

Marseilles Elementary School  
District 150  
School Improvement Plan



June 2025

Board Approval Date  
June 26, 2025

School Improvement Planning Team and Title/Roles

Shawn Collins, Principal

Lindsey Johnson, Assistant Principal

Ali Clark, Social Worker

Laurie Leslie, Teacher

Michele James, Special Education Teacher

Jenni Giertz, Teacher

Tanya Thompson, Teacher

District Team Members and Title/Roles

Brenda Donahue, Superintendent

Stephanie Atchley, Director of Student Services

Melissa Stortz, School Psychologist

## ***School Improvement Plan Timeline***

### Key Dates

#### **Professional Learning and Meetings:**

August 2025: Professional learning including but not limited to Crisis Prevention Intervention, Social Emotional Learning/RISE, Curriculum/Resource Implementation

On-going: Instructional Coaching from Regional Office of Education

On-going: Professional learning aligned to new curriculum and intervention tools

Every Tuesday: Professional Learning Communities

Monthly: School Improvement Planning Meetings

On-going: School Leadership Team Meetings

On-going: District Leadership Team Meetings

#### **District wide Reading Benchmark Screening:**

August 18-August 29th

November 3- November 14th

February 10-February 24th

#### **District Data Team Meetings:**

September 8, 10, 11

December 3, 4, 5

February 25, 26, 27

May 6, 7, 8

## **District Mission and Vision**

Marseilles Elementary School's vision for achievement is built on the belief that all students can learn and grow. This belief drives the school's commitment to providing appropriate support and interventions to ensure that every student has the opportunity to succeed. The vision is guided by the understanding that literacy is a foundational skill for academic achievement and lifelong learning.

The district's SMART goal aligns with this vision and sets a clear, measurable target for student achievement. The goal states that all students with appropriate interventions in place will perform at or above the 25th percentile on district benchmarks. This benchmark is crucial because it reflects the district's commitment to ensuring that students receive the necessary support to achieve academic success, particularly for those who may be struggling or at risk of falling behind.

By focusing on students performing at or above the 25th percentile, the district sets a realistic yet ambitious goal that targets students who may need extra support to reach grade-level proficiency. This goal emphasizes the importance of timely and effective interventions in improving literacy outcomes, ensuring that students receive personalized support tailored to their unique needs. Through this approach, Marseilles Elementary School strives to ensure that all students have access to the tools and resources necessary to improve their academic skills and reach their full potential.

# **District Goals**

## **Marseilles E.S.D. #150**

### **General Goal: Curriculum and Instruction**

#### **Specific Goals:**

- A. Promote curriculum development, which is research based and reflective of best practices.
- B. Support higher standards of student achievement, instruction and curriculum within the District, while maintaining consistency with the rigorous state standards and frameworks. Maintain and improve upon District wide performance.
- C. Monitor, support, review and articulate all curricula through all grades.
- D. Provide opportunities for staff development at all grade levels as identified in S.I.P. goals.
- E. Provide a suitable Learning environment, with appropriate discipline, structure and setting.
- F. Review and monitor all curricular purchases.
- G. Maintain articulation with Ottawa Township High School.
- H. Provide opportunities to improve teaching and learning practices.
- I. Promote and support the use of technology to increase learning, communication and productivity.

### **General Goal: Budget**

#### **Specific Goals:**

- A. Maintain the fiscal solvency of the district through effective budgetary practices, with a focus on student achievement and sustaining current programs.
- B. Adopt a budget that reflects the district's mission statement and goals.
- C. Maintain accountability procedures by establishing a culture of efficiency and fiscal responsibility as measured by receiving satisfactory audits.
- D. Continue to align staffing needs with enrollment and explore other proactive alternatives for funding.
- E. Provide accurate financial documents to the Board in a timely manner.
- G. Analyze and advise the district as per district financial trends.
- H. Mitigate the effect of decreasing state subsidy on our budgets due to falling state and federal revenues.
- I. Update the district's technology and facility plans, set program priorities, and identify funding strategies, including a recommended timeline and a sustainable budget that maintains reserves at or above targets to improve student achievement and increase operational efficiency while reducing long-term capital needs.

### **General Goals: Management/Organization**

#### **Specific Goals:**

- A. Evaluate staff and structure annually.
- B. Fulfill a long-term vision with specified indicators of progress.
- C. Continue to develop and convey a positive, respectful, and collaborative approach with faculty, staff and the community.
- D. Actively promote District #150 in a positive, proactive manner.

### **General Goal: Facilities**

#### **Specific Goals:**

- A. Maintain campus and facilities in order to meet the learning and extracurricular needs of students while monitoring efficiency.
- B. Continue to improve the appearance and safety of school grounds. (entrance to building, crisis plan updates, staff training)
- C. Oversee Facility Maintenance

**Marseilles Elementary School**  
Student Growth Component / School-wide Goal  
2025-2026

**Vision**

Working collaboratively to ensure that every child is academically successful

**Mission**

Marseilles Elementary School is a collaborative community that ensures success for each student in all aspects of learning.

**We Believe**

- All children can learn
- Higher expectations will yield higher results
- Excellence is attainable
- All people need a safe environment, both emotionally and physically
- Family and community support is essential
- All people are responsible for their own choices
- Relationships are the foundation of a positive culture

**GOALS & INDICATORS**

**SMART Goal 1:**

MES learners will continuously improve the growth and proficiency of their reading skills by meeting the following objective: A. From the first to the third testing sessions on the STAR 360 Reading benchmark, students meeting the enrollment parameters will fall within the following corresponding categories aligned to the student growth component for teachers' and administrative evaluations:

1. 75% at or above the 25% percentile = Excellent rating
2. 65-74% at or above the 25% percentile = Proficient rating
3. 55-64% at or above the 25% percentile = Needs Improvement
4. 54% or below at or above the 25% percentile = Unsatisfactory

**SMART Goal 2:**

MES learners will continuously improve the growth and proficiency of their math skills by meeting the following objectives: A. From the first to the third testing sessions on the STAR 360 Math benchmark, students meeting the enrollment parameters will fall within the following corresponding categories aligned to the student growth component for teachers' and administrative evaluations:

1. 75% at or above the 25% percentile = Excellent rating
2. 65-74% at or above the 25% percentile = Proficient rating
3. 55-64% at or above the 25% percentile = Needs Improvement
4. 54% or below at or above the 25% percentile = Unsatisfactory

## Action Plan: Increasing Reading/Math Growth and Proficiency

Action Step	Roles Responsible	Steps	Timeframe	Resources Needed
1. Conduct Beginning-of-Year STAR 360 Screening and Analysis	Principal, School Psychologist, Data Team	<ul style="list-style-type: none"> <li>- Administer STAR 360 to all students</li> <li>- Disaggregate data by grade, class, subgroup</li> <li>- Identify % of students below 25th percentile</li> </ul>	August 18–29, 2025	STAR 360 licenses, student intervention schedules, data dashboards
2. Communicate Growth Targets & Evaluation Criteria	Principal, Assistant Principal	<ul style="list-style-type: none"> <li>- Share growth targets with teachers</li> <li>- Review evaluation rating scale and expectations</li> <li>- Align classroom goals to benchmark targets</li> </ul>	Early September 2025	Presentation slides, STAR benchmarks breakdown, growth expectation guides
3. Assign Tiered Interventions Based on Baseline Data	School Leadership Team, Interventionists, Teachers	<ul style="list-style-type: none"> <li>- Use STAR + CBM data to assign students to Tier I, II, III</li> <li>- Create intervention schedules</li> <li>- Match students to appropriate programs (Wilson, Just Words, etc.)</li> </ul>	September 2025	Intervention tools (Foundations, Just Words), staff planning time, RTI documentation templates
4. Implement Targeted Reading Instruction and Progress Monitoring	Teachers, Instructional Aides, Literacy Coaches	<ul style="list-style-type: none"> <li>- Deliver small-group Tier II/III interventions</li> <li>- Embed foundational skills into core ELA</li> <li>- Monitor progress bi-weekly using CBMs</li> </ul>	September 2025 – February 2026	Decodable texts, literacy materials, CBM tools, time for data entry

5. Provide Ongoing Coaching & PD in Reading Instruction	ROE Coaches, Literacy Committee, Principal	<ul style="list-style-type: none"> <li>- Facilitate cycles of modeling, observation, feedback</li> <li>- Provide PD on phonics, comprehension strategies, scaffolding</li> <li>- Align PD to curriculum implementation</li> </ul>	Monthly (Sept 2025 – March 2026)	PD calendar, coaching schedules, substitute coverage
6. Administer Mid-Year STAR 360 Benchmark & Reassess Interventions	Data Team, School Psychologist, Teachers	<ul style="list-style-type: none"> <li>- Conduct STAR 360 mid-year testing</li> <li>- Analyze movement across percentile thresholds</li> <li>- Adjust interventions accordingly</li> </ul>	November 3–14, 2025	Assessment schedule, STAR platform access, data meeting time
7. Hold Data Team & PLC Meetings for Progress Analysis	PLC Facilitators, Grade-Level Teams, Principals	<ul style="list-style-type: none"> <li>- Review student growth data</li> <li>- Share successful strategies</li> <li>- Update instructional plans/intervention groups</li> </ul>	After each benchmark window (Sept, Dec, Feb)	STAR reports, PLC protocols, student data tracking forms
8. Conduct Final Benchmark & Evaluate Growth	District and School Leadership Teams	<ul style="list-style-type: none"> <li>- Administer final STAR 360 benchmark</li> <li>- Calculate % of students at or above 25th percentile</li> <li>- Determine performance level per evaluation rubric</li> </ul>	February 10–24, 2026	STAR 360 system access, evaluation calculator, student growth reports

<b>9. Reflect and Plan for Following Year</b>	<b>School Leadership, Teachers, Curriculum Team</b>	<ul style="list-style-type: none"> <li>- Identify instructional gaps</li> <li>- Adjust curriculum and intervention strategies</li> <li>- Recognize high-growth classrooms</li> </ul>	<b>March–April 2026</b>	<b>Reflection tools, year-end PD time, student feedback surveys</b>
---	---	--	-------------------------	---

**SMART Goal 3:**

By May 2026, with identified interventions in place, Marseilles Elementary School will reduce chronic absenteeism to below 10%.

**Action Plan: Reducing Chronic Absenteeism**

<b>Action Step</b>	<b>Roles Responsible</b>	<b>Steps</b>	<b>Timeframe</b>	<b>Resources Needed</b>
<b>1. Attendance Monitoring Team</b>	Principal, Assistant Principal, Parent Liasion	<ul style="list-style-type: none"> <li>- Team to review attendance weekly</li> <li>- Assign roles for contact, documentation, intervention</li> <li>- Define attendance thresholds and flags</li> </ul>	August 2025	Meeting time, tracking templates, attendance policies
<b>2. Implement Early Warning Attendance Alerts</b>	AMT, Secretary, Attendance Clerk	<ul style="list-style-type: none"> <li>- Set up system to flag students with 5+ unexcused absences</li> <li>- Weekly review of attendance data</li> <li>- Initiate parent communication within 48 hours</li> </ul>	August 2025 – Ongoing	SIS attendance reports, communication logs, parent contact logs

<b>3. Strengthen Tiered Attendance Interventions (Tier I–III)</b>	Social Worker, Teachers, Principal	<ul style="list-style-type: none"> <li>- <b>Tier I:</b> Schoolwide incentives, daily check-ins</li> <li>- <b>Tier II:</b> Parent meetings, attendance plans</li> <li>- <b>Tier III:</b> Wraparound supports, agency referrals</li> </ul>	September 2025 – May 2026	Attendance contracts, family engagement resources, incentives (e.g., certificates, events)
<b>4. Launch Attendance Awareness Campaign</b>	Assistant Principal, Social Worker, Parent Liaison	<ul style="list-style-type: none"> <li>- Posters, school newsletters, social media posts</li> <li>- Monthly "Attendance Heroes" recognition</li> <li>- Family engagement nights focused on attendance</li> </ul>	October 2025 – March 2026	Printing materials, student rewards, bulletin boards, marketing templates
<b>5. Conduct Root Cause Analysis for Chronically Absent Students</b>	Social Worker, School Psychologist, Teachers	<ul style="list-style-type: none"> <li>- Identify causes (health, transportation, social-emotional, academic avoidance)</li> <li>- Collect data via family interviews, check-ins</li> </ul>	September – November 2025	Interview protocols, attendance heatmaps, case study templates
<b>6. Partner with Community Agencies for Support Services</b>	Principal, Social Worker, Community Liaison	<ul style="list-style-type: none"> <li>- Refer families to mental health, housing, transportation support</li> <li>- Collaborate with truancy intervention services</li> </ul>	October 2025 – May 2026	Agency contact list, MOUs, referral forms, coordination time

<b>7. Monitor Attendance Progress &amp; Adjust Interventions</b>	AMT, District Leadership Team	<ul style="list-style-type: none"> <li>- Review attendance rates monthly</li> <li>- Adjust strategies as needed</li> <li>- Share data with staff and leadership team</li> </ul>	Monthly (Sept 2025 – May 2026)	Attendance dashboards, meeting minutes, district-level support
<b>8. Celebrate Attendance Milestones and Improvement</b>	Teachers, Principal, PBIS Team	<ul style="list-style-type: none"> <li>- Recognize individual and classroom improvement</li> <li>- Host quarterly celebrations for students improving attendance</li> </ul>	Quarterly	Certificates, celebration supplies, student feedback tools
<b>9. Evaluate Outcomes &amp; Plan for 2026–2027</b>	Principal, District Team, School Leadership	<ul style="list-style-type: none"> <li>- Calculate % chronic absenteeism</li> <li>- Identify successful strategies</li> <li>- Integrate successful practices into SIP 2026–2027</li> </ul>	May 2026	Year-end data, stakeholder input, planning documents

**SMART Goal 4:**

By May 2026, with identified interventions in place, Children with Disabilities will close the achievement gap in the area of English Language Arts by 10%.

## Action Plan: Closing the ELA Achievement Gap for Children with Disabilities (CWD)

Action Step	Roles Responsible	Steps	Timeframe	Resources Needed
<b>1. Identify Baseline Data and Gap</b>	Director of Student Services, School Psychologist, Special Education Teachers	<ul style="list-style-type: none"> <li>- Use STAR 360 and IEP goal data to identify baseline achievement levels</li> <li>- Calculate current gap between CWD and general ed peers in ELA</li> </ul>	August – September 2025	STAR 360 data reports, IEP progress monitoring tools, data analysis support
<b>2. Align IEP Goals with Grade-Level Standards and STAR Metrics</b>	Special Education Teachers, Case Managers, School Psychologist	<ul style="list-style-type: none"> <li>- Review and revise IEPs to align with grade-level ELA standards and assessment metrics</li> <li>- Set measurable growth goals for students</li> </ul>	September – October 2025	IEP templates, progress monitoring tools, training time
<b>3. Implement Evidence-Based Interventions for Reading</b>	Special Education Teachers, Interventionists	<ul style="list-style-type: none"> <li>- Deliver interventions like Wilson Reading, Just Words, and Foundations</li> <li>- Use small-group, structured literacy approaches</li> <li>- Align supports with MTSS</li> </ul>	October 2025 – May 2026	Program kits, instructional materials, intervention schedule, staff training

<b>4. Increase Access to Core Instruction Through Co-Teaching Models</b>	General Education Teachers, Special Education Teachers, Principal	<ul style="list-style-type: none"> <li>- Implement or strengthen co-teaching strategies (parallel teaching, station teaching)</li> <li>- Modify assignments without reducing rigor</li> </ul>	September 2025 – May 2026	Planning time, co-teaching training, instructional accommodations toolkit
<b>5. Monitor Progress Biweekly and Adjust Interventions</b>	Special Education Teachers, Case Managers, PLC Teams	<ul style="list-style-type: none"> <li>- Use CBMs and STAR 360 data to assess growth</li> <li>- Adjust instructional strategies/intervention frequency based on data</li> </ul>	Every 2 weeks, Oct 2025 – May 2026	CBM probes, STAR progress monitoring, progress tracking sheets
<b>6. Provide Targeted PD in Differentiation</b>	Director of Student Services, ROE Coaches, Literacy Committee	<ul style="list-style-type: none"> <li>- Train staff in methods for ELA</li> <li>- Model how to scaffold and support learners with disabilities in Tier I &amp; II</li> </ul>	September 2025 – March 2026	PD sessions, co-planning templates, observation feedback tools
<b>7. Involve Families in Academic Support Plans</b>	Social Worker, Case Managers, Teachers	<ul style="list-style-type: none"> <li>- Share academic progress updates</li> <li>- Provide take-home strategies and resources</li> <li>- Host IEP Progress Nights or Family Literacy Events</li> </ul>	October 2025 – April 2026	Parent guides, event materials, interpreter support as needed
<b>8. Evaluate Year-End Achievement Gap</b>	School Leadership Team, Director of Student Services, Data Team	<ul style="list-style-type: none"> <li>- Administer STAR 360 spring benchmark</li> <li>- Compare ELA achievement of CWD vs. general ed students</li> <li>- Determine if 10% gap closure goal was met</li> </ul>	May 2026	STAR 360 data, IEP progress summaries, gap analysis templates

Local assessment(s) to measure academic progress:

The District utilizes the following assessments to guide student achievement and help us determine if we are on track for growth.

1. STAR CBM

Description: Universal screening tool to measure and monitor progress of general reading ability and math performance.

Grade Levels Administered: Kindergarten to 8th Grade

Objective: Median Score of three prompts with correct words read/errors Student scores below grade level average increasing frequency of progress monitoring.

Type of Assessment: Benchmark assessments are completed in the Fall, Winter, and Spring; Aimsweb can be used for progress monitoring based on student need.

2. STAR360

Description: Universal screening tool to measure and monitor progress of early literacy, reading ability and math performance.

Grade Levels Administered: Pre-Kindergarten to 8th Grade

Objective: Screen and group students for targeted instruction, measure student growth, predict performance on PARCC exams, and monitor achievement on Common Core State Standards.

Type of Assessment: Benchmark assessments are completed in the Fall, Winter, and Spring;

RTI: Response to Intervention (RtI) is a method of identifying students who are struggling in school and to ensure that each of those students receives just the right instruction or intervention to maximize student achievement and to reduce behavior problems. With RtI, we will identify those students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Monitoring plan that includes all SMART goals:

The district will hold regular data team meetings where they use a matrix (district assessments, classroom grades, teacher input, etc.) to determine student placement in interventions or enrichment programs and discuss progress monitoring data.



DISTRICT TESTING SCHEDULE FOR 2025-2026

GRADE	TEST	SUBJECT	DATES	ONLINE/PP
Kindergarten	CBMs	READING/MATH	Nov 17 - Nov 21 Feb 17 - Feb 24	Online
	STAR360	EARLY LIT	Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 1	CBMs	READING/MATH	Sept 2 - Sept 5 Nov 17 - Nov 21 Feb 17 - Feb 24	Online
	STAR360	EARLY LIT READING/MATH READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 2	CBMs	READING/MATH	Sept 2 - Sept 5 Nov 17 - Nov 21 Feb 17 - Feb 24	Online
	STAR360	ELA/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 3	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 4	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 5	IAR	ELA/MATH	TBA	Online
	ISA	SCIENCE	TBA	Online
	STAR360	READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 6	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 7	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online
Grade 8	IAR	ELA/MATH	TBA	Online
	ISA	SCIENCE	TBA	Online
	STAR360	READING/MATH	Aug 18 - Aug 29 Nov 3 - Nov 14 Feb 10 - Feb 24	Online

## **Assessment and Monitoring**

Team Members Responsible: District Leadership Team, Professional Learning Communities, School Leadership Team, District Curriculum Team

Timeline: Present-on-going

Renaissance Place STAR 360 is utilized for literacy screening at the Kindergarten through 8th grade level. The screeners vary by grade level including:

Kindergarten: STAR360 Early Literacy, CBMs

1st Grade: STAR360 Early Literacy, Reading, Math and CBMs

2nd-8th Grade: STAR360 Reading and Math

The District employs a variety of strategies to collect, analyze and use data while improving school conditions for student learning. These strategies focus on collaboration, data-driven decision-making, and ensuring that curriculum and resources align with district goals and state standards.

### **Professional Learning Community (PLC) Teams**

The District utilizes Professional Learning Communities (PLCs) as a key strategy to foster collaboration and improve instructional practices. PLC teams meet every Tuesday for 45 minutes, where grade-level teams come together to:

**Discuss Student Data:** Teachers use student performance data to evaluate the effectiveness of their instructional methods and identify areas where students need additional support.

**Review Instructional Strategies:** The team reflects on various teaching strategies to see what is working and make necessary adjustments.

**Work on District Initiatives:** Teams align their work with district-wide goals and initiatives, ensuring that all efforts are focused on improving student outcomes.

**Collaborate on Curriculum Development:** Teachers also use this time to share best practices, discuss challenges, and collaborate on creating effective lesson plans and curriculum materials.

## Curriculum Planning Sessions

The District has carved out time three times per year for Curriculum Planning Sessions, which last for two hours each. These sessions bring together:

**Grade-Level Teachers:** Teachers collaborate within their grade levels to review and refine the curriculum, ensuring it is aligned with the District's goals and state standards.

**Administrators:** School leaders participate to provide guidance and ensure that the curriculum is aligned with broader district initiatives.

These sessions provide dedicated time for teams to examine curriculum materials, plan for upcoming units, and ensure that instruction remains consistent and effective across the district.

## Data Team Meetings

The District holds Data Team Meetings six times per year to analyze student performance and plan targeted interventions. During these meetings:

District Leaders, Interventionists, Teachers, and Specialists collaborate to review data from assessments, standardized tests, and other student performance metrics.

Teams discuss trends, identify areas where students are struggling, and plan interventions to address gaps in learning.

These meetings are essential for creating data-driven plans that ensure students receive the support they need to succeed.

# Key Action Steps to Improve/Maintain Instructional Practices in ELA and Math

Action Step	Description	Oversight Roles	Time Frame
<b>1. Expand Training on Evidence-Based Literacy Interventions</b>	Provide ongoing professional development on Wilson Reading (including Just Words and Foundations) to ensure consistent application of phonics-based intervention strategies across classrooms.	Director of Student Services, Literacy Plan Committee, School Leadership Team	Immediate – Summer 2026
<b>2. Structured Teaching for Targeted Student Support</b>	Train teachers in Structured Teaching methodologies to support differentiated instruction and intervention across all tiers.	Director of Student Services, School Leadership Team	Immediate – Summer 2026
<b>3. Instructional Coaching Cycles with Focus on ELA/Math</b>	Use ROE Instructional Coaches to facilitate coaching cycles targeting ELA and Math instruction (e.g., modeling, co-teaching, feedback).	Regional Office Coaches, Principal, Assistant Principal	Ongoing (Start August 2025)
<b>4. Strengthen PLC Data Conversations</b>	Equip PLCs with protocols to analyze benchmark data and adjust ELA/Math instruction accordingly; incorporate strategy sharing and mini PD.	Assistant Principal, Instructional Coaches, Grade-Level Leaders	Weekly (Every Tuesday), Ongoing
<b>5. Curriculum Implementation Support for New K–5 Reading Program</b>	Deliver sustained training and embedded support for the new K–5 ELA curriculum to ensure fidelity of implementation and	Curriculum Team, Principal, Grade-Level Leads	Fall 2025 – Spring 2026

alignment with state standards.

**6. Math Strategy Walkthroughs and Peer Observations**

Create peer learning opportunities through structured math walkthroughs to reflect on high-impact strategies like number talks, manipulatives, and problem-solving routines.

Principal, Assistant Principal

Begin Fall 2025, Monthly

**7. Deepen Use of STAR360 and CBM Data in Math and ELA**

Train staff on interpreting STAR360 and curriculum-based measures (CBMs) to inform small-group instruction and Tier II/III interventions.

School Psychologist, Principal, Data Team Leads

September 2025, with follow-ups post each benchmark window

**8. Align Curriculum Planning Sessions with ELA and Math Goals**

Focus three annual planning sessions on unpacking priority standards, pacing, assessment alignment, and high-impact instructional routines.

Curriculum Team, Grade-Level Teams

Fall, Winter, Spring 2025–2026

---

## Professional Development Plan: 2025–2026

PD Focus Area	Purpose	Audience	Timeline	Facilitators/ Providers	Resources Needed
<b>Wilson Reading Program (Just Words, Foundations)</b>	Build teacher capacity to implement structured literacy for Tier II/III students.	Special education teachers, interventionists, general ed teachers (Grades 2–5)	Summer 2025 (initial); Follow-ups Fall 2025 – Spring 2026	Wilson-certified trainers; District Literacy Team	Training manuals, program kits, PD time
<b>Structured Teaching Methods</b>	Support teachers in delivering structured, predictable instruction for diverse learners.	General education teachers, special education staff	August 2025; Ongoing coaching/check-ins	ROE/External consultants, Director of Student Services	Model classrooms, training modules, coaching support
<b>Instructional Coaching (ELA and Math focus)</b>	Refine instruction using high-leverage strategies through coaching cycles.	All certified staff	Start August 2025; Ongoing biweekly cycles	ROE Instructional Coaches, Admin Team	Coaching schedule, release time, walkthrough protocols
<b>PLC Data Protocols and Strategy Sessions</b>	Guide teams in analyzing STAR360 and CBM data to drive instruction.	PLC leaders, all teaching staff	PLC Time Weekly (Tuesdays); Full-group PD in Sept. and Feb.	Principal, School Psychologist, ROE Coaches	Data protocols, analysis templates, benchmark reports

<b>New K–5 ELA Curriculum Implementation</b>	Train staff on instructional routines, lesson internalization, and materials use.	K–5 ELA teachers, specialists	August 2025 launch; Monthly follow-ups	Publisher trainers, Curriculum Team	Teacher manuals, pacing guides, planning days
<b>High-Impact Math Instructional Practices</b>	Develop consistency in math problem-solving routines and small group strategies.	Math teachers, interventionists	October 2025, January 2026, March 2026	District Math Teams, ROE Math Specialists	Number talks guides, manipulatives, walkthrough tools
<b>Curriculum Planning Days</b>	Support vertical and horizontal alignment of ELA/Math instruction.	All instructional staff	Fall 2025, Winter 2026, Spring 2026	Curriculum Team, School Leaders	Planning templates, state standards, substitute coverage