

Marseilles Elementary School
District 150
School Improvement Plan



May 21, 2026

School Improvement Planning Team and Title/Roles

Lindsey Johnson, Acting Principal

Amanda Schomas, Interim Assistant Principal

Ali Clark, Social Worker

Laurie Leslie, Parent

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 2026: 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:

September 14-25th

January 4-15th

May 3-14th

District Data Team Meetings:

September 28, October 1, 2

January 19, 20, 21

May 18, 19, 20

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
2026-2027

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: From the first to the third testing sessions on the STAR 360 Reading benchmark, 75% of learners will meet or exceed the 25th percentile.

SMART Goal 2:

MES learners will continuously improve the growth and proficiency of their math skills by meeting the following objectives: From the first to the third testing sessions on the STAR 360 Math benchmark, 75% of learners will meet or exceed the 25th percentile.

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"> - Administer STAR 360 to all students - Disaggregate data by grade, class, subgroup - Identify % of students below 25th percentile 	September 14-25	STAR 360 licenses, student intervention schedules, data dashboards
2. Communicate Growth Targets & Evaluation Criteria	Principal, Assistant Principal	<ul style="list-style-type: none"> - Share growth targets with teachers - Review evaluation rating scale and expectations - Align classroom goals to benchmark targets 	Late September 2026	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"> - Use STAR + CBM data to assign students to Tier I, II, III - Create intervention schedules - Match students to appropriate programs (Wilson, Just Words, etc.) 	September 2026	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"> - Deliver small-group Tier II/III interventions - Embed foundational skills into core ELA - Monitor progress bi-weekly using CBMs 	September 2026 – February 2027	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"> - Facilitate cycles of modeling, observation, feedback - Provide PD on phonics, comprehension strategies, scaffolding - Align PD to curriculum implementation 	Monthly (Sept 2026 – March 2027)	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"> - Conduct STAR 360 mid-year testing - Analyze movement across percentile thresholds - Adjust interventions accordingly 	January 4-15, 2027	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"> - Review student growth data - Share successful strategies - Update instructional plans/intervention groups 	After each benchmark window (Sept, Jan, May)	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"> - Administer final STAR 360 benchmark - Calculate % of students at or above 25th percentile - Determine performance level per evaluation rubric 	May 3–May 14, 2027	STAR 360 system access, evaluation calculator, student growth reports

9. Reflect and Plan for Following Year	School Leadership, Teachers, Curriculum Team	<ul style="list-style-type: none"> - Identify instructional gaps - Adjust curriculum and intervention strategies - Recognize high-growth classrooms 	March–April 2027	Reflection tools, year-end PD time, student feedback surveys
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SMART Goal 3:

By May 2027, with identified interventions in place, Marseilles Elementary School will reduce chronic absenteeism to below 10%.

Action Plan: Reducing Chronic Absenteeism

Action Step	Roles Responsible	Steps	Timeframe	Resources Needed
1. Attendance Monitoring Team	Principal, Assistant Principal, Parent Liasion	<ul style="list-style-type: none"> - Team to review attendance weekly - Assign roles for contact, documentation, intervention - Define attendance thresholds and flags 	August 2026	Meeting time, tracking templates, attendance policies
2. Implement Early Warning Attendance Alerts	AMT, Secretary, Attendance Clerk	<ul style="list-style-type: none"> - Set up system to flag students with 5+ unexcused absences - Weekly review of attendance data - Initiate parent communication within 48 hours 	August 2026 – Ongoing	SIS attendance reports, communication logs, parent contact logs

3. Strengthen Tiered Attendance Interventions (Tier I–III)	Social Worker, Teachers, Principal	<ul style="list-style-type: none"> - Tier I: Schoolwide incentives, daily check-ins - Tier II: Parent meetings, attendance plans - Tier III: Wraparound supports, agency referrals 	September 2026 – May 2027	Attendance contracts, family engagement resources, incentives (e.g., certificates, events)
4. Launch Attendance Awareness Campaign	Assistant Principal, Social Worker, Parent Liaison	<ul style="list-style-type: none"> - Posters, school newsletters, social media posts - Monthly "Attendance Heroes" recognition - Family engagement nights focused on attendance 	October 2026 – March 2027	Printing materials, student rewards, bulletin boards, marketing templates
5. Conduct Root Cause Analysis for Chronically Absent Students	Social Worker, School Psychologist, Teachers	<ul style="list-style-type: none"> - Identify causes (health, transportation, social-emotional, academic avoidance) - Collect data via family interviews, check-ins 	September – November 2026	Interview protocols, attendance heatmaps, case study templates
6. Partner with Community Agencies for Support Services	Principal, Social Worker, Community Liaison	<ul style="list-style-type: none"> - Refer families to mental health, housing, transportation support - Collaborate with truancy intervention services 	October 2026 – May 2027	Agency contact list, MOUs, referral forms, coordination time

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

SMART Goal 4:

By May 2027, 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
1. Identify Baseline Data and Gap	Director of Student Services, School Psychologist, Special Education Teachers	<ul style="list-style-type: none"> - Use STAR 360 and IEP goal data to identify baseline achievement levels - Calculate current gap between CWD and general ed peers in ELA 	August – September 2026	STAR 360 data reports, IEP progress monitoring tools, data analysis support
2. Align IEP Goals with Grade-Level Standards and STAR Metrics	Special Education Teachers, Case Managers, School Psychologist	<ul style="list-style-type: none"> - Review and revise IEPs to align with grade-level ELA standards and assessment metrics - Set measurable growth goals for students 	September – October 2026	IEP templates, progress monitoring tools, training time
3. Implement Evidence-Based Interventions for Reading	Special Education Teachers, Interventionists	<ul style="list-style-type: none"> - Deliver interventions like Wilson Reading, Just Words, and Foundations - Use small-group, structured literacy approaches - Align supports with MTSS 	October 2026 – May 2027	Program kits, instructional materials, intervention schedule, staff training

4. Increase Access to Core Instruction Through Co-Teaching Models	General Education Teachers, Special Education Teachers, Principal	<ul style="list-style-type: none"> - Implement or strengthen co-teaching strategies (parallel teaching, station teaching) - Modify assignments without reducing rigor 	September 2026 – May 2027	Planning time, co-teaching training, instructional accommodations toolkit
5. Monitor Progress Biweekly and Adjust Interventions	Special Education Teachers, Case Managers, PLC Teams	<ul style="list-style-type: none"> - Use CBMs and STAR 360 data to assess growth - Adjust instructional strategies/intervention frequency based on data 	Every 2 weeks, Oct 2026 – May 2027	CBM probes, STAR progress monitoring, progress tracking sheets
6. Provide Targeted PD in Differentiation	Director of Student Services, ROE Coaches, Literacy Committee	<ul style="list-style-type: none"> - Train staff in methods for ELA - Model how to scaffold and support learners with disabilities in Tier I & II 	September 2026 – March 2027	PD sessions, co-planning templates, observation feedback tools
7. Involve Families in Academic Support Plans	Social Worker, Case Managers, Teachers	<ul style="list-style-type: none"> - Share academic progress updates - Provide take-home strategies and resources - Host IEP Progress Nights or Family Literacy Events 	October 2026 – April 2027	Parent guides, event materials, interpreter support as needed
8. Evaluate Year-End Achievement Gap	School Leadership Team, Director of Student Services, Data Team	<ul style="list-style-type: none"> - Administer STAR 360 spring benchmark - Compare ELA achievement of CWD vs. general ed students - Determine if 10% gap closure goal was met 	May 2027	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.

GRADE	TEST	SUBJECT	DATES	ONLINE/PP
Kindergarten	CBMs	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
	STAR360	EARLY LIT	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 1	CBMs	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
	STAR360	EARLY LIT READING/MATH READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 2	CBMs	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
	STAR360	ELA/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 3	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 4	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 5	IAR	ELA/MATH	TBA	Online
	ISA	SCIENCE	TBA	Online
	STAR360	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 6	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 7	IAR	ELA/MATH	TBA	Online
	STAR360	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	Online
Grade 8	IAR	ELA/MATH	TBA	Online
	ISA	SCIENCE	TBA	Online
	STAR360	READING/MATH	Sept 14 - Sept 25 Jan 4 - Jan 15 May 3 - May 14	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
1. Expand Training on Evidence-Based Literacy Interventions	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 2027
2. Structured Teaching for Targeted Student Support	Train teachers in Structured Teaching methodologies to support differentiated instruction and intervention across all tiers.	Director of Student Services, School Leadership Team	Immediate – Summer 2027
3. Instructional Coaching Cycles with Focus on ELA/Math	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 2026)
4. Strengthen PLC Data Conversations	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
5. Curriculum Implementation Support for New K–5 Reading Program	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 2026 – Spring 2027

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 2026, 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 2026, 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 2026–2027

Professional Development Plan: 2026–2027

PD Focus Area	Purpose	Audience	Timeline	Facilitators/ Providers	Resources Needed
Wilson Reading Program (Just Words, Foundations)	Build teacher capacity to implement structured literacy for Tier II/III students.	Special education teachers, interventionists, general education teachers (Grades 2–5)	Summer 2026 (initial); Follow-ups Fall 2026 – Spring 2027	Wilson-certified trainers; District Literacy Team	Training manuals, program kits, PD time
Structured Teaching Methods	Support teachers in delivering structured, predictable instruction for diverse learners.	General education teachers, special education staff	August 2026; Ongoing coaching/check-ins	ROE/External consultants, Director of Student Services	Model classrooms, training modules, coaching support
Instructional Coaching (ELA and Math Focus)	Refine instruction using high-leverage strategies through coaching cycles.	All certified staff	Start August 2026; Ongoing biweekly cycles	ROE Instructional Coaches, Admin Team	Coaching schedule, release time, walkthrough protocols
PLC Data Protocols and Strategy Sessions	Guide teams in analyzing STAR360 and CBM data to drive instruction.	PLC leaders, all teaching staff	Weekly PLC Time (Tuesdays); Full-group PD in September and February	Principal, School Psychologist, ROE Coaches	Data protocols, analysis templates, benchmark reports

New K–5 ELA Curriculum Implementation	Train staff on instructional routines, lesson internalization, and materials use.	K–5 ELA teachers, specialists	August 2026 launch; Monthly follow-ups	Publisher trainers, Curriculum Team	Teacher manuals, pacing guides, planning days
High-Impact Math Instructional Practices	Develop consistency in math problem-solving routines and small group strategies.	Math teachers, interventionists	October 2026, January 2027, March 2027	District Math Teams, ROE Math Specialists	Number talks guides, manipulatives, walkthrough tools
Curriculum Planning Days	Support vertical and horizontal alignment of ELA/Math instruction.	All instructional staff	Fall 2026, Winter 2027, Spring 2027	Curriculum Team, School Leaders	Planning templates, state standards, substitute coverage