



School Improvement Plan

Siersma Elementary School

Warren Consolidated 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?

Data reports were accessed either electronically or in paper from Data Director (school assessments / DRA Levels), BAA, NWEA, CEPI, MI School Data, Easy CBM, and PowerSchool. The school improvement team led the analysis process during PLC meetings. Staff identified achievement gaps in all content areas for all students with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, and demographic data. Finally, staff prioritized the areas of greatest need for all and identified sub group strengths and weaknesses. The School Improvement team used the results to complete a final alignment to ensure that all data results are aligned with our school improvement goals. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. We sought additional input regarding the school culture, Title I program, specific parent concerns, and EL program from parents through surveys, Title I meetings, EL meetings, and after school events. Data was collected and analyzed by the School Improvement Team. Perception/ Survey data was compared to the previous year's data to identify trends. School Improvement team members use this data to review school needs and goals and make adjustments going forward.

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?

RESULTS

Student Achievement

What data was reviewed:

Data Reviewed: NWEA, DRA, LLI (Leveled Literacy Intervention) Running Record Assessments, District Writing Assessment.

What was concluded:

A focus on Math support is necessary for next school year.

Program/Process - ASSIST-SA

What data was reviewed:

Data Reviewed: ASSIST-SA, Title I program, EL Program, District-Level program/process review and assessment, PLC feedback forms, School Improvement progress monitoring sheets.

Our interim self assessment showed that our MTSS program is in its implementation stages, but is showing to be effective thus far. Using MSTEP and NWEA data, students in the bottom 20% were identified for the 2017-2018 school year. Using data from NWEA allowed us to identify Tier II students within each classroom / grade level. We developed a plan of action to target specific skill set for those Tier II students. Teachers discussed progress monitoring tracking log. Every 6-8 weeks student progress data was analyzed, a new skill in reading or math was chosen, and students were exited or added to a new group based on their classroom assessments and NWEA data.

Perceptions

What data was reviewed:

Data Reviewed: Surveys, meeting minutes, PLC meeting agendas

What was concluded:

A summary of the results demonstrate that both staff and parents feel that our students are safe and enjoy coming to school, our teachers
SY 2018-2019

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meet the academic needs of our students, and our students continue to benefit academically through a Year-round (balanced) calendar. Both parents and staff recognize a need for continued after school events, and parent informational "classes." We also need a character education program schoolwide.

Demographic

What data was reviewed:

The team examined school enrollment by grade and ethnicity/racial groups; attendance data by grade/race/ethnicity; discipline data--number of suspensions; and mobility trends.

What was concluded:

By examining enrollment trends we discovered our overall enrollment TK-5 has decreased very slightly.

64% of our students are Economically Disadvantaged which decreased by 3% from last year.

39% percent of our students are English Language Learners which increased by 3% from last year.

Attendance has declined from last year. 18% of students were absent and/or tardy 20 or more instructional days this year.
instruction.

The number of suspensions decreased from 26 in 2016-2017 to 21 in 2017-2018

Siersma has had 57 newly enrolled students this school year and 50 disenroll in the 2017-2018 school year.

What was concluded:

After reviewing the data, there is a need to build a positive school community through staff to student mentorship and character education.

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.

Through the Self Assessment survey, NWEA, M-Step, and district and grade level common assessments, we identified our current School Improvement Goals.

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?

Differentiated Instruction in all content areas, MTSS program, and Intervention blocks (Power Hour) supports learners of all levels from the high achievers to our most at-risk. All students receive Tier I interventions within the general education classroom. Our most at risk students receive Tier II and Tier III support within the classroom or from our full time and part time Title I Teachers, our Language Acquisition Teacher, and our language acquisition aide. In addition, our students who have individualized educational plans receive small group instruction from our

Resource Room Teacher and support from our Speech Teacher, Social Worker and Teacher Consultant. We also added a school counselor part time to help support the needs of all students. We will be focusing on a character education program and a mentoring program for next year funneled through our school counselor.

Component 2: Schoolwide Reform Strategies

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

We use a balanced literacy approach combined with a Multi-Tier System of Support (MTSS) in order to close gaps and increase achievement. In Reading, we use a balanced literacy model. In Writing, we use Writer's Workshop. In Math, teachers implement a balanced math program. Science and Social Studies content is taught in small guided reading groups, in addition to whole group instruction within the content area. Tier I and Tier II support from classroom teachers is provided on a daily basis throughout the curriculum.

A Grade Level Intervention Block (Power Hour) was instituted. In this block, the Title I teachers pull Tier III students for reading, and writing 3-5 times per week depending on the grade level. The Title I Tier III math students are pulled 2-3 times per week depending on the grade level. The Language Acquisition Teacher and the EL Aide pull EL students WIDA Level 1 five times per week, WIDA Level 2 three times per week, and WIDE Level 3 two to three times per week.

Siersma staff collaborated as a professional learning community to monitor, analyze, and evaluate instruction and assessment practices in all core and elective content areas.

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 Language Arts curriculum specifically identifies all aspects of the balanced literacy model and is implemented daily within a 90 minute ELA block. The balanced literacy model is comprised of both reading and writing. In reading, teachers use whole group and small group instruction, with a heavy emphasis on using anchor texts to model reading strategies. Teachers also implement shared reading, read aloud, paired reading, and guided reading groups as a part of the curriculum. Our guided reading groups address the individual needs of each child with differentiated instruction which is implemented daily. Social Studies and Science content is addressed through informational text in the guided reading group. Writing is taught through a Writer's Workshop Model. Teachers use anchor texts in a whole group setting to exhibit writing strategies. Through the

Writer's Workshop model, students learn to work within small groups. They also confer with the teacher during scheduled times. Writer's Workshop is implemented 3-5 times a week. For our Tier III intervention strategies, students are pulled 2-5 times per week for 30 minutes by a Title I teacher to focus on all identified deficit areas of Language Arts. The Leveled Literacy Intervention (LLI) system is used. Students are identified using MAP assessment by NWEA, DRA2, and teacher recommendation data as analyzed through MTSS meetings.

After identifying the need to increase school-wide math scores, we have placed a priority on small group math instruction. After receiving adequate support through professional development, classroom teachers are implementing a balanced math program 2-5 times a week. All Staff Members have identified and meet with at-risk students for small group intervention (Tier II). For our Tier III intervention strategies, grades 2 to 5 students are pulled 2-3 times per week for 30 minutes by a Title I teacher to focus on identified deficit areas of Math. Add+vantage MR is the program used for math intervention. Students are identified using MAP Assessment by NWEA and teacher recommendation data as analyzed through MTSS meetings.

All staff members have attended professional development and have been trained in McREL's Classroom Instruction that Works. These staff members have begun implementing strategies. However, all staff members have implemented Setting Objectives and Goals to help create

an environment for learning. This strategy allows both teachers and students to focus on what is identified as being important. Students will also gain a clear picture of what the expectations are and goals to strive for. Lastly, this strategy helps students feel a sense of accomplishment when the goals are reached.

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

The Comprehensive Needs Assessment shows we need improvement in math across each level. To enhance classroom instruction and student achievement, we are committed to implementing small group guided math instruction, incorporating math games, activities, and practicing basic math facts into our daily instruction, as well as creating and using math word walls. These strategies are being selected to target our deficit areas of number sense, base ten operations, fractions, and geometry.

Deficit areas in reading include key ideas and details, craft and structure, and informational text. To address these areas, teachers will continue to implement a balanced literacy program, which includes guided reading, read aloud, shared reading, and Writer's Workshop. Teachers use differentiated instruction to meet the individual needs of all students in the classroom. Through the use of nonfiction text, teachers incorporate science and social studies content into guided reading instruction. Levels 1 and 2 English Learners (EL) are seen daily by our Language Acquisition Teacher or Aide, depending on the grade level. Level 3 are seen 2-3 times a week by a Language Acquisition Teacher or Aide. At-risk students receive Tier III intervention from our Title 1 Teacher 2-5 times a week to address deficit areas specific to the student needs. To address the gap in writing, teachers have received professional development and have implemented Writer's Workshop into the classroom curriculum.

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.

The majority of the strategies within our plan are designed to support the progress of all students. Our Tier II and III interventions include identifying at-risk students through the use of the MTSS model and implementing either additional one-on-one instruction with identified students or using small group intervention in the classroom. Our Tier III Interventions are completed with the help of support staff. In the content area of math, grades three through five, at-risk students are seen two times a week for 30 minutes. During this time, Title I teachers provide support in areas of math where a need has been identified, for example, multiplication and division, based on MAP Assessment results. In the content area of reading, kindergarten through third grade students are seen 2-5 times a week for 20 to 30 minutes. During this time, Title I teachers provide support in phonemic awareness and reading, as identified by MLPP, and DRA2 testing, and MAP Assessment results. Science and Social Studies are supplemented as needed through our Literacy Library and small group guided reading instruction. We have implemented specific programs such as our Leveled Literacy Intervention for our Tier III lower elementary at-risk students. This program is an intense daily intervention that quickly identifies and addresses student deficits in fundamental skills. Our Levels 1 and 2 EL students receive daily instruction designed to increase their oral and written English skills.

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

Student data is monitored throughout the year during the PLC process, grade-level meetings, MTSS meetings, and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. From Data Director, reports are available which contain MAP Assessment and DRA2 data. MAP Assessment testing is completed twice a year, in grades one through five, DRA2 is completed three times a year for grades kindergarten through second grade, and twice a year for

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grades three through five. Additionally, general education staff uses the data to identify Tiers I-III students through the MTSS meetings which are held every 6-8 weeks.

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	Yes, all the instructional paraprofessionals are 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	Yes, all teachers are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our school participates in a Year Round calendar. All members of the Siersma community have elected to be part of the Year Round schedule. Five new teachers were added to our staff for the 2017-2018 school year. Additionally, three teachers left our staff.

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

As of the 2017-2018 school year Siersma has 18 TK-5 classroom teachers, 5 specials teachers, 2 MICI teachers, and 9 support staff teachers.

11% have 0-4 years of experience

39% have 5-10 years of experience

50% have 10+ years of experience

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

At Siersma, we have established a collaborative working environment where staff has input in decision-making, feel that there is supportive administration, embrace our diverse community, share similar philosophies, work in cohesive teams and feel a sense of community. The district held a job fair in order to attract top quality staff for each the 21 instructional buildings, which do not include the following specialized programs: MS2TC, MS-VPA, Career Preparation Center, Community High, WCS School of Performing Arts, and MMSTC located within our boundaries.

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

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent. In order to attract and retain highly qualified teachers, Warren Consolidated offers the following:

1. District Wide Accreditation by AdvancEd
2. Fifteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District Mentoring System
4. New Teacher Academy provided
5. Curriculum Steering Committee
6. Competitive Salary and Benefits package
7. Classroom computer, interactive whiteboard projector system, and email for each staff member
8. Curriculum and Instructional Technology Specialists to support classroom teachers

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9. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Plan Committee, District Curriculum committees, Teacher Union leadership
11. Media centers with media specialists in each building; distance learning programs
12. Full-time Instructional Technology department and tech support
13. School Counselors
14. Newly renovated schools
15. District and School-level Professional Development opportunities

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?

We do not anticipate issues with teacher turnover or inability to attract highly qualified 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 CNA showed the need to increase scores in math, specifically in the areas of Geometry and Numbers and Operations. To address these needs, the district continues to update our math curriculum to meet Common Core State Standards. The district is also in the process of developing a team to assist classroom teachers with Tier 2 math interventions. In addition, our school is committed to implementing the PLC process in math. This will allow us to work collaboratively to further address the deficits in math achievement.

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

Professional Development is sustained and ongoing through PLC meetings, regularly scheduled staff meetings, and district's commitment to long-term professional learning opportunities. This year, all K-5 staff received professional development in ELA, specifically reviewing Balanced Literacy. Furthermore, Content Specialists will continue to provide professional development in support of Common Core standards and implementation, as well as the continuation of CITW professional development.

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

Component 6: Strategies to Increase Parental Involvement

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

At the beginning of the year parents receive a parent compact. This compact is reviewed throughout the year at conferences and tips to help support them with parent involvement and activities are shared through Bloomz, our parent communication tool. We sought additional input regarding the school culture, year-round calendar, Title I program, and specific parent concerns from parents through surveys, after school events, and PTO meetings.

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

Parent volunteers are utilized in the lower elementary grades and often assist students in practicing many of the basic academic foundations needed in order for them to meet school-wide goals.

Parents are also vital in our continuous process of review and reform as it relates to our School Improvement Plan. We use parent surveys to help shape our SIP goals and use their feedback to help make school-wide changes.

Staff recognizes and respects the need to be partners with our parents in order for our students to truly meet the goals we have set out for them. This year we added Bloomz, a parent communication tool which allows parents to stay informed with their child's learning and receive academic tips to help them support their child's learning outside of school. We also provided a parent math training night as part of our academic nights for family to help parents understand what their child is learning. We will continue to look for ways to involve parents during school hours, during evening hours, and when students are at home in their care.

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

The plan will be reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parents will be involved with the SIP team to collect and analyze data relative to all four types. Parent input is also provided throughout the year via a variety of surveys at parent events, and other, more informal meetings (parent involvement events, PTO meetings, conferences, open houses, etc.).

Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Parent Meeting. Parents are also offered a Title I parent survey every spring. At this time, all relevant data is shared with parents, in an understandable and accessible format, in order to fully inform them of the current status of the plan. Using feedback from this meeting, as well as all data examined throughout the year from all four sources, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

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 Activities Siersma PIP 2018

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

*1118 e-1: Meet the Teacher Night and Parent Teacher Conferences

*1118 e-2: We have four different academic evenings that provide materials and instruction for parents to work on with their children at home.

*1118 e-3: Discussed at our monthly PLC and/or Staff Meetings.

*1118 e-4: Family Academic Nights

*1118 e-5: Arabic Translation by our family resource liaison and the use of language line. We also utilize our EL aide who is able to translate into the Arabic language.

*1118 e-14: Family Academic Nights, PTO sponsored events, parent-requested meetings with teachers and/or principal

*1118 f: All families have access to all school-related activities and meetings.

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

During the Spring Title I Parent meeting (in addition to the review of all four data sets), the parent plan and compact will be reviewed by parents. The achievement, demographic, program and perception data being reviewed simultaneously with parent involvement components will allow parents to have a voice in evaluating the current program, and request/plan for revisions of the parent components for the following year.

This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These times are the Spring Parent meeting, and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team (of which parents are also members) and used to revise the parent programming, plan, and compact, as well.

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

School Improvement Team will collect, analyze, and discuss feedback to determine needed changes to the school wide program. Information will be solicited at the Spring Title I Parent Evaluation Meeting through a parent survey. Results will be analyzed by the Title I staff and School Improvement Team. Suggestions for adjustments to the program will be considered and discussed and, if appropriate, implemented.

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

The compact was developed by School Improvement team by reviewing state requirements and examples of other positive compacts. Compact will be distributed to all families at the beginning of the 2018-2019 school year.

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

The compact is distributed at our Open House in August, at the beginning of the school year. Signed Compacts will be kept on file at Siersma for review at any time. Compacts will also be made available at fall and spring conferences. The Compact will then be used as a tool of

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reference during personal discussions at conferences if any of the participants feel improvement is needed from either student, parent, teacher, or principal in order to ensure student success.

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

n/a

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

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

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. MAP assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage.

Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language.

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?

Siersma has one preschool program housed within our walls. We house a tuition-based preschool classroom. The preschool students from this program are continuously integrated into all school activities (assemblies, family nights, pto events, mobile dentist, book fair). The preschool students participate in our kindergarten round up program, which allow them to visit and work with the kindergarten teachers.

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?

In the preschool program, parents are informed of the skills their students will need to be successful kindergartners. These sessions are held during school hours as well as after school in order to meet the diverse needs of the community. Also, literature and activities are sent home throughout the year to ease with the transition from preschool to kindergarten. Preschool teachers receive yearly training and are working with the district to pilot a new curriculum to prepare preschoolers for kindergarten readiness.

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 school based assessment decisions during PLC, grade level, MTSS, and staff meetings. They work collaboratively with their teams to determine types of assessments to be used to monitor student learning, student identification of Tier II/III interventions, creating flexible small groups for individualized instruction/re-teaching.

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

Teachers analyze student achievement data individually and collectively during PLC, grade level, staff, and MTSS meetings. All staff has direct access to Data Director, the district data warehouse, to pull a variety of reports. NWEA reports are also provided to all staff as well as the learning continuum for ELA and Math content. Through analysis and discussion, teachers identify students who need Tier II and III intervention during schedule MTSS meetings. Child Study teams also review the data to determine additional intervention needs or possible testing for special education services.

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.

General Education staff will work in tandem with Title I staff through our PLC & MTSS meeting process to identify students most in need of Tier III interventions. DRA2, MLPP, MAP, grade level assessments, district writing assessment and teacher recommendations will all be considered in the identification of Tier III students in grades K-3 for reading and 3-5 for math.

During our PLC, students meeting the following criteria for timely and additional assistance are identified accordingly:

Eligibility Criteria for Reading

Specific circumstances may qualify a student for academic reading intervention:

- Students in grades 1-3 who are one full grade level or more below in the most recent DRA.
- Students in K-2 who lack reading readiness in the areas of letter-sound recognition, sight words, rhyming, phonemic awareness, and phonics skills.

Description of Services

The following services may include but are not limited to:

- Pull out services by a Title I teacher using Leveled Literacy Intervention (LLI) to address their deficit areas, especially comprehension and narrative text.(1-5)
- Before and after school tutoring sessions (if funding is available during a given school year).
- Before and after school events provided by Title I funds.

Monitoring Student Progress

- The Title I staff will keep student work and progress assessments in the classroom.
- The Title I staff, in conjunction with the classroom teacher, will provide parents with progress reports on a regular basis.
- The staff will provide information to parents on ways to assist their child to improve academic achievement
- Meetings to discuss ongoing student growth data and make adjustments to Tier III support program as necessary.

Kindergarten

Entrance Criteria: MLPP performance scores are at least ½ grade level below and teacher recommendation.

Exit Criteria: MLPP performance scores indicate child is approaching grade level, DRA2 score indicates child is approaching grade level and teacher recommendation.

- MTSS meetings to discuss ongoing student growth data and make adjustments to Tier III support program as necessary.

1st Grade

Entrance Criteria: MLPP performance scores are at least ½ grade level below, NWEA, most recent DRA2 score indicates child is performing at least ½ year below grade level and teacher recommendation.

Exit Criteria: MLPP performance scores indicate child is performing within the grade level, most recent DRA2 score indicates child is approaching grade level and teacher recommendation.

- MTSS meetings to discuss ongoing student growth data and make adjustments to Tier III support program as necessary.

2nd Grade

Entrance Criteria: NWEA, and most recent DRA2 score indicates child is performing at least ½ year below grade level and teacher recommendation.

Exit Criteria: Most recent DRA2 score indicates child is approaching grade level and teacher recommendation

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-MTSS meetings to discuss ongoing student growth data and make adjustments to Tier III support program as necessary.

3rd Grade

Entrance Criteria: NWEA, and most recent DRA2 score indicates child is performing at least ½ year below grade level and teacher recommendation.

Exit Criteria: Most recent DRA2 score indicates child is approaching grade level and teacher recommendation

-MTSS meetings to discuss ongoing student growth data and make adjustments to Tier III support program as necessary.

Eligibility Criteria for Math Intervention Specific circumstances may qualify a student for academic math. intervention:

-Students in grades 3-5 who scored in the 20th percentile or lower of the most recent NWEA MAP assessment, and DRA2 assessment scores at least one year below grade level.

-Teacher Recommendation

Description of Services

The following services may include but are not limited to:

-Pull out services by a Title I teacher using Add+Vantage MR to address specific student deficit.

areas, especially number sense, base ten operations, fractions, and geometry.

-Before and after school tutoring sessions (if funding is available during a given school year).

-Before and after school events provided by Title I funds.

Monitoring Student Progress

-The Title I staff will keep student work and progress assessments in the classroom.

-The Title I staff, in conjunction with the classroom teacher, will provide parents with progress reports on a regular basis.

-The staff will provide information to parents on ways to assist their child to improve academic achievement

-Meetings to discuss ongoing student growth data and make adjustments to Tier III support program as necessary.

3rd Grade

Entrance Criteria: 20th percentile or below on the MAP Assessments, teacher recommendation, student is performing at a deficient level in one or more target areas in grade level math.

Exit Criteria: Title I Teacher recommendation, classroom teacher recommendation, student is performing at grade level math on the math targets for a given point in the school year.

4th Grade

Entrance Criteria: 20th percentile or below on the MAP Assessment, teacher recommendation, student is performing at a deficient level in one or more target areas in grade level math.

Exit Criteria: Title I Teacher recommendation, classroom teacher recommendation, student is performing at grade level math on the math targets for a given point in the school year.

5th Grade

Entrance Criteria: 20th percentile or below on the MAP Assessment, teacher recommendation, student is performing at a deficient level in one or more target areas in grade level math.

Exit Criteria: Title I Teacher recommendation, classroom teacher recommendation, student is performing at grade level math on the math targets for a given point in the school year.

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?

Intervention for struggling students begins with Tier II of the MTSS model in the classroom. Tier III interventions are provided by our school's: Title I teacher(s), speech pathologist, and additional support staff members.

Tier II classroom interventions occur with an additional 30 minutes of instructional time weekly.

Tier III interventions are completed with pull-out services with help from support staff. Struggling lower elementary students are seen by our Title I and support staff to focus on MLPP intervention, using flash cards, magnetic letters, and Leveled Literacy Intervention (LLI). These students are seen for 30 minutes 3-5 times a week. Tier III math interventions are provided 2-3 times a week for thirty minutes to identified students.

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

Students' individual needs are addressed through district provided curriculum resources, which contain guidance and materials related to differentiated instruction. Guided reading materials, manipulatives, and investigative activities are included.

At our school, students' needs are addressed through guided reading, guided math, accommodations and modified assignments and assessments (as needed), cooperative learning, and the incorporation of technology. Furthermore, during our balanced literacy and small group math lessons, instruction is differentiated to meet the various learning styles of each child. For example, students are able to make independent choices which address the needs of auditory learners, kinesthetic learners, and visual learners.

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.

Our Title I teacher provides supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during formal MTSS meetings and informal meetings, to monitor and support students in meeting school-wide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school-wide SIP program. Title IIa funds provide professional development to our teachers based on district and school improvement goals. Some of our teachers have participated in Balanced Literacy and diagnostic assessment training (DRA2). Our K-5 teachers also continue to receive ongoing training that supports our math curriculum. Additionally, our school receives an annual general fund allocation to support school improvement activities.

Early childhood Federal and State grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs at Hatherly Elementary School. Additionally, our building has a TK (Transitional Kindergarten) program. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff. Additionally, WCS also offers family-paid pre-school opportunities to those families that do not qualify for Headstart or Great Start Readiness programming at Susick, Wilde, and Siersma Elementary Schools, which also include parent involvement activities throughout the year to support a successful transition to kindergarten.

More formally, a district-level informational meeting is held on one evening for parents of incoming kindergartners. Parents are invited through district mailings and through pre-school programs. Building level Kindergarten round-up events occur each spring after the informational meetings. Our district also offers literacy and oral language training in the spring of each year to pre-school parents to support successful summer to fall transitions to kindergarten.

Federal Grant, Title III, provides supplemental instructional support, in the form of extended day and year programming, to eligible students. Additionally, family resource assistants work directly with EL families at meetings and by phone to support parents as they learn about the American School system. Our school works with the district's Department of Language Acquisition to plan and participate in afterschool/summer programs to support ELL students. Title III is also used to provide additional professional development to staff in meeting the needs of English Learners in the classroom. Building-level budgets also provide resources for additional instructional materials.

Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

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 -

- Professional Learning Community meetings; SIP Team meetings;

2. Schoolwide Reform Strategies:

General Fund -

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

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School Improvement Plan

Siersma Elementary School

- Specific Title I strategies for the building - LLI, Words Their Way, Explode the Code, Reading A-Z, magnetic letters, flash cards, computer programs, sight word charts, flash cards, math vocabulary, problem solving cards, and Add+Vantage MR.

3. Highly Qualified Staff:

-General Fund

4. Attract and Retain Highly Qualified Staff:

General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified
- District/School level mentoring system
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Curriculum Steering Committees for teacher projects
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBIS Committee, Teacher Leader Academy (MISD)
- Staffed media centers; distance learning capabilities, building WIFI
- Full time Instructional Technology Department

5. Professional Development:

General Fund -

- District level professional development in core areas (guided reading, DRA2, science, math, social studies, Differentiated Instruction, Classroom Instruction that Works, MTSS

Title II -

- PLC and School Improvement Training
- Visits by content specialists

Title III

- Differentiated Instruction for ELs
- Oral Language Development (and assessment)
- Writing
- SIOP (Sheltered Instruction Observational Protocol)

Title I -

- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Math Intervention Strategies

6. Parental Involvement:

General Fund -

- District webpage with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication
- ELL Parent Advisory Committee (meet 3x/year)
- ELL Parent Involvement Meetings (6-8x/year at different schools)
- ESL Classes through Community Services
- ELL Parent Education DVDs
- "Language Line", on-demand interpretation service via phone system

School Improvement Plan

Siersma Elementary School

- Spring and Fall Parent-Teacher Conferences
- "Powerschool" Program: online progress reports, lesson plans and grade book; Parent Portal
- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups

Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation;
- IEP meetings for Special Education students
- Classroom/media center volunteers/field trip/camp supervision;
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest;
- Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership; District School Improvement Team; ELL Parent Advisory Committee

7. Preschool Transition:

Title I, IDEA, General Fund -

- PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff
- Kindergarten Orientations

GSRP - World of Fours - preschool program for at-risk students

8. Assessment Decisions:

General Fund -

- Professional Learning Community meetings
- SIP Team meetings
- District Curriculum/Assessment Committees

9. Timely & Additional Assistance:

Title I, Title III, General Fund -

- Title I Teachers
- Title I Aides;
- Before/After-school Tutoring/Extended Programs
- Language Acquisition teachers, aides
- Family Resource Assistant

General Fund -

- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers
- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program
- HS WIA Mentoring Program at WMHS and SHHS

10. Coordination & Integration of Federal, State & Local Resources:

Title I, General Fund -

- Administrator of State and Federal Programs
- Central Office Administrators

- Building Staff

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.

Our Department of Nutrition Services provides federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no cost to students.

Evaluation:

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

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff uses data from multiple sources-- the NWEA MAP assessment, MSTEP, District and Building Common Assessments, and staff, parent and student perception and implementation surveys and focus groups to determine the level of progress being made on the school goals during our twice-monthly PLC meetings, and our MTSS meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through staff surveys and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results' during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through additional interventions. At risk students will be monitored by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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.

Periodic monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, NWEA MAP assessments, MSTEP, District and Building Common Assessments as well as staff, parent, and student perception surveys. Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending a Title I Spring Parent Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff uses data from multiple sources-- MAP Assessment, District and Building Common Assessments, and staff, parent and student perception and implementation surveys and focus groups to determine the level of progress being made on the school goals during our twice-monthly PLC meetings, and our MTSS meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through staff surveys and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through additional interventions. At risk students will be monitored by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs.
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prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The SIP team meets to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Families are updated on our progress through our school newsletter, website and at PTO meetings, and are encouraged to provide feedback. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

Siersma 2018-2019 School Improvement Plan

Overview

Plan Name

Siersma 2018-2019 School Improvement Plan

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 will demonstrate a proficiency in literacy.	Objectives: 1 Strategies: 4 Activities: 19	Academic	\$9509
2	All students will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$5909
3	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$2000
4	Promote a positive school community.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000

Goal 1: All students will demonstrate a proficiency in literacy.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 reading and writing in English Language Arts by 06/30/2022 as measured by state level assessment.

Strategy 1:

Balanced Literacy Program - Teachers will implement a balanced literacy model for at least a 90 minute block, 5 times per week. This strategy will be used to meet the differentiated needs of all Tier I and Tier II students in the classroom.

Category: English/Language Arts

Research Cited: 1. James F.B, Edward J.K. (2004). Vocabulary Instruction: Research to Practice. Guilford Press

2. National Reading Council. (1998). Preventing Reading Difficulties in Young Children. Washington, D.C.: National Academy Press.

3. SRA model National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel.

Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

4. National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.

Retrieved March, 30, 2010

5. Rasinski, T.V. (2003). The Fluent Reader. Scholastic Professional Books.

6. Hoffman, J.V., Roser, N.L. & Battle, J. (1993). Reading Aloud in the Classrooms: From the modal toward the 'model'. The Reading Teacher.46, 496-503.

Tier: Tier 1

Activity - Independent Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide independent reading time within their balanced literacy structure.	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teachers K-5
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Siersma Elementary School

Teachers will provide small-group differentiated instruction 3 days a week using district provided books from the literacy library. Kindergarten will implement this strategy for a minimum of 10 minutes (per group) beginning after second trimester (November), while the rest of the general education staff will implement this strategy at the start of the school year.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	Teachers K-5
Activity - Shared Read-Alouds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate shared read-alouds with the class (a read-aloud in which all students can view and interact with the text) daily.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teachers K-5
Activity - Read Alouds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will incorporate whole class read-alouds daily with all students.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	All K-5 Staff
Activity - Story Champs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Story Champs is a multi-tiered language curriculum that is easy to implement, fast-paced, and powerful. The curriculum targets story structure and complex language features necessary for understanding and producing oral and written language that children need for academic success.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Kdg-1st grade and Speech Therapist
Activity - MTSS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will conduct monthly multi-tiered support meetings to identify students who need additional intervention. Title I Staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$3509	Title I Schoolwide	Title I Staff and Grade Level Teams
Activity - Monitor Implementation and Evaluate the Effectiveness of Balanced Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and Administration will monitor the effectiveness of a Balanced Literacy Program on student achievement through logs, administrative walkthroughs, and assessments.	Evaluation, Monitor	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	All Staff and Administration

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Activity - Family Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I sponsored family night will be held in the evening and will be free for all interested families and students. The goal of the evening will be to increase parental involvement and promote positive literacy habits.	Parent Involvement, Academic Support Program, Community Engagement	Tier 1	Implement	08/06/2018	06/19/2019	\$500	Title I Schoolwide	Title I teaching staff, Administrator, and Voluntary Teaching Staff
Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-2 will provide additional reading materials for parents to support literacy at home. This activity will be implemented to reinforce The Third Grade Reading Law.	Parent Involvement, Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$1000	Title I Schoolwide	K-2 staff
Activity - Sentence Stems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through WIDA data analysis, we noticed a weakness in speaking and writing, especially for our EL population. To help increase success for all students, we will continue to implement sentence stems into our daily reading instruction. We will receive district supported professional development and begin to implement this activity in the 2018-2019 school year.	Teacher Collaboration, Getting Ready, Academic Support Program, Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	All staff (k-2 will have students respond orally to the sentence stems. 3-5 will have students respond in written format to sentence stems.)

Strategy 2:

Writer's Workshop - Staff will use the district provided curriculum: Lucy Calkins and MAISA units to implement Writer's Workshop within the classroom three times a week. Kindergarten will implement Writer's Workshop for at least 15 minutes beginning in the second trimester three times a week. Our first and second grades will implement the program at least 30 minutes three times a week. Lastly, third through fifth grades will implement the strategy at least 45 minutes three times a week.

Category: English/Language Arts

Research Cited: Calkins, Lucy and Neville, Beth (2003). Units of Study for Primary Writing: A Yearlong Curriculum. Portsmouth, NH: Heinemann.

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Siersma Elementary School

Fletcher, Ralph, (1996). A Writer's Notebook: Unlocking the Writer Within You. New York: Harper Collins.

Anerson, Carl (2000). How's it Going: A Practical Guide to Confering With Student Writers. Portsmouth, NH: Heinemann.

Developmental Studies Center. Being A Writer. Oakland, CA: DSC.

Tier: Tier 1

Activity - District Writing Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide the students with the opportunity to participate in the District Spring Writing Celebration.	Parent Involvement, Community Engagement	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching staff and administration

Activity - English Language Learner Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL staff will work with all levels 1, 2, and 3 students on the informational and narrative writing process.	Direct Instruction, Academic Support Program	Tier 3		08/06/2018	06/19/2019	\$0	General Fund	EL Teacher and aide

Activity - Teacher Training-Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$2500	General Fund	Teaching staff and administration

Activity - Monitor Implementation of Writer's Workshop Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Monitor the implementation of Writer's Workshop strategies through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, Monitor the implementation of Balanced Literacy strategies through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation, progress monitoring sheets, staff surveys, administrative walkthroughs, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Walkthrough, Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching Staff and Administration
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Activity - Evaluate Effectiveness or Writer's Workshop Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate the effectiveness of the strategy using student achievement data. Student achievement data includes formative assessments, collaborative review of student work, NWEA data, and District Writing Assessments.	Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching Staff and Administration

Strategy 3:

Leveled Literacy Intervention - Tier II or Tier III students who, through the MTSS process, are identified as requiring more intense, out of class intervention will meet 3-5 times per week with Title I staff to address their specific learning needs. The LLI program is designed to improve struggling readers fluency and comprehension.

Category: Learning Support Systems

Research Cited: Center for Research in Educational Policy, An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI), 2009-2010.

Independent Gold Standard Study

LLI Efficacy Study 2009-2010

The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers'

and on-site researchers' feedback on LLI .

[Review the LLI Efficacy Study »](#)

LLI Efficacy Study 2011-2012

An additional independent LLI Efficacy Study was conducted by the Center for Research in Education Policy (CREP) at the University of Memphis examining the efficacy of LLI instruction on struggling readers in urban districts in Denver, Colorado. A total of 320 K-2 students participated in this mixed-methods randomized controlled trial (RCT) that included both quantitative and qualitative data. The students were matched demographically and randomly assigned to treatment and control groups. There were four key purposes of this study: (1) to determine the efficacy of the Leveled Literacy Intervention system (LLI) in increasing literacy achievement for urban K-2 students and associated student subgroups; (2) to examine LLI program implementation fidelity in urban settings; (3) to determine perceptions of the LLI system according to relevant stakeholders; and (4) to corroborate the Fountas & Pinnell Benchmark Assessment System with established literacy assessments (i.e., the Developmental Reading Assessment, 2nd Edition [DRA2] and the STAR Early Literacy Assessment).

[Review the LLI Efficacy 2011-2012 Denver Study »](#)

Heinemann LLI Research and Data Collection Project 2009/2010

The Heinemann LLI Data Collection Project was conducted by Liz Ward, Ph.D., a researcher working for Heinemann under the direction of Irene Fountas and Gay Su Pinnell. This study was descriptive and described reading gains for students enrolled in the Leveled Literacy Intervention (LLI) program at 34 sites around the United States and Canada. Individual data forms reporting on student demographics, teacher experience, implementation parameters, and performance data for LLI students were completed by LLI teachers, collected at the district level, and sent to the researcher conducting the study. Each student's reading progress was determined by looking at their pre- and post- LLI instructional reading levels (ranging from Pre-A to Z) which were based on the F&P Text Level Gradient™. The instructional reading levels were obtained through the teachers' reports of their students' instructional reading levels which were determined by administration of the Fountas and Pinnell Benchmark Assessment System or Reading Records or by the conversion to F&P levels of the teacher's reports of their students' score on other assessments including the DRA or DRA2, the Reading Recovery Observation Survey with Running Records, the Rigby Benchmark, and other reading assessments. The data were collected and reported for LLI students only. No control group was identified and assessed and therefore, the LLI student growth was compared to Fountas and Pinnell grade level criteria for satisfactory progress.

[Read the Executive Summary of this project here »](#)

Reading Progress for Special Education LLI students

Heinemann's LLI Data Collection Project (2009-2010) included 824 kindergarten through fifth-grade students with an IEP for Reading or other categories (SPED). With Leveled Literacy Intervention these students made an average of seven and a half months of progress in a little more than four and a half months. Read a summary of these results [here](#).

Reading Progress for English Language Learner LLI students

Out of the total LLI student sample from Heinemann's LLI Data Collection Project (2009~2010), 925 of the kindergarten through fifth-grade students were reported to be English Language Learners (ELL). Learn how the reading progress of these English Language Learners accelerated in LLI in the summary report.

Heinemann LLI Reports 2009–2010

- Abby Kelley Foster Charter School MA
- Asheboro City Schools NC
- Barrington IL
- Bloomfield IN
- Branksome Hall CAN
- Bristol Public Schools
- Brunswick ME
- Buncombe County Schools NC
- Cambridge MA
- Dalton Public Schools GA
- Denver Public Schools CO
- district located in the southeast region of the United States
- district serves a mixed rural & suburban community located in the northeast region US
- East Central Vermont Literacy Consortium
- Enlarged City School District of Middletown NY
- Ephesus Road Elementary School Chapel Hill NC
- Farmington CT
- Fort Fairfield Elementary - MSAD 20 - ME
- High Prairie Elementary School Canada
- Imagine Rosefield Elementary School Surprise AZ
- large, suburban district in southeast Texas
- Lincoln Public Schools
- Luther Low Elementary School in West Middlesex PA

School Improvement Plan

Siersma Elementary School

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Tier: Tier 2

Activity - Monitor Implementation and Evaluate Effectiveness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of LLI through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation through lesson plans, progress monitoring sheets, and administrative walkthroughs. Intervention will be evaluated through pre and post DRA and NWEA assessments, teacher input, and collaborative evaluation of student work samples.	Monitor	Tier 2	Evaluate	08/06/2018	06/19/2019	\$0	No Funding Required	Title 1

Activity - LLI Pull-Out Targeted Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Specific circumstances may qualify a student for academic reading intervention: -Students in grades 1-2 who are one full grade level or more below in the most recent DRA Students in 3-5 who are one full grade level or more as indicated by most recent DRA are eligible for Tier III services to address their deficit areas, especially comprehension and narrative text.</p> <p>Description of Services The following services may include but are not limited to: -Pull out services by a Title I teacher or aide using Leveled Literacy Intervention (LLI) to address their deficit areas, especially comprehension and narrative text.(1-5)</p> <p>Identified students will be seen 4-5 times per week for 30 minutes by Title I teacher</p>	Academic Support Program	Tier 3	Implement	08/06/2018	06/19/2019	\$0	Title I Part A	Title I Teacher

Strategy 4:

Science and Social Studies Informational Text - Teachers will incorporate informational text into daily literacy instruction as a part of our Balanced Literacy Program. Staff will use social studies and science content from the Literacy Library. Kindergarten will implement Writer's Workshop for at least 15 minutes beginning in the second trimester. Our first and second grades will implement the program for at least 30 minutes three times a week. Lastly, third through fifth grades will implement the strategy for at least 45 minutes three times a week. All teachers will complete at least two units on each of the following types of writing: informative, narrative, and argumentative, as well as writing performance tasks.

Category: English/Language Arts

Research Cited: Calkins, Lucy and Neville, Beth (2003). Units of Study for Primary Writing: A Yearlong Curriculum. Portsmouth, NH: Heinemann

Fletcher, Ralph, (1996). A Writer's Notebook: Unlocking the Writer Within You. New York: Harper Collins.

Anerson, Carl (2000). How's it Going: A Practical Guide to Conferring with Student Writers. Portsmouth, NH: Heinemann.

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Developmental Studies Center. Being A Writer. Oakland, CA: DSC.

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Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate informational text in guided reading using social studies and science content from the Literacy Library. Lower Elementary will implement social studies and science informational text 50% of the time within guided reading groups and Upper Elementary will implement this activity 75% of the time.	Academic Support Program	Tier 2	Monitor	08/06/2018	06/19/2019	\$2000	Title I Schoolwide	All staff
Activity - Writing in the content areas of Social Studies and Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In reviewing achievement data in the area of Social Studies and Science, it was noted that students were in need of additional writing practice in the content areas. 2nd-5th grade staff will incorporate district aligned Social Studies and Science topics in order to supplement the Social Studies and Science curriculum and improve Writing ability.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching Staff

Goal 2: All students will be proficient in Math.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, 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 District approved curriculum in Mathematics by 06/30/2022 as measured by the state level assessment.

Strategy 1:

Balanced Math Program - Staff will use a balanced math program model. This model includes differentiated small math group instruction, independent practice, interactive games and activities, math journals, number talks, and basic math fact practice in order to meet the diverse needs of all students in their classroom. The balanced math program will be used 3-5 days a week for a minimum of 60 minutes per day.

Category: Mathematics

Research Cited: Drummold, S (2004). Low -Income Parent's Beliefs About Their Role in Children's Academic Learning. The Elementary School Journal. 104: pg.

Grouws, D.A. & Cebulla, K. J. (2003). Improving Student Achievement in Mathematics, Part 1: Research Findings.

Sutton J & Krueger, A (2002). Ed Thoughts: What We Know About Mathematics Teaching and Learning pg.14

Sutton J & Krueger, A (2002). Ed Thoughts: What We Know About Mathematics Teaching and Learning pg. 80

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Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for students to complete Math Journals during the 60 minute math block at least 3 days a week. Staff will develop student Math Journals to increase conceptual knowledge and improve student ability to "write to explain." Students will be challenged to think critically and fully explain their problem solving strategies. "Step Up To Math Writing" supplemental materials can be incorporated to assist in the implementation of this activity.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	All Staff
Activity - Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be allocated for Math professional development provided by the district. This will provide the teachers with efficient and effective assessment tools to recognize students current understandings of grade level power standards and to support data driven instruction.	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$900	Title I Schoolwide	Office of Curriculum and Instruction Staff Macomb ISD
Activity - Math Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	SIP Team, Classroom Teachers
Activity - Basic Math Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for meaningful repetition of grade-level basic math facts during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	Classroom teachers, K-5
Activity - Monitor Implementation and Evaluate Effectiveness of Balanced Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor the implementation of a Balanced Math Program through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, staff surveys, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Monitor	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$0	No Funding Required	Principal All Staff
Activity - Teacher Training - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	General Fund	All K-5 Staff
Activity - Differentiated Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for differentiated small group instruction during the 60 minute math block at least 3 days a week. Teachers will provide direct small group instruction for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies and/or math vocabulary.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	K-5 Classroom teachers
Activity - Interactive Games and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for meaningful practice of math skills through the use of hands-on materials, games, and/or technology during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	All K-5 Staff
Activity - Independent Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for meaningful, independent practice of math skills during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	All staff K-5

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Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will include Number Talks as a part of their Balanced Math program 3-5 times a week for a minimum of 15 minutes per day.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	K-5 teachers Math CITS
Activity - MTSS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will conduct monthly multi-tiered systems of support meetings to identify students who need additional intervention. Title I staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$3509	Title I Schoolwide	All Classroom and Title I staff
Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I sponsored Family Math Night will be held in the evening and will be free for all interested students and families. The goal of this evening will be to increase parental involvement and promote math practice.	Parent Involvement, Academic Support Program, Community Engagement	Tier 1	Implement	08/06/2018	06/19/2019	\$500	Title I Schoolwide	All Title I Staff, Administration, and Voluntary Teaching Staff

Strategy 2:

Targeted Math Intervention - Title I staff will meet with students identified through the MTSS process 3-5 times per week for at least 20 minutes.

Staff will provide before/after school target math intervention tutoring.

Category: Mathematics

Research Cited: Drummold, S (2004). Low -Income Parent's Beliefs About Their Role in Children's Academic Learning. The Elementary School Journal. 104: pg.

Grouws, D.A. & Cebulla, K. J. (2003). Improving Student Achievement in Mathematics, Part 1: Research Findings.

Sutton J & Krueger, A (2002). Ed Thoughts: What We Know About Mathematics Teaching and Learning pg.14

Sutton J & Krueger, A (2002). Ed Thoughts: What We Know About Mathematics Teaching and Learning pg. 80

Tier: Tier 2

Activity - Basic Math Facts Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Siersma Elementary School

Tier II students will receive additional practice on basic math facts from the Title I Intervention teacher.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$0	Title I Part A	Title I Interventionist
Activity - Differentiated Small Group Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher will provide direct small group instruction as needed for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies, and/or math vocabulary.	Direct Instruction	Tier 3	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	Title I staff
Activity - Before/After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with Tier 2 students identified through the PLC process, and NWEA data to provide additional support in the content area of math.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$500	Title I Schoolwide	All Staff

Goal 3: Professional Learning Community

Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/22/2016 as measured by completion of district provided feedback forms that will reflect the outcomes from staff discussions.

Strategy 1:

Professional Development - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas.

Category: School Culture

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - PLC meeting PD days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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All instructional staff will meet at least 1 time per month to analyze and share strategies to drive instruction that will impact student achievement, align instruction with district curriculum, and differentiate our instructional practices.	Communication, Teacher Collaboration, Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	All instructional staff
Activity - Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	Building principal and staff
Activity - Monitoring Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Common assessment review using rubric	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	Building principal and staff
Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/06/2018	06/19/2019	\$0	General Fund	Data analysis of common and state assessments, perception, process and demographic data Conduct Post-PLC Staff Survey and analysis
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Activity - ILC Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin the ILC process specific to the district math power standards. Central office staff will support this initiative.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/02/2018	06/19/2019	\$2000	Title I Schoolwide	K-5 teachers, Central Office Support Staff, MISD

Goal 4: Promote a positive school community.

Measurable Objective 1:

increase student growth by building positive community programs by 06/30/2021 as measured by changes in discipline and attendance rates as well as positive survey responses and assessment results.

Strategy 1:

Mentorship - Siersma Staff will support student and community care, membership, safety and support needs.

Category: School Culture

Research Cited: Hattie (2001). Visible Learning for Teachers. Programs which address positive school and learning behaviors and mindsets have a positive impact on student success.

Maslow (1954). Motivation and Personality. ESSA's focus on the whole child also underscores the importance of addressing the safety and membership/belonging needs outlined by Maslow's Hierarchy prior to significant learning being able to take place.

School Improvement Plan

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Tier: Tier 1

Activity - Mustang Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Siersma staff members will be assigned 10-15 students of various grade levels to mentor and advocate for during the 2018-2019 school year.	Behavioral Support Program, Communication, Academic Support Program	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	Title I Schoolwide	All staff including secretaries, teachers, custodial staff, kitchen staff, support staff, aides and administrator.

Strategy 2:

Character Education - The school counselor will provide character education to all Siersma students in a school-wide and classroom setting.

Category: School Culture

Research Cited: Hattie (2001). Visible Learning for Teachers. Programs which address positive school and learning behaviors and mindsets have a positive impact on student success.

Maslow (1954). Motivation and Personality. ESSA's focus on the whole child also underscores the importance of addressing the safety and membership/belonging needs outlined by Maslow's Hierarchy prior to significant learning being able to take place.

Tier: Tier 1

Activity - Schoolwide Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will meet monthly as a whole school to introduce and discuss different character traits and life skills.	Behavioral Support Program, Communication, Community Engagement	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	Title I Schoolwide	School Counselor and additional staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Analyzing/Evaluating Activities	Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/06/2018	06/19/2019	\$0	Data analysis of common and state assessments, perception, process and demographic data Conduct Post-PLC Staff Survey and analysis
Teacher Training - Classroom Instruction That Works	Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	All K-5 Staff
Read Alouds	Teacher will incorporate whole class read-alouds daily with all students.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All K-5 Staff

School Improvement Plan

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Implementation Activities	Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Building principal and staff
English Language Learner Support	EL staff will work with all levels 1, 2, and 3 students on the informational and narrative writing process.	Direct Instruction, Academic Support Program	Tier 3		08/06/2018	06/19/2019	\$0	EL Teacher and aide
Teacher Training-Classroom Instruction that Works	Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$2500	Teaching staff and administration
PLC meeting PD days	All instructional staff will meet at least 1 time per month to analyze and share strategies to drive instruction that will impact student achievement, align instruction with district curriculum, and differentiate our instructional practices.	Communication, Teacher Collaboration, Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All instructional staff
Monitoring Implementation Activities	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Common assessment review using rubric	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Building principal and staff

Title I Schoolwide

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

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Differentiated Small Group Math Instruction	As a part of the Balanced Math Program, teachers will provide time for differentiated small group instruction during the 60 minute math block at least 3 days a week. Teachers will provide direct small group instruction for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies and/or math vocabulary.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	K-5 Classroom teachers
Math Journals	As a part of the Balanced Math Program, teachers will provide time for students to complete Math Journals during the 60 minute math block at least 3 days a week. Staff will develop student Math Journals to increase conceptual knowledge and improve student ability to "write to explain." Students will be challenged to think critically and fully explain their problem solving strategies. "Step Up To Math Writing" supplemental materials can be incorporated to assist in the implementation of this activity.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All Staff
Schoolwide Assemblies	We will meet monthly as a whole school to introduce and discuss different character traits and life skills.	Behavioral Support Program, Communication, Community Engagement	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	School Counselor and additional staff members
Raz Kids	Teachers in grades K-2 will provide additional reading materials for parents to support literacy at home. This activity will be implemented to reinforce The Third Grade Reading Law.	Parent Involvement, Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$1000	K-2 staff
MTSS Meetings	Grade level teams will conduct monthly multi-tiered support meetings to identify students who need additional intervention. Title I Staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$3509	Title I Staff and Grade Level Teams
Before/After School Tutoring	Staff will meet with Tier 2 students identified through the PLC process, and NWEA data to provide additional support in the content area of math.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$500	All Staff

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Guided Reading	Teachers will provide small-group differentiated instruction 3 days a week using district provided books from the literacy library. Kindergarten will implement this strategy for a minimum of 10 minutes (per group) beginning after second trimester (November), while the rest of the general education staff will implement this strategy at the start of the school year.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teachers K-5
MTSS Meetings	Grade level teams will conduct monthly multi-tiered systems of support meetings to identify students who need additional intervention. Title I staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$3509	All Classroom and Title I staff
Family Math Night	A Title I sponsored Family Math Night will be held in the evening and will be free for all interested students and families. The goal of this evening will be to increase parental involvement and promote math practice.	Parent Involvement, Academic Support Program, Community Engagement	Tier 1	Implement	08/06/2018	06/19/2019	\$500	All Title I Staff, Administration, and Voluntary Teaching Staff
ILC Math	Teachers will begin the ILC process specific to the district math power standards. Central office staff will support this initiative.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/02/2018	06/19/2019	\$2000	K-5 teachers, Central Office Support Staff, MISD
Differentiated Small Group Math Intervention	Title I teacher will provide direct small group instruction as needed for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies, and/or math vocabulary.	Direct Instruction	Tier 3	Implement	08/06/2018	06/19/2019	\$0	Title I staff
Basic Math Facts	As a part of the Balanced Math Program, teachers will provide time for meaningful repetition of grade-level basic math facts during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Classroom teachers, K-5
Guided Reading	Teachers will incorporate informational text in guided reading using social studies and science content from the Literacy Library. Lower Elementary will implement social studies and science informational text 50% of the time within guided reading groups and Upper Elementary will implement this activity 75% of the time.	Academic Support Program	Tier 2	Monitor	08/06/2018	06/19/2019	\$2000	All staff

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Family Literacy Night	A Title I sponsored family night will be held in the evening and will be free for all interested families and students. The goal of the evening will be to increase parental involvement and promote positive literacy habits.	Parent Involvement, Academic Support Program, Community Engagement	Tier 1	Implement	08/06/2018	06/19/2019	\$500	Title I teaching staff, Administrator, and Voluntary Teaching Staff
Math Professional Development	Time will be allocated for Math professional development provided by the district. This will provide the teachers with efficient and effective assessment tools to recognize students current understandings of grade level power standards and to support data driven instruction.	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$900	Office of Curriculum and Instruction Staff Macomb ISD
Interactive Games and Activities	As a part of the Balanced Math Program, teachers will provide time for meaningful practice of math skills through the use of hands-on materials, games, and/or technology during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All K-5 Staff
Mustang Mentors	All Siersma staff members will be assigned 10-15 students of various grade levels to mentor and advocate for during the 2018-2019 school year.	Behavioral Support Program, Communication, Academic Support Program	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	All staff including secretaries, teachers, custodial staff, kitchen staff, support staff, aides and administrator.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation and Evaluate Effectiveness	Monitor the implementation of LLI through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation through lesson plans, progress monitoring sheets, and administrative walkthroughs. Intervention will be evaluated through pre and post DRA and NWEA assessments, teacher input, and collaborative evaluation of student work samples.	Monitor	Tier 2	Evaluate	08/06/2018	06/19/2019	\$0	Title 1

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Independent Reading Time	Teachers will provide independent reading time within their balanced literacy structure.	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teachers K-5
Monitor Implementation and Evaluate the Effectiveness of Balanced Literacy Strategies	Staff and Administration will monitor the effectiveness of a Balanced Literacy Program on student achievement through logs, administrative walkthroughs, and assessments.	Evaluation, Monitor	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All Staff and Administration
Math Word Wall	Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	SIP Team, Classroom Teachers
Sentence Stems	Through WIDA data analysis, we noticed a weakness in speaking and writing, especially for our EL population. To help increase success for all students, we will continue to implement sentence stems into our daily reading instruction. We will receive district supported professional development and begin to implement this activity in the 2018-2019 school year.	Teacher Collaboration, Getting Ready, Academic Support Program, Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All staff (k-2 will have students respond orally to the sentence stems. 3-5 will have students respond in written format to sentence stems.)
Story Champs	Story Champs is a multi-tiered language curriculum that is easy to implement, fast-paced, and powerful. The curriculum targets story structure and complex language features necessary for understanding and producing oral and written language that children need for academic success.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$0	Kdg-1st grade and Speech Therapist
Monitor Implementation and Evaluate Effectiveness of Balanced Math Program	Monitor the implementation of a Balanced Math Program through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, staff surveys, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Monitor	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$0	Principal All Staff
Writing in the content areas of Social Studies and Science	In reviewing achievement data in the area of Social Studies and Science, it was noted that students were in need of additional writing practice in the content areas. 2nd-5th grade staff will incorporate district aligned Social Studies and Science topics in order to supplement the Social Studies and Science curriculum and improve Writing ability.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching Staff
Shared Read-Alouds	Teachers will incorporate shared read-alouds with the class (a read-aloud in which all students can view and interact with the text) daily.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teachers K-5

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Number Talks	Staff will include Number Talks as a part of their Balanced Math program 3-5 times a week for a minimum of 15 minutes per day.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	K-5 teachers Math CITS
Evaluate Effectiveness or Writer's Workshop Strategy	Staff will evaluate the effectiveness of the strategy using student achievement data. Student achievement data includes formative assessments, collaborative review of student work, NWEA data, and District Writing Assessments.	Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching Staff and Administration
District Writing Celebration	Teachers will provide the students with the opportunity to participate in the District Spring Writing Celebration.	Parent Involvement, Community Engagement	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching staff and administration
Monitor Implementation of Writer's Workshop Strategy	Monitor the implementation of Writer's Workshop strategies through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, Monitor the implementation of Balanced Literacy strategies through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation, progress monitoring sheets, staff surveys, administrative walkthroughs, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Walkthrough, Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching Staff and Administration
Independent Practice	As a part of the Balanced Math Program, teachers will provide time for meaningful, independent practice of math skills during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All staff K-5

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Basic Math Facts Intervention	Tier II students will receive additional practice on basic math facts from the Title I Intervention teacher.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$0	Title I Interventionist

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Siersma Elementary School

<p>LLI Pull-Out Targeted Intervention</p>	<p>Specific circumstances may qualify a student for academic reading intervention: -Students in grades 1-2 who are one full grade level or more below in the most recent DRA Students in 3-5 who are one full grade level or more as indicated by most recent DRA are eligible for Tier III services to address their deficit areas, especially comprehension and narrative text.</p> <p>Description of Services The following services may include but are not limited to: -Pull out services by a Title I teacher or aide using Leveled Literacy Intervention (LLI) to address their deficit areas, especially comprehension and narrative text.(1-5)</p> <p>Identified students will be seen 4-5 times per week for 30 minutes by Title I teacher</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/06/2018</p>	<p>06/19/2019</p>	<p>\$0</p>	<p>Title I Teacher</p>
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