 3 core academics, School Social Worker, Speech/Language Therapist, Professional staff (Resource Room teacher, SLP, PT, SSW)

Components supported: 2,3,6,7,8,9

3) Title II, Part A - Professional Development - Professional Learning Communities for professional Steeby staff, Assessments - NWEA

Components supported: 1,2,5,8

4) Section 31a At Risk - class size reduction

Component supported: 9

5) Nutrition Programs: Free & Reduced Lunch and Breakfast

Component supported: 10

6) Health/Dental/Vision and General Student Welfare: School nurse, mobile dentist, school social worker/counselor.

Component supported: 10

7) Local foundations - Innovation grants, National Conference Attendance.

Components supported: 2,5,9

8) General Fund: School wide Reform Strategies, Title I director, Assessment coordinator, Highly qualified teachers, assessments, instructional technology, parent communication, curriculum supports, new teacher program, professional development

9) Parent Group - Wayland Elementary Parent Association - provides resources for parent and student activities

Component supported: 2,6

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.

1) Comprehensive Needs Assessment: General fund - district operating expenses, testing materials, surveys

2) School Wide Reform Strategies: Title I A - Staffing, instructional materials, general fund materials, district operating expenses; Title II A - professional development, Professional Learning Communities meeting time; Local Foundations - Innovation Grants; National conference

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Attendance; Wayland Elementary Parent Association - materials for parent participation evenings.

3) Highly Qualified Staff: Title I A - salaries, benefits; Title II A - professional development for staff; General Fund - district operating expenses.

4) Attract / Retain Staff: Title I A - salaries, benefits; Title II A - professional development facilitators and stipends; General Fund - supplies, School wide reform strategies, Title I Director, Assessment coordinator, highly qualified teachers, assessments, instructional technology, parent communication, curriculum supports, new teacher program, professional development.

5) Professional Development: Title I A; Title IIA - stipends, facilitators; General Funds - Staffing, materials

6) Parental Involvement: Title I A - parent night supplies and food; General fund - district operating expenses; PTO fundraising - donuts for dads, muffins for mom, parent/student activity evenings

7) Preschool transition: N/A for Steeby Elementary

8) Assessment decisions: Title I A - staff for testing; General Funds - test materials; IDEA - special education, school social worker, speech/language personnel, occupational therapist; General Fund - Title I Director, Assessment Coordinator, Highly Qualified Teachers, Assessments, Instructional Technology, Parent Communication, Curriculum Supports, Professional Development, Professional Learning Community meeting times.

9) Timely / Additional Assistance: Title I A - staff salaries and benefits.

10) Coordination of Resources: Title I A, Nutrition programs - Free and reduced lunches and breakfasts;

Health/Dental/Vision and General Student Welfare: School nurse, Mobile dentist, School Social worker/counselor; General Fund: School wide reform strategies, Title I Director, Assessment Coordinator, Highly Qualified Teachers, Assessments, Instructional Technology, Parent Communication, Curriculum Supports, New Teacher Program Professional Development.

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.

R.J. Steeby Elementary School coordinates and integrates the following Federal, State and local services in a manner applicable to 2nd, 3rd, and 4th grades to support achievement of the school wide goals:

1) Violence Prevention programs - anti-bullying presentations - are taught in classrooms throughout the school year by the SSW. Additionally, the School Social Worker meets with groups with emphasis on anger management and prevention.

2) The Food Service program educates children and parents on balanced nutrition during the school day. They also experiment with new foods offering sample food tests during the student lunch periods.

3) Funding from the Gun Lake Casino provide services such as the school nurse for students every day.

4) The school coordinates vision and hearing screenings, mobile dentist services and social work/counseling services in conjunction with other county and regional organizations.

Evaluation:

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

Steeby will evaluate the School Wide program based upon the scores students receive on: M-STEP, NWEA; DIBELS Next. We use data from the triangulated scores listed above to ensure students are learning during the school data meetings, Title I meetings, student assistance team meetings and the Professional Learning Community grade-level meetings.

Parent's input will be gathered through survey results and necessary changes to the plan will be implemented. Parents will also offer feedback at School Wide Literacy nights, Parent/Teacher conferences, on-request meetings, family interactive nights and phone calls. Additionally, community members input will be sought.

Staff input will be gathered using staff survey results, Professional Learning Group discussions, Rtl meetings, and staff meetings.

Modifications of strategies is done throughout the year based on student achievement data analysis as well as feedback from walk-throughs performed by the principal for all teachers and paraprofessionals. Lesson plans are collected weekly and reviewed for the purpose of ensuring that school improvement strategies are implemented with fidelity. Meetings and interviews of parents and community members provide additional information. After reviewing multiple data and information sources, the plan is revised by the School Improvement Chairs who are the decision makers for the goals, strategies and professional development for the upcoming year. Additional decisions regarding the plan rely on input from community members, staff and school leaders.

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.

R.J. Steeby Elementary evaluates the results achieved by the school wide program using data from the State's annual assessments and other indicators of academic achievement. Any student below, at or above benchmark is placed in a learning situation for further assistance. We are using the following methods:

- 1) Grade Level PLC meetings - professional discussions using data to move instruction and assess learning.
- 2) Rtl (Response to Intervention) meetings with the Literacy Coach to ensure every child in the building is receiving instruction for 40 minutes at his/her specific level. This is done three times per year and immediately after NWEA and DIBELS assessments.
- 3) Conferencing with parents at P/T conferences, via phone, by-request conferences, REED and IEP meetings and through parent surveys, we gather parent input regarding data and their child's learning to ensure the child's learning needs are being met.
- 4) Parent participation in school activities is key to the success of School Wide since parent and child participation increases the level of learning for the child. Parent survey results will be gathered and; through meetings including parents; will guide changes to the program

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.

Data is examined for each student as well as for groups of students. Effectiveness of the school program is determined to be positive only if short and long term targets for proficiency are being met for all students. Every student is expected to progress and make at least one year's growth in each subject area. In addition to examining individual student growth, achievement is monitored for subgroups. The staff

examines the assessments for subgroups, and plans interventions and professional development to target this weakness.

Parents are surveyed for information regarding the efficacy of the School Wide program as another means of evaluation. The results of the parent survey are used to provide resources, education and home/school literacy strategies in order to meet the school wide goals.

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?

When Steeby needs to revise the plan, the following is done;

- 1) Analyze systems process/fidelity data for Reading, Math and Writing related to the Gap statement;
- 2) Analyze School-wide behavior data related to the gap statement and
- 3) Analyze systems/process/fidelity data for the economically disadvantaged population related to the gap statement.

The plan is revised on parent and community input. Parents are surveyed regarding their child's progress and as a means to gather input regarding home/school literacy strategies. These results, as well as results of parent and community organization meetings, serve to guide the continuous improvements of the program.

17-18 Steeby School Improvement Goals

Overview

Plan Name

17-18 Steeby School Improvement Goals

Plan Description

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 at R.J. Steeby Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$7000
2	All students at R.J. Steeby Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$7000
3	All students at R.J. Steeby will become proficient in Mathematics, as measured by NWEA.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$100

Goal 1: All students at R.J. Steeby Elementary will become proficient writers.

Measurable Objective 1:

80% of Second, Third and Fourth grade students will demonstrate a proficiency /half a grade level growth for each writing in English Language Arts by 06/08/2018 as measured by three pre and post MAISA Writing Unit assessments administered during established dates.

Strategy 1:

MAISA Writing Units - Steeby teachers will use the MAISA writing units, sharing successes/challenges, and assessing data in their Professional Learning Community meetings, and practicing techniques in the classroom.

Category: English/Language Arts

Research Cited: "Annual Growth for all Students, Catch-up Growth for Those Who are Behind" by Lynn Fielding Nancy Kerr and Paul Rosier.

"6+1 Traits of Writing: The Complete guide Grades 3 and Up" by Ruth Culham

"The Effective Writing Teacher" by John Collins

"Units of Study for Teaching Writing - Grades 3 through 5" by Lucy Calkins

"Seeing Possibilities - An Inside View of Units of Study for Teaching Writing, Grades 3-5" by Lucy Calkins

"Boy Writers: Reclaiming Their Voices" by Ralph Fletcher

"Results Now" by Mike Schmoker

Focus - Mike Schmoker

Lucy Calkins, Barry Lane, Anita Archer, 6+1 Traits, John Collins Lucy Calkins - "Launching the Writing Workshop"; "Units of Study for Teaching Writing - Grades 3-5";

Barry Lane - "But How Do You Teach Writing?"; Reviser's Toolbox"; "Using Portfolios in the Classroom", "Writing Across the Curriculum";

John Collins - "Collins Writing Program"; "The Collins Portfolio and the Cumulative Writing folders";

Tim Hargis - "The Writing Diner"

Gail Boushey & Joan Moser - "The Cafe' Strategies"

Gail Boushey & Joan Moset - "The Cafe' Strategies"

Tier: Tier 1

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

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During professional learning community meetings scheduled at 3 week intervals throughout the school year, teachers will meet with Title I Teacher and principal to address student learning while using "MAISA Common Core Writing Units." Classroom follow-through will be assessed and brought back to the learning communities for further adjustments in delivery.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$500	General Fund	Curriculum Director, Title I Teacher, 2nd, 3rd and 4th grade classroom teachers, Building Principal
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Activity - MiELA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance at MiELA Conference in Lansing on June 27-29, 2017, will support teaching staff with the implementation of the MAISA Reading and Writing Units.	Curriculum Development, Academic Support Program, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	06/27/2017	06/29/2017	\$6500	General Fund	Teachers and Principal. Half of the teachers at Steeby are registered, as well as the Title 1 teacher. Information will be shared with those staff that were unable to attend.

Goal 2: All students at R.J. Steeby Elementary will become proficient readers.

Measurable Objective 1:

75% of Second, Third and Fourth grade students will demonstrate a proficiency in Reading in English Language Arts by 06/08/2018 as measured by NWEA,.

Strategy 1:

MAISA Reading Units - Teachers will implement the MAISA Reading Units and will teach them with fidelity. This will continue to be monitored by the principal by way of lesson plans and observations.

Category: English/Language Arts

Research Cited: The Michigan School Code requires every local school district to establish a local core curriculum and an aligned instructional program. Wayland Union Schools will implement the MAISA Reading Units to develop Career and College Readiness curriculum and resources to support our goals. Additionally, we are using

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the following literature: Annual Growth for all Students, Catch-up Growth for Those Who are Behind by Lynn Fielding Nancy Kerr and Paul Rosier. Results Now by Mike Schmoker; Focus - Mike Schmoker; Gail Boushey & Joan Moset - The Cafe' Strategies.

Tier: Tier 1

Activity - Instruction of MAISA reading units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guiding Readers with assessment using NWEA and DIBELS Next. During professional learning community meetings scheduled at 3-4 week intervals throughout the school year, teachers will meet amongst themselves, with Title I teacher, and principal to address student learning while using "MAISA Common Core Reading Units." Classroom follow-through will be assessed and brought back to the learning communities for further adjustments in delivery.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$500	General Fund	2nd, 3rd and 4th grade teachers, Resource Room teacher, Title I teacher, Title I Paraprofessional, principal, curriculum director.
Activity - MiELA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Attendance at MiELA Conference in Lansing on June 27-29, 2017, will support teaching staff with the implementation of the MAISA Reading and Writing Units.	Curriculum Development, Academic Support Program, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	06/27/2017	06/29/2017	\$6500	Title I Part A	Teachers and Principal. Approximately half of Steeby's teachers will be in attendance at the Miela Conference. The expectation is that teachers will provide professional development to those not in attendance during the 17-18 school year.
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Goal 3: All students at R.J. Steeby will become proficient in Mathematics, as measured by NWEA.

Measurable Objective 1:

75% of Second, Third and Fourth grade students will demonstrate a proficiency of skills and concepts in Mathematics by 06/08/2018 as measured by NWEA.

Strategy 1:

Implementation of Everyday Math Program - 2nd, 3rd and 4th grade teachers have been utilizing the Everyday Math program since the 2014-2015 school year. The questioning methods for math ensures students think-through the mathematical process vs. having the correct answer.

Also, during the 2015 school year, Steeby implemented Learning Labs, whereby subs were arranged for certified staff so they could observe a host teacher teach a math workshop style lesson, lending itself to very well to the Everyday Math program. This PD continued during the 16-17 school year.

Category: Mathematics

Research Cited: Chicago Math - University of Chicago (continued work with a representative field-tester for the Chicago (Everyday) Math program.

There are 31 sources of research specific to Everyday Math.

Tier: Tier 1

School Improvement Plan

R.J. Steeby School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers meet and discuss (with planning and purpose), data and results of the NWEA Math assessment. From these meetings Common Formative Assessments will be developed and focused on throughout the school year. Teachers offer support and research-based strategies through their Professional Learning Community meetings.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	General Fund	All grade level teachers; Special Education teachers, teacher/coach; principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MiELA Conference	Attendance at MiELA Conference in Lansing on June 27-29, 2017, will support teaching staff with the implementation of the MAISA Reading and Writing Units.	Curriculum Development, Academic Support Program, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	06/27/2017	06/29/2017	\$6500	Teachers and Principal. Approximately half of Steeby's teachers will be in attendance at the Miela Conference. The expectation is that teachers will provide professional development to those not in attendance during the 17-18 school year.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

R.J. Steeby School

Professional Learning Communities	Grade level teachers meet and discuss (with planning and purpose), data and results of the NWEA Math assessment. From these meetings Common Formative Assessments will be developed and focused on throughout the school year. Teachers offer support and research-based strategies through their Professional Learning Community meetings.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$100	All grade level teachers; Special Education teachers, teacher/coach; principal
MIELA Conference	Attendance at MiELA Conference in Lansing on June 27-29, 2017, will support teaching staff with the implementation of the MAISA Reading and Writing Units.	Curriculum Development, Academic Support Program, Direct Instruction, Teacher Collaboration, Professional Learning	Tier 1	Implement	06/27/2017	06/29/2017	\$6500	Teachers and Principal. Half of the teachers at Steeby are registered, as well as the Title 1 teacher. Information will be shared with those staff that were unable to attend.
Instruction of MAISA reading units	Guiding Readers with assessment using NWEA and DIBELS Next. During professional learning community meetings scheduled at 3-4 week intervals throughout the school year, teachers will meet amongst themselves, with Title I teacher, and principal to address student learning while using "MAISA Common Core Reading Units." Classroom follow-through will be assessed and brought back to the learning communities for further adjustments in delivery.	Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$500	2nd, 3rd and 4th grade teachers, Resource Room teacher, Title I teacher, Title I Paraprofessional, principal, curriculum director.
MAISA Writing Review	During professional learning community meetings scheduled at 3 week intervals throughout the school year, teachers will meet with Title I Teacher and principal to address student learning while using "MAISA Common Core Writing Units." Classroom follow-through will be assessed and brought back to the learning communities for further adjustments in delivery.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$500	Curriculum Director, Title I Teacher, 2nd, 3rd and 4th grade classroom teachers, Building Principal