



# **School Improvement Plan**

**Marble Elementary School**

**East Lansing School District**

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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**

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

# **Marble School Improvement Plan 2016-2017**

## **Overview**

### **Plan Name**

Marble School Improvement Plan 2016-2017

### **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 Marble students will show growth in their reading achievement scores, which will result in an increase of the percentage of students proficient in reading.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$22500
2	Culturally-Responsive Leadership and Instruction: Building leader will be culturally responsive and provide leadership to teachers to build a culturally responsive learning environment.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$6000
3	All Marble students will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$6000
4	All Marble students will show growth in their writing achievement scores, which will result in an increase of the percentage of students proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All Marble students will show growth in their science achievement scores, which will result in an increase of the percentage of students proficient in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
6	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

## Goal 1: All Marble students will show growth in their reading achievement scores, which will result in an increase of the percentage of students proficient in reading.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth by 3% at each grade level in English Language Arts by 06/10/2022 as measured by M-STEP state assessment.

### Strategy 1:

MTSS Implementation - Teachers will work collaboratively to implement a multi tiered system of support for all students in each grade K-5. All students will receive high quality instruction in their classroom, provided by the general education teacher. In addition, general education teachers will utilize student data, flexible grouping and small group instruction to provide a second dose of instruction to each student (at his/her instructional level). Finally, general education teachers, building interventionist and principal will collaborate to determine students who would benefit from Tier III interventions (provided by Resource staff and/or building interventionist, and/or another trained staff member. Furthermore, this team will consider students who may benefit from enrichment activities and instruction.

Category: English/Language Arts

Research Cited: Florida Center for Reading Research

MiBlisi

RTI Action Network

Tier: Tier 1

Activity - CCSS Aligned Core Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades K-5 will be provided with updated Reading Street Manuals.	Materials, Implementation, Professional Learning, Academic Support Program	Tier 1		06/01/2016	06/30/2017	\$6000	General Fund	Building Principal, Sarah Scott All K-5 Teachers Curriculum Director

Activity - At Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who fall in Tiers II and III on our AIMSWEB screener will be considered for additional intervention by classroom teacher or building instructional interventionist.	Implementation, Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/16/2017	\$15000	Section 31a	Building Principal All K-5 General Education Teachers Special Education Teachers Building Interventionist
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Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building School Improvement team will meet monthly to review/monitor student data and determine professional learning focuses. Additionally, each teacher will meet with the building principal, at a minimum of three times per year, to review student data and discuss plans for instruction and intervention. Finally, teachers will work collaboratively at each grade level to review data and plan for instruction and Tier II interventions as needed.	Professional Learning, Monitor, Evaluation	Tier 1	Monitor	09/06/2016	06/16/2017	\$1500	General Fund	Building Principal All K-5 Teachers & Special Education Teachers School Improvement Team Members

### Strategy 2:

Reading Workshop - All teachers in grades K-5 will participate in professional learning around the design, purpose and implementation of a Reading Workshop. Following professional learning teachers will implement the reading workshop in their classroom. Students will participate in whole group instruction, small group instruction and individual instruction (where needed).

Category: English/Language Arts

Research Cited: Richard Allington

Reading and Writing Project (Teachers College, Columbia University)

Jennifer Seravello

Tier: Tier 1

Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in professional learning in implementing a reading workshop using Reading Street Curriculum materials. We will work to implement the workshop instructional approach in each classroom.	Professional Learning, Direct Instruction, Academic Support Program, Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	General Fund	All K-5 Teachers Building Principal School Improvement Team Reading Specialist (IISD) Instructional Coaches
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**Goal 2: Culturally-Responsive Leadership and Instruction: Building leader will be culturally responsive and provide leadership to teachers to build a culturally responsive learning environment.**

**Measurable Objective 1:**

demonstrate a behavior which results in closing the discipline gap between African American and all students as measured by monthly SWIS data by 06/16/2017 as measured by SWIS ethnicity reports..

**Strategy 1:**

School-wide CR-PBIS - All Marble staff will participate in training and full implementation of Culturally Responsive Positive Behavior Intervention and supports at the building and classroom levels.

Category: School Culture

Research Cited: MiBLSi

CHAMPS - Randy Sprick

Culturally Responsive PBIS

Safe and Civil Schools organization

Tier: Tier 1

Activity - CR-PBIS training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Marble teachers will teach "booster" lessons using school-wide expectations lesson plans at assigned times during the year (after breaks, as ODR's increase, etc.).	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	All Marble staff

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Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Marble PBIS team will participate in monthly PBIS professional learning and planning meetings. We will review data, set goals and initiatives and complete professional learning around this topic. All Marble staff will participate in monthly behavior data analysis, problem solving, and Tier 2/3 intervention planning.	Monitor, Evaluation	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Principal School Social Worker All K-5 Teachers PBIS Team

Activity - Second Step	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will allocate 30-45 minutes per week to implement lessons from the Second Step Curriculum.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$5500	General Fund	Building Principal All Teaching Staff School Social Worker

### Strategy 2:

Professional Learning - As a building team we will participate in continued learning around Culturally Responsive instruction and responsive strategies. we will seek support from IISD consultant and out PBIS team.

Category: School Culture

Research Cited: A Framework for Culturally Responsive Teaching

Raymond J. Wlodkowski and Margery B. Ginsberg

Randy Sprick

Equity Alliance

Tier: Tier 1

Activity - CRPBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to participate in professional learning around the topic of Cultural Responsiveness.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$500	General Fund	PBIS Team Building Principal

## Goal 3: All Marble students will be proficient in mathematics.

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### Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency mathematics in Mathematics by 06/10/2016 as measured by the Spring 2017 MSTEP assessment.

### Strategy 1:

MTSS Implementation - All teachers, in grades K-5, will implement best instructional strategies for all students in the general education setting both whole and small group. Teachers will utilize student data to plan for and adjust instruction. Students who require an additional (instructional) dose will be provided Tier II interventions in the general education classroom. Tier III interventions will be determined based upon student data and in collaboration with academic interventionist and building principal. Students who would benefit from enrichment will receive extensions in the gen ed setting.

Category: Mathematics

Research Cited: MiBliSi

Rtl Network

Tier: Tier 1

Activity - CCSS Aligned Core Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the district math program, Math Expressions with fidelity.	Materials, Implementation, Professional Learning, Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$6000	General Fund	Curriculum Director Instructional Coaches All K-5 Teachers Building Principal

  

Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal and all K-5 teachers will collaboratively review unit test data to review, monitor and evaluate implementation of the curricular resources.	Academic Support Program, Monitor	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Building principal School Improvement Team All K-5 Teachers

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### Strategy 2:

Math Workshop - Building principal and teacher leaders will develop and facilitate professional learning around the topic of implementing a math workshop. The workshop will include whole group and small group instruction. Teachers will work collaboratively to review student data and make adjustments to student instruction.

Category: Mathematics

Research Cited: Guided Math

Minds on Mathematics

Math Solutions

Tier: Tier 1

Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning and implementation of a math workshop instructional model	Professional Learning, Direct Instruction, Academic Support Program, Getting Ready	Tier 1		09/06/2016	06/16/2017	\$0	General Fund	Building Principal School Improvement Team All K-5 teachers
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal and school improvement team will study the workshop model. Teacher leaders and principal will collaboratively facilitate, model and monitor implementation of the workshop in all classrooms, K-5.	Implementation, Professional Learning, Direct Instruction, Academic Support Program, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	General Fund	Building Principal All K-5 teachers District Instructional Coaches

**Goal 4: All Marble students will show growth in their writing achievement scores, which will result in an increase of the percentage of students proficient in writing.**

### Measurable Objective 1:

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85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the components of the writing process in Writing by 06/16/2017 as measured by ELPS District Writing Prompts.

### Strategy 1:

Writers' Workshop - Teachers will utilize the Writers' Workshop model and the Lucy Calkins writing units to instruct writing daily.

Category: English/Language Arts

Research Cited: Lucy Calkins

CCSS

Tier: Tier 1

Activity - Writers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide writing instruction 45- 60 minutes daily using the writers' workshop model and the Lucy Calkins writing units.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All teachers

## Goal 5: All Marble students will show growth in their science achievement scores, which will result in an increase of the percentage of students proficient in science.

### Measurable Objective 1:

A 7% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science content and application skills in Science by 06/16/2017 as measured by the M-STEP state assessment.

### Strategy 1:

Professional Learning - All general education teachers become familiar with the Next Generation Science Standards and participate in science professional development to improve experiential learning opportunities for students.

Category:

Research Cited: Next Generation Science Standards

K-12 National Science Framework

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will participate in professional learning activities to increase their knowledge of the science standards.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1000	General Fund	All teachers Building Principal
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## Goal 6: All students will be proficient in Social Studies.

### Measurable Objective 1:

A 4% increase of Fifth grade students will demonstrate a proficiency on the 5th grade assessment in in Social Studies by 06/16/2017 as measured by the MSTEP assessment.

### Strategy 1:

CCSS Aligned Core Curriculum - Building principal and teachers will study the Michigan Social Studies standards to determine purpose, integration and best practices around Social Studies instruction at the elementary level.

Category: Social Studies

Research Cited: NCSS

Mike Schmoker

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will work with school improvement team to lead learning and facilitate professional growth with the Michigan Elementary Social Studies standards.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	General Fund	Building Principal School Improvement Team

Activity - Data Analysis and Action Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal and teacher leaders will facilitate a data review using the 2015 and 2016 MSTEP Social Studies data.	Materials, Professional Learning, Teacher Collaboration	Tier 1		09/06/2016	06/16/2017	\$0	General Fund	Building Principal School Improvement Team

Activity - Increased Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As a building we will work to increase the amount of time spent teaching Social Studies each week.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	General Fund	Building Principal School Improvement Team All K-5 Teachers
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At Risk Intervention	Students who fall in Tiers II and III on our AIMSWEB screener will be considered for additional intervention by classroom teacher or building instructional interventionist.	Implementation, Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/16/2017	\$15000	Building Principal All K-5 General Education Teachers Special Education Teachers Building Interventionist

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writers' Workshop	Teachers will provide writing instruction 45- 60 minutes daily using the writers' workshop model and the Lucy Calkins writing units.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All teachers
CR-PBIS training	All Marble teachers will teach "booster" lessons using school-wide expectations lesson plans at assigned times during the year (after breaks, as ODR's increase, etc.).	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All Marble staff
Data Analysis and Action Planning	The Marble PBIS team will participate in monthly PBIS professional learning and planning meetings. We will review data, set goals and initiatives and complete professional learning around this topic. All Marble staff will participate in monthly behavior data analysis, problem solving, and Tier 2/3 intervention planning.	Monitor, Evaluation	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Principal School Social Worker All K-5 Teachers PBIS Team

### General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CRPBIS Training	We will continue to participate in professional learning around the topic of Cultural Responsiveness.	Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$500	PBIS Team Building Principal
Professional Learning	Building principal and school improvement team will study the workshop model. Teacher leaders and principal will collaboratively facilitate, model and monitor implementation of the workshop in all classrooms, K-5.	Implementation, Professional Learning, Direct Instruction, Academic Support Program, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Building Principal All K-5 teachers District Instructional Coaches
Data Analysis and Action Planning	Teachers will participate in professional learning and implementation of a math workshop instructional model	Professional Learning, Direct Instruction, Academic Support Program, Getting Ready	Tier 1		09/06/2016	06/16/2017	\$0	Building Principal School Improvement Team All K-5 teachers
Professional Learning	Building principal will work with school improvement team to lead learning and facilitate professional growth with the Michigan Elementary Social Studies standards.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Building Principal School Improvement Team
Data Analysis and Action Planning	Building principal and all K-5 teachers will collaboratively review unit test data to review, monitor and evaluate implementation of the curricular resources.	Academic Support Program, Monitor	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Building principal School Improvement Team All K-5 Teachers
Second Step	All K-5 teachers will allocate 30-45 minutes per week to implement lessons from the Second Step Curriculum.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$5500	Building Principal All Teaching Staff School Social Worker

# School Improvement Plan

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CCSS Aligned Core Curriculum	All teachers in grades K-5 will be provided with updated Reading Street Manuals.	Materials, Implementation, Professional Learning, Academic Support Program	Tier 1		06/01/2016	06/30/2017	\$6000	Building Principal, Sarah Scott All K-5 Teachers Curriculum Director
Data Analysis and Action Planning	Building principal and teacher leaders will facilitate a data review using the 2015 and 2016 MSTEP Social Studies data.	Materials, Professional Learning, Teacher Collaboration	Tier 1		09/06/2016	06/16/2017	\$0	Building Principal School Improvement Team
Data Analysis and Action Planning	Teachers will participate in professional learning in implementing a reading workshop using Reading Street Curriculum materials. We will work to implement the workshop instructional approach in each classroom.	Professional Learning, Direct Instruction, Academic Support Program, Getting Ready, Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All K-5 Teachers Building Principal School Improvement Team Reading Specialist (IISD) Instructional Coaches
Data Analysis and Action Planning	Building School Improvement team will meet monthly to review/monitor student data and determine professional learning focuses. Additionally, each teacher will meet with the building principal, at a minimum of three times per year, to review student data and discuss plans for instruction and intervention. Finally, teachers will work collaboratively at each grade level to review data and plan for instruction and Tier II interventions as needed.	Professional Learning, Monitor, Evaluation	Tier 1	Monitor	09/06/2016	06/16/2017	\$1500	Building Principal All K-5 Teachers & Special Education Teachers School Improvement Team Members
Professional Development	All teachers will participate in professional learning activities to increase their knowledge of the science standards.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1000	All teachers Building Principal
Increased Instructional Time	As a building we will work to increase the amount of time spent teaching Social Studies each week.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Building Principal School Improvement Team All K-5 Teachers

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CCSS Aligned Core Curriculum	Teachers will implement the district math program, Math Expressions with fidelity.	Materials, Implementation, Professional Learning, Direct Instruction	Tier 1		09/06/2016	06/16/2017	\$6000	Curriculum Director Instructional Coaches All K-5 Teachers Building Principal
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