



School Improvement Plan

Siersma Elementary School

Warren Consolidated Schools

Mr. Eric Williamson, Principal
3100 Donna Ave
Warren, MI 48091-3942

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Schoolwide Diagnostic	
Introduction	6
Component 1: Comprehensive Needs Assessment	7
Component 2: Schoolwide Reform Strategies	10
Component 3: Instruction by Highly Qualified Staff	13
Component 4: Strategies to Attract Highly Qualified Teachers	14
Component 5: High Quality and Ongoing Professional Development	16
Component 6: Strategies to Increase Parental Involvement	17
Component 7: Preschool Transition Strategies	20
Component 8: Teacher Participation in Making Assessment Decisions	21
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	22
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	25
Evaluation:	29

2017-2018 School Improvement Plan

Overview 32

Goals Summary 33

 Goal 1: All students will demonstrate a proficiency in literacy. 34

 Goal 2: All students will be proficient in Writing. 41

 Goal 3: All students will be proficient in Math. 44

 Goal 4: All students will be proficient in Social Studies. 48

 Goal 5: All students will be proficient in Science. 50

 Goal 6: Professional Learning Community. 52

Activity Summary by Funding Source 55

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?

Our staff collaboratively participated in the comprehensive needs assessment during monthly PLC and staff meetings during the fall of 2016 and winter of 2016. Data reports were accessed either electronically or in paper from Data Director (school assessments / DRA Levels), BAA, 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. Through a staff survey, strategies and activities were developed by the staff. The School Improvement team used the results to complete a final alignment to ensure that all data results are aligned with our school's three main 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 electronic 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: Iowa, DRA, LLI (Leveled Literacy Intervention) Running Record Assessments, District Writing Assessment.

What was concluded:

Our school made AYP for the past three years prior to the accountability program change. This year, our district switched from the IOWA to the NWEA, no school-wide student achievement data has been released at this time.

Describe the results of the State's last Top to Bottom list for the school:

During the 2011-12 school year, our school was ranked at the 45th percentile. During the 2012-13 school year, our school was ranked at the 28th percentile and was identified as a Continuous Improvement school. During the 2013-2014 year, our school was ranked at the 18th percentile. During the 2015-2016 school year, our school was ranked at the 41st percentile.

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.

What was concluded:

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Siersma Elementary School

Our interim self assessment showed that our MTSS program is in initial stages, but is showing to be effective thus far. Using MSTEP and IOWA data, students in the bottom 30% were identified for the 2016-2017 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 meet the academic needs of our students, and our students benefited academically from our conversion to a Year-round (balanced) calendar due to the shortened summer. Both parents and staff recognize a need for increased after school events, including tutoring opportunities, evening events, and parent informational "classes."

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 K-5 has remained steady since transitioning to a year-round calendar four years ago. 67% of our students are Economically Disadvantaged. Thirty-six percent of our students are English Learners. Both our ED and EL population continue to increase.

By examining attendance trends we discovered our attendance has improved. Less than 1% students were absent 20% or more days of instruction. By examining discipline trends we discovered the number of students being suspended more than 5 days per year has declined over the past five years. We have not had any students suspended for more than 5 days this year. The overall number of suspensions has remained the same for the last five years. This is attributed to our ongoing implementation of a modified Positive Behavior Intervention System of Support (PBIS). By examining mobility trends we discovered that we have a transient population. Only 49% of students in fifth grade have attended Siersma since kindergarten.

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.

This is the first year we've used the NWEA test. Because of this, we do not have any school-wide data at this time. However, we will be

looking into procedures for analyzing the data within our building. Below, are the goals and priority needs from last year.

Goal 1: "All students will be proficient in reading" is connected to our priority needs assessment because our data shows that vocabulary acquisition and use, key ideas and details, craft and structure, informational text, and literary text are areas of deficit based on achievement results.

Goal 2: "All students will be proficient in writing" is connected to our priority needs assessment because our data shows that production and distribution of writing is an area of deficit based on achievement results.

Goal 3: "All students will be proficient in math" is connected to our priority needs assessment because our data shows that base ten operations and algebraic thinking, fractions, number sense, and geometry are areas of deficit based on achievement results.

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, as well as our MTSS program, and Intervention blocks supports learners of all levels from the high achievers to our most at-risk. All students receive Tier I and Tier II interventions within the general education classroom. Our most at-risk students receive Tier III support from our one full time and two 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.

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. Specifically, in Reading, we use a balanced literacy model. In Writing, we use Writer's Workshop. In Math, teachers implement a balanced math program which includes: direct instruction, differentiated guided math groups, the 8 mathematical practices, math journaling, and daily practice of basic math facts. 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. 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 5 times per week, WIDA Level 2 4 times per week, and WIDE Level 3 3 times per week.

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 alouds, 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. All grade levels implement this strategy 2-5 times a week for a minimum of 15 minutes per group seen. Our Daily 5 model is implemented across the curriculum to address all types of learning styles, which is completed 2-5 times a week. 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 with each other. 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 1 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. Teachers also provide additional intervention instruction to their most at-risk students for 40 minutes bi-weekly. Envision Math and Common Core Mathematics (New Mark Learning) interventions are used with these students. Students are identified using MAP Assessment by NWEA and teacher recommendation data as analyzed through MTSS meetings.

In the content areas of science and social studies, staff utilize resources from the literacy library to supplement the curriculum where needed and complete additional instruction during small guided reading groups. This year, our building goal was to incorporate Science and Social Studies Informational text in our Balanced Literacy.

We use tiered models to identify students in all three levels and provide additional support in all subject areas through the use of technology and intervention.

Some 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. The remaining staff will be trained in CITW within the next year.

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. For our most at-risk students, our Title 1 teachers conduct Tier III small group intervention in math 2-3 a week for 30 minutes, using Envision Interventions and Common Core Mathematics.

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 alouds, 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. Writer's Workshop is conducted 2-3 times per week and includes individual conferencing.

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 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.

The following strategies will be implemented for students who are not meeting standards by content area:

Reading - Balanced literacy, multi-tier support system (classroom teacher and Title I teacher for grades K-3)

Writing - use of school-wide Writers Workshop

Math - Balanced Math Program which includes, direct instruction, differentiated small group instruction, independent practice, interactive games and activities, math journals and basic math fact practice.

Science- use of content specific leveled readers from the Literacy Library during guided reading and whole group direct instruction, differentiated instruction

Social Studies - use of content specific leveled readers from the Literacy Library during guided reading and whole group direct instruction, differentiated instruction

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. Three new teachers were added to our staff for the 2016-2017 school year. Additionally, four teachers left our staff.

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

As of the 2016-2017 school year Siersma has 33 TK-5 classroom teachers, 2 MiCi Teachers, 1 Resource Room Teacher, 1 EL Teacher, 1 EL Aide .5, 1 Title I teacher 1.0, 1 teacher split - Title I teacher .4/Teacher Consultant .6.

9% have 0-4 years of experience

39% have 5-10 years of experience

52% 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 is well represented at local job fairs and recruiting sessions 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 which includes a Ventures Self-Assessment and Ventures Interview results. 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

School Improvement Plan

Siersma Elementary School

7. Classroom computer, interactive whiteboard projector system, and email for each staff member
8. Curriculum and Instructional Technology Specialists to support classroom teachers
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 fifth grade science. Deficit areas in science include writing in the content areas and comprehension of informational text. Our CNA also showed the need to increase scores in third and fourth grade reading and writing. Deficit areas included Key Ideas and Details, Information Text and Craft and Structure. To address these needs, the district continues the process of realigning our current science curriculum to meet the Common Core. District wide training of staff members in McRel's Classroom Instruction that Works will also continue through the Macomb Intermediate School District. We also utilize the resources of our Content Specialists in these areas to provide professional development, which all general education staff members attend and occurs approximately three times a year.

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

Professional Development is sustained and ongoing through bi-weekly PLC meetings, regularly scheduled staff meetings, and the district's commitment to long-term professional learning opportunities. Previously, the district offered after school professional development in all subject areas. For the last three years, we have received specific training in the areas of math and writing. This year some staff members received PD in Meeting the Instructional Needs of English Learners. Recently, Content Specialists completed a whole-staff PD during one of our PLCs in this area as well. 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		

Component 6: Strategies to Increase Parental Involvement

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

The School Improvement team, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. Throughout the year, parents have reviewed the compact, the parent involvement plan and activities, and the results of the parent survey. 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. Although we were able to get parents in to assist with SIP at the beginning of the year, we would like to improve our efforts to include them throughout the entire school year. We use parent surveys to help shape our SIP goals and use their feedback to help make school-wide changes. For example, from parent input, we recognized the need to incorporate after school learning opportunities. We were able to offer select upper elementary students the opportunity to participate in a month long after school tutoring session which focused on both math and reading, for the 2016-2017 school year. 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. To that end, 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.

School Improvement Plan

Siersma Elementary School

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		

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: Mobile Grocery Program, PTO Events, and 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. Samples were, and will continue to be, given to parents to solicit feedback and comment. Parent input was considered prior to the finalization of the new compact. Compact will be distributed to all families at the beginning of the 2017-18 school year and will be made available at all after school events and conferences.

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 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		Parent Compact Contract

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. A video tutorial for accessing the service is available for staff use. 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, specials, clubs, fundraisers, etc). Also, this program establishes class visits and shared planning/programming with kindergarten classes.

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.

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 for 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 system, to pull a variety of reports: class aggregate reports, item analysis reports, individual analysis reports etc. Similar MAP Assessment reports are provided to all staff. Through analysis and discussion, teachers identify students who need Tier II and Tier III intervention during scheduled 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. (Kindergarten services begin in January)

Description of Services

The following services may include but are not limited to:

- Pull out services by a Title I teacher or aide using Reading A-Z, magnetic letters, flash cards, Words their Way, and computer programs to address deficit areas (K-2)
- 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)
- 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, most recent DRA2 score indicates child is performing at least

School Improvement Plan

Siersma Elementary School

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: 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.

3rd Grade

Entrance Criteria: 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 MAP assessment

-Teacher Recommendation

Description of Services

The following services may include but are not limited to:

-Pull out services by a Title I teacher or aide using Envision Interventions and Common Core Mathematics 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. Additionally, an extra 40 minute math intervention block was incorporated into the building schedule with the help of the Allied Arts support staff. During this time, our most at-risk students are seen bi-monthly for targeted intervention with their classroom teacher. Both science and social studies interventions are completed with the help of our Literacy Library resources. This Tier II intervention occurs through small group, guided reading.

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. This year, we were able to add science and social studies informational text to our literacy library. This purchase was made to support our school-wide goal, as well as our School Improvement Plan.

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 added a TK (Transitional Kindergarten) program this year. 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 two evenings 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 after-school/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.

School Improvement Plan

Siersma Elementary School

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 -

- 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, Envision Intervention System, Common Core Mathematics, flash cards, math vocabulary, problem solving cards

/white boards.

3. Highly Qualified Staff:

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 (writers workshop, guided reading, DRA2, science, math, social studies, Data Director, 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 -

School Improvement Plan

Siersma Elementary School

- 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
- 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

School Improvement Plan

Siersma Elementary School

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, 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.

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 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: 3 Activities: 15	Academic	\$8209
2	All students will be proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$5700
3	All students will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$5409
4	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$500
5	All students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$500
6	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

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	08/07/2017	06/20/2018	\$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

School Improvement Plan

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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$0	General Fund	All K-5 Staff
Activity - Social Studies and Science Informational Text	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.	Supplemental Materials	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	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	Getting Ready	08/07/2017	06/20/2018	\$900	Title I Schoolwide	Kdg-1st grade and Speech Therapist
Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. Staff will utilize the Lucy Calkins, MAISA units, or Being a Writer materials to implement Writer's Workshop.	Direct Instruction	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	All Kdg-5th grade classroom teachers and support staff

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$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	Getting Ready	08/07/2017	06/20/2018	\$0	No Funding Required	All Staff and Administration
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.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	Title I Schoolwide	Title I teaching staff, Administrator, and Voluntary Teaching Staff
Activity - Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-3 will provide additional reading materials for parents to support literacy at home. This activity will be implemented to reinforce The Third Grade Reading Law.	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/07/2017	06/20/2018	\$1300	Title I Schoolwide	K-3 staff
Activity - Sentence Stems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Siersma Elementary School

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 implement sentence stems into our daily reading instruction. We will receive district supported professional development and begin to implement this activity in the 2017-2018 school year.	Academic Support Program, Getting Ready, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/07/2017	06/20/2018	\$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:

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
- Manchest

Tier: Tier 2

School Improvement Plan

Siersma Elementary School

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 IOWA assessments, teacher input, and collaborative evaluation of student work samples.	Monitor	Tier 2	Evaluate	08/07/2017	06/20/2018	\$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:</p> <ul style="list-style-type: none"> -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>Description of Services The following services may include but are not limited to:</p> <ul style="list-style-type: none"> -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>Identified students will be seen 4-5 times per week for 30 minutes by Title I teacher</p>	Academic Support Program	Tier 3	Implement	08/07/2017	06/20/2018	\$0	Title I Part A	Title I Teacher

Strategy 3:

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.

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

Copyright 2014 Oakland Schools Literacy

Tier: Tier 1

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$2000	Title I Schoolwide	All staff

Goal 2: All students will be proficient in Writing.

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 writing in English Language Arts by 06/30/2022 as measured by state level assessment.

Strategy 1:

Writer's Workshop - Teachers will implement Writer's Workshop three times a week.

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 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. Prior to Spring standardized testing, all teachers will complete at least two units on each of the following types of writing: informative, narrative, and argumentative.

Category:

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.

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

Tier: Tier 1

Activity - Author Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School will provide students Kindergarten through 5th grade the opportunity to participate in an Author's Visit focused on the writing process.	Academic Support Program	Tier 1	Implement	08/07/2017	06/20/2018	\$500	Other	Media Specialist

School Improvement Plan

Siersma Elementary School

Activity - District Spring 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.	Community Engagement	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	Office of Curriculum Instruction, classroom teachers
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	Tier 2	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	EL Building Staff
Activity - School Writing Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Writer's Workshop and as a culminating activity, students will be given the opportunity to participate in the school-wide writing celebration.	Community Engagement	Tier 1	Implement	08/07/2017	06/20/2018	\$200	Title I Schoolwide	Classroom teachers will select one writing sample per classroom to be recognized at our school writing celebration.
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	08/07/2017	06/20/2018	\$2500	General Fund	Building Administration District Administration SI Team
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

Siersma Elementary School

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	Tier 1	Monitor	08/07/2017	06/20/2018	\$2500	Title I Schoolwide	All Staff SI Teamp School Administrati on
--	-------------	--------	---------	------------	------------	--------	--------------------	---

Activity - Evaluate Effectiveness of 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, IOWA data, and District Writing Assessments.	Evaluation	Tier 1	Evaluate	08/07/2017	06/20/2018	\$0	No Funding Required	All Staff

Activity - Writing in the Content Areas - Social Studies & 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	08/07/2017	06/20/2018	\$0	No Funding Required	All 2-5 Staff

Activity - School Wide Proofreading Marks and Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use school wide proofreading marks and editing/revision as a part of Writer's Workshop. This grammar activity will be implemented for a minimum of 3 days a week for 15 minutes.	Academic Support Program	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	All staff K-5

Strategy 2:

Writing Intervention - Small Group Instruction - The teacher will provide small group writing instruction for at-risk students in the area of shared writing practice on an as-needed basis.

Category:

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

NH: Heinemann.

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

School Improvement Plan

Siersma Elementary School

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

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

Tier: Tier 2

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 System of Supports 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	08/07/2017	06/20/2018	\$0	Title I Schoolwide	Title I Staff K-5 Staff

Goal 3: 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

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$0	Title I Schoolwide	All Staff
---	--------------------	--------	-----------	------------	------------	-----	--------------------	-----------

Activity - Math Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be allocated for Math Common Core professional development provided by the District. The Title I teacher will be trained in Add+Vantage MR program. This will provide the teacher with efficient and effective assessment tools to recognize students current understandings of number concepts and to support data driven instruction.	Professional Learning	Tier 1	Implement	08/07/2017	06/20/2018	\$900	Title I Schoolwide	Office of Curriculum and Instruction Staff Trish Dunn 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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$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
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	08/07/2017	06/20/2018	\$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

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$0	No Funding Required	All staff K-5
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	08/07/2017	06/20/2018	\$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

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$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.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$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
Tier II students will receive additional practice on basic math facts from the Title I Intervention teacher.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$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 IOWA data to provide additional support in the content area of math.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Title I Schoolwide	All Staff

Goal 4: All students will be proficient in Social Studies.

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 Social Studies by 06/30/2022 as measured by state level assessment.

Strategy 1:

Tier I Pearson Social Studies Curriculum - Teachers will provide whole group instruction using the Pearson Social Studies curriculum materials provided by the District.
Category:

Research Cited: 1. James F.B, Edward J.K. (2004). Vocabulary Instruction: Research to Practice. Journal of Reading. 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 - Social Studies Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Siersma Elementary School

A Title I sponsored Social Studies Night will be held in the evening and will be free for all interested students and families. The goal of the evening will be to increase parental involvement and promote social studies.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	Title I Schoolwide	All Staff
--	--	--------	-----------	------------	------------	-------	--------------------	-----------

Activity - Monitoring the Effectiveness of Social Studies Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate student achievement data during our PLC process. Student achievement data includes formative assessments, collaborative review of student work, and IOWA, and MSTEP.	Evaluation, Monitor	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	All staff

Strategy 2:

Tier II Guided Reading/Differentiated Instruction - Teachers will deliver curriculum through small group instruction to ensure comprehension at all reading levels.

Category:

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:

Activity - Literacy Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Siersma Elementary School

Teachers will use content area materials from the literacy library for direct instruction in small groups for leveled reading. Further leveled books will be purchased to meet grade level needs.	Direct Instruction	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Title I Schoolwide	Classroom teachers and Administration
---	--------------------	--------	-----------	------------	------------	-----	--------------------	---------------------------------------

Activity - Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be conducted at the building level in the following areas: ELA and Social Studies CITS staff will provide PD for staff on how to embed social studies content into writing.	Professional Learning			08/07/2017	06/20/2018	\$0	No Funding Required	Building Administrator or ELA and Social Studies CITS All Staff

Strategy 3:

Tier III Assessment Accommodations - Teachers will use assessment accommodations aligned to lesson objectives, which may include modified tests, small group review and assessment, extra time, tests read aloud.

Category:

Research Cited: Responsiveness-to-Intervention: A Blueprint for Practitioners, Policymakers and Parents. Douglas Fuchs and Lynn

S.Fuchs. Teaching Exceptional Children. Sept/Oct. 2005

http://www.nrclid.org/rti_practices/research/k3.html

Tier:

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide support to students with small group instruction as needed.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	Classroom teachers

Goal 5: All students will be proficient in Science.

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 Science by 06/30/2022 as measured by state level assessment.

School Improvement Plan

Siersma Elementary School

Strategy 1:

Tier I Battle Creek Science Curriculum - Teachers will deliver Science curriculum as provided by Battle Creek as per Office of Curriculum and Instruction guidelines.

Category: Science

Research Cited: Chiappetta, Eugene L. "Inquiry-based science." SCIENCE TEACHER-WASHINGTON- 64 (1997): 22-26.

Amaral, Olga Maia, Leslie Garrison, and Michael Klentschy. "Helping English learners increase achievement through inquiry-based science instruction." Bilingual research journal 26.2 (2002): 213-240.

Minner, Daphne D., Abigail Jurist Levy, and Jeanne Century. "Inquirybased science instruction—what is it and does it matter? Results from a research synthesis years 1984 to 2002." Journal of Research in Science Teaching 47.4 (2010): 474-496.

Tier: Tier 1

Activity - Hands-On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the District provided materials to implement hands-on activities.	Direct Instruction	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	Classroom teachers
Activity - Monitoring the Effectiveness of Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate student achievement data during our PLC process. Student achievement data includes formative assessments, collaborative review of student work, and IOWA, and MSTEP.	Evaluation, Monitor	Tier 1	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	All staff
Activity - Family Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I sponsored Family Science Night will be held in the evening and will be free for all interested students and families. The goal of the evening will be to increase parental involvement and promote social studies.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	Title I Schoolwide	All staff

Strategy 2:

Tier II Guided Reading/Differentiated Instruction - Teachers will deliver curriculum through small group instruction to ensure comprehension at all reading levels.

Category:

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

School Improvement Plan

Siersma Elementary School

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:

Activity - Literacy Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use content area materials from the literacy library for direct instruction in small groups for leveled reading. Further leveled books will be purchased to meet grade level needs.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Title I Schoolwide	Classroom teachers and Administration

Strategy 3:

Tier III Assessment Accommodations - Teachers will use assessment accommodations aligned to lesson objectives, which may include modified tests, small group review and assessment, extra time, tests read aloud.

Category:

Research Cited: Responsiveness-to-Intervention: A Blueprint for Practitioners, Policymakers and Parents. Douglas Fuchs and Lynn S.Fuchs. Teaching Exceptional Children. Sept/Oct. 2005 http://www.nrclid.org/rti_practices/research/k3.html

Tier:

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide support to students with small group instruction as needed.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	No Funding Required	Classroom teachers

Goal 6: 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:

Strategy 1 - 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:

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
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.	Academic Support Program, Teacher Collaboration, Professional Learning, Communication, Curriculum Development	Tier 1	Implement	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$0	General Fund	Building principal and staff

School Improvement Plan

Siersma Elementary School

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 Quarterly Reports to BOE, MDE Common assessment review using rubric	Implementation	Tier 1	Implement	08/07/2017	06/20/2018	\$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
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	08/07/2017	06/20/2018	\$0	General Fund	Data analysis of common and state assessments, perception, process and demographic data Conduct Post-PLC Staff Survey and analysis

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Before/After School Tutoring	Staff will meet with Tier 2 students identified through the PLC process, and IOWA data to provide additional support in the content area of math.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	All 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.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	All Title I Staff, Administration, and Voluntary Teaching Staff
School Writing Celebration	Teachers will implement Writer's Workshop and as a culminating activity, students will be given the opportunity to participate in the school-wide writing celebration.	Community Engagement	Tier 1	Implement	08/07/2017	06/20/2018	\$200	Classroom teachers will select one writing sample per classroom to be recognized at our school writing celebration.
Social Studies Family Night	A Title I sponsored Social Studies Night will be held in the evening and will be free for all interested students and families. The goal of the evening will be to increase parental involvement and promote social studies.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	All Staff
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	08/07/2017	06/20/2018	\$0	Title I staff

School Improvement Plan

Siersma Elementary School

Family Science Night	A Title I sponsored Family Science Night will be held in the evening and will be free for all interested students and families. The goal of the evening will be to increase parental involvement and promote social studies.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	All staff
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	08/07/2017	06/20/2018	\$0	Teachers K-5
Literacy Library	Teachers will use content area materials from the literacy library for direct instruction in small groups for leveled reading. Further leveled books will be purchased to meet grade level needs.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Classroom teachers and Administration
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.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/07/2017	06/20/2018	\$500	Title I teaching staff, Administrator, and Voluntary Teaching Staff
Math Common Core Professional Development	Time will be allocated for Math Common Core professional development provided by the District. The Title I teacher will be trained in Add+Vantage MR program. This will provide the teacher with efficient and effective assessment tools to recognize students current understandings of number concepts and to support data driven instruction.	Professional Learning	Tier 1	Implement	08/07/2017	06/20/2018	\$900	Office of Curriculum and Instruction Staff Trish Dunn Macomb ISD

School Improvement Plan

Siersma Elementary School

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	Tier 1	Monitor	08/07/2017	06/20/2018	\$2500	All Staff SI Teamp School Administrati on
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	08/07/2017	06/20/2018	\$0	All K-5 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	08/07/2017	06/20/2018	\$3509	Title I Staff and Grade Level Teams
MTSS Meetings	Grade Level teams will conduct monthly Multi-Tiered System of Supports 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	08/07/2017	06/20/2018	\$0	Title I Staff K-5 Staff
Literacy Library	Teachers will use content area materials from the literacy library for direct instruction in small groups for leveled reading. Further leveled books will be purchased to meet grade level needs.	Direct Instruction	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Classroom teachers and Administrati on
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	08/07/2017	06/20/2018	\$0	K-5 Classroom teachers

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$0	All 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	08/07/2017	06/20/2018	\$0	Classroom teachers, K-5
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	Getting Ready	08/07/2017	06/20/2018	\$900	Kdg-1st grade and Speech Therapist
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	08/07/2017	06/20/2018	\$3509	All Classroom and Title I staff
Reading A-Z	Teachers in grades K-3 will provide additional reading materials for parents to support literacy at home. This activity will be implemented to reinforce The Third Grade Reading Law.	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/07/2017	06/20/2018	\$1300	K-3 staff
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	08/07/2017	06/20/2018	\$2000	All staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Siersma Elementary School

Author Visit	The School will provide students Kindergarten through 5th grade the opportunity to participate in an Author's Visit focused on the writing process.	Academic Support Program	Tier 1	Implement	08/07/2017	06/20/2018	\$500	Media Specialist
--------------	---	--------------------------	--------	-----------	------------	------------	-------	------------------

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program, Teacher Collaboration, Professional Learning, Communication, Curriculum Development	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All instructional staff
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	08/07/2017	06/20/2018	\$0	Building principal and staff
Read Alouds	Teacher will incorporate whole class read-alouds daily with all students.	Direct Instruction	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All K-5 Staff
Monitoring Implementation Activities	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Reports to BOE, MDE Common assessment review using rubric	Implementation	Tier 1	Implement	08/07/2017	06/20/2018	\$0	Building principal and staff

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$500	All K-5 Staff
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	08/07/2017	06/20/2018	\$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	08/07/2017	06/20/2018	\$2500	Building Administration District Administration SI Team

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Siersma Elementary School

LLI Pull-Out Targeted Intervention	<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	08/07/2017	06/20/2018	\$0	Title I Teacher
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	08/07/2017	06/20/2018	\$0	Title I Interventionist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Wide Proofreading Marks and Revision	Staff will use school wide proofreading marks and editing/revision as a part of Writer's Workshop. This grammar activity will be implemented for a minimum of 3 days a week for 15 minutes.	Academic Support Program	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All staff K-5
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	08/07/2017	06/20/2018	\$0	Teachers K-5
Writing in the Content Areas - Social Studies & 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	08/07/2017	06/20/2018	\$0	All 2-5 Staff

School Improvement Plan

Siersma Elementary School

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	08/07/2017	06/20/2018	\$0	Principal All Staff
Monitoring the Effectiveness of Science Curriculum	Staff will evaluate student achievement data during our PLC process. Student achievement data includes formative assessments, collaborative review of student work, and IOWA, and MSTEP.	Evaluation, Monitor	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All staff
Evaluate Effectiveness of 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, IOWA data, and District Writing Assessments.	Evaluation	Tier 1	Evaluate	08/07/2017	06/20/2018	\$0	All Staff
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	08/07/2017	06/20/2018	\$0	All staff K-5
Math Word Wall	Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/07/2017	06/20/2018	\$0	SIP Team, Classroom Teachers
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	Getting Ready	08/07/2017	06/20/2018	\$0	All Staff and Administration
Small Group Support	Teachers will provide support to students with small group instruction as needed.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Classroom teachers
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 IOWA assessments, teacher input, and collaborative evaluation of student work samples.	Monitor	Tier 2	Evaluate	08/07/2017	06/20/2018	\$0	Title 1
Hands-On Activities	Teachers will use the District provided materials to implement hands-on activities.	Direct Instruction	Tier 1	Implement	08/07/2017	06/20/2018	\$0	Classroom teachers
Small Group Support	Teachers will provide support to students with small group instruction as needed.	Academic Support Program	Tier 2	Implement	08/07/2017	06/20/2018	\$0	Classroom teachers

School Improvement Plan

Siersma Elementary School

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 implement sentence stems into our daily reading instruction. We will receive district supported professional development and begin to implement this activity in the 2017-2018 school year.	Academic Support Program, Getting Ready, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/07/2017	06/20/2018	\$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.)
Social Studies and Science Informational Text	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.	Supplemental Materials	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All K-5 staff
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	08/07/2017	06/20/2018	\$0	K-5 teachers Math CITS
Writer's Workshop	Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. Staff will utilize the Lucy Calkins, MAISA units, or Being a Writer materials to implement Writer's Workshop.	Direct Instruction	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All Kdg-5th grade classroom teachers and support 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	Tier 2	Implement	08/07/2017	06/20/2018	\$0	EL Building Staff
Independent Reading Time	Teachers will provide independent reading time within their balanced literacy structure.	Implementation	Tier 1	Implement	08/07/2017	06/20/2018	\$0	Teachers K-5
Monitoring the Effectiveness of Social Studies Curriculum	Staff will evaluate student achievement data during our PLC process. Student achievement data includes formative assessments, collaborative review of student work, and IOWA, and MSTEP.	Evaluation, Monitor	Tier 1	Implement	08/07/2017	06/20/2018	\$0	All staff
District Spring Writing Celebration	Teachers will provide the students with the opportunity to participate in the District Spring Writing Celebration.	Community Engagement	Tier 1	Implement	08/07/2017	06/20/2018	\$0	Office of Curriculum Instruction, classroom teachers

School Improvement Plan

Siersma Elementary School

Staff Professional Development	Professional Development will be conducted at the building level in the following areas: ELA and Social Studies CITS staff will provide PD for staff on how to embed social studies content into writing.	Professional Learning			08/07/2017	06/20/2018	\$0	Building Administrator or ELA and Social Studies CITS All Staff
--------------------------------	---	-----------------------	--	--	------------	------------	-----	---