

2019-2020 School Improvement Plan

Siersma Elementary School

Warren Consolidated Schools

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Overview

Plan Name

2019-2020 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: 16	Academic	\$7509
2	All students will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$5009
3	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$2000
4	Promote a positive school community.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading and writing in English Language Arts by 06/30/2022 as measured by state level assessment.

Strategy 1:

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

Category: English/Language Arts

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

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

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

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

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

Retrieved March, 30, 2010

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

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

Tier: Tier 1

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

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

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Activity - Family Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I sponsored family night will be held in the evening and will be free for all interested families and students. The goal of the evening will be to increase parental involvement and promote positive literacy habits.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	08/06/2018	06/19/2019	\$500	Title I Schoolwide	Title I teaching staff, Administrator, and Voluntary Teaching Staff

Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-2 will provide additional reading materials for parents to support literacy at home. This activity will be implemented to reinforce The Third Grade Reading Law.	Academic Support Program, Parent Involvement	Tier 1	Implement	08/06/2018	06/19/2019	\$1000	Title I Schoolwide	K-2 staff

Strategy 2:

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

Category: English/Language Arts

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

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 - District Writing Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide the students with the opportunity to participate in the District Spring Writing Celebration.	Community Engagement, Parent Involvement	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching staff and administration
Activity - English Language Learner Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL staff will work with all levels 1, 2, and 3 students on the informational and narrative writing process.	Academic Support Program, Direct Instruction	Tier 3		08/06/2018	06/19/2019	\$0	General Fund	EL Teacher and aide
Activity - Teacher Training-Classroom Instruction that Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$2500	General Fund	Teaching staff and administration
Activity - Monitor Implementation of Writer's Workshop Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Writer's Workshop strategies through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, Monitor the implementation of Balanced Literacy strategies through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation, progress monitoring sheets, staff surveys, administrative walkthroughs, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Walkthrough, Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching Staff and Administration
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, NWEA data, and District Writing Assessments.	Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	Teaching Staff and Administration

Strategy 3:

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

Category: Learning Support Systems

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

Independent Gold Standard Study

LLI Efficacy Study 2009-2010

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

[Review the LLI Efficacy Study »](#)

LLI Efficacy Study 2011-2012

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

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

[Heinemann LLI Research and Data Collection Project
2009/2010](#)

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

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

[Reading Progress for Special Education LLI students](#)

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

[Reading Progress for English Language Learner LLI students](#)

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

[Heinemann LLI Reports 2009-2010](#)

- Abby Kelley Foster Charter School MA
- Asheboro City Schools NC

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- 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

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

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

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the District approved curriculum in Mathematics by 06/30/2022 as measured by the state level assessment.

Strategy 1:

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

Category: Mathematics

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

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

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

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

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As a part of the Balanced Math Program, teachers will provide time for students to complete Math Journals during the 60 minute math block at least 3 days a week. Staff will develop student Math Journals to increase conceptual knowledge and improve student ability to "write to explain." Students will be challenged to think critically and fully explain their problem solving strategies. "Step Up To Math Writing" supplemental materials can be incorporated to assist in the implementation of this activity.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	All Staff
Activity - Math Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	SIP Team, Classroom Teachers
Activity - Basic Math Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for meaningful repetition of grade-level basic math facts during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	Classroom teachers, K-5
Activity - Monitor Implementation and Evaluate Effectiveness of Balanced Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of a Balanced Math Program through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, staff surveys, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Monitor	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$0	No Funding Required	Principal All Staff
Activity - Teacher Training - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	General Fund	All K-5 Staff

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Activity - Differentiated Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for differentiated small group instruction during the 60 minute math block at least 3 days a week. Teachers will provide direct small group instruction for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies and/or math vocabulary.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	K-5 Classroom teachers
Activity - Interactive Games and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for meaningful practice of math skills through the use of hands-on materials, games, and/or technology during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	All K-5 Staff
Activity - Independent Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for meaningful, independent practice of math skills during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	All staff K-5
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will include Number Talks as a part of their Balanced Math program 3-5 times a week for a minimum of 15 minutes per day.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	No Funding Required	K-5 teachers Math CITS
Activity - MTSS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will conduct monthly multi-tiered systems of support meetings to identify students who need additional intervention. Title I staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$3509	Title I Schoolwide	All Classroom and Title I staff
Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/06/2018	06/19/2019	\$500	Title I Schoolwide	All Title I Staff, Administration, and Voluntary Teaching Staff
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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	08/06/2018	06/19/2019	\$0	Title I Part A	Title I Interventionist

Activity - Differentiated Small Group Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher will provide direct small group instruction as needed for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies, and/or math vocabulary.	Direct Instruction	Tier 3	Implement	08/06/2018	06/19/2019	\$0	Title I Schoolwide	Title I staff

Activity - Before/After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with Tier 2 students identified through the PLC process, and NWEA data to provide additional support in the content area of math.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$500	Title I Schoolwide	All Staff

Goal 3: Professional Learning Community

Measurable Objective 1:

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

Strategy 1:

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

Category: School Culture

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

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

Tier: Tier 1

Activity - PLC meeting PD days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, Curriculum Development, Professional Learning, Communication	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	All instructional staff

Activity - Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	Building principal and staff

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Activity - Monitoring Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Common assessment review using rubric	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	General Fund	Building principal and staff
Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/06/2018	06/19/2019	\$0	General Fund	Data analysis of common and state assessments, perception, process and demographic data Conduct Post-PLC Staff Survey and analysis
Activity - PLC Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin the PLC process specific to the professional learning community continuum and district math power standards. Central office staff will support this initiative.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/02/2018	06/19/2019	\$2000	Title I Schoolwide	K-5 teachers, and Central Office Support Staff

Goal 4: Promote a positive school community.

Measurable Objective 1:

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

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Strategy 1:

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

Category: School Culture

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

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

Tier: Tier 1

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

Strategy 2:

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

Category: School Culture

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

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

Tier: Tier 1

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

Below is a breakdown of your activities by funding source

Title I Part A

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

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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, Curriculum Development, Professional Learning, Communication	Tier 1	Implement	08/06/2018	06/19/2019	\$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	08/06/2018	06/19/2019	\$0	Building principal and staff
English Language Learner Support	EL staff will work with all levels 1, 2, and 3 students on the informational and narrative writing process.	Academic Support Program, Direct Instruction	Tier 3		08/06/2018	06/19/2019	\$0	EL Teacher and aide
Analyzing/Evaluating Activities	Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/06/2018	06/19/2019	\$0	Data analysis of common and state assessments, perception, process and demographic data Conduct Post-PLC Staff Survey and analysis
Read Alouds	Teacher will incorporate whole class read-alouds daily with all students.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All K-5 Staff

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Teacher Training- Classroom Instruction that Works	Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Implement	08/06/2018	06/19/2019	\$2500	Teaching staff and administration
Teacher Training - Classroom Instruction That Works	Teachers will continue district and school level training on Classroom Instruction That Works (McReL). The nine research-based strategies include: 1- Setting Objectives & Providing Feedback 2- Reinforcing Effort & Providing Recognition 3- Cooperative Learning 4- Cues, Questions, and Advanced Organizers 5- Non-Linguistic Representations 6- Summarizing & Note-Taking 7- Assigning Homework & Providing Practice 8- Identifying Similarities & Differences 9- Generating & Testing Hypotheses	Professional Learning	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	All K-5 Staff
Monitoring Implementation Activities	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Common assessment review using rubric	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Building principal and staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Games and Activities	As a part of the Balanced Math Program, teachers will provide time for meaningful practice of math skills through the use of hands-on materials, games, and/or technology during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All K-5 Staff
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	08/06/2018	06/19/2019	\$500	All Title I Staff, Administration, and Voluntary Teaching Staff

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Raz Kids	Teachers in grades K-2 will provide additional reading materials for parents to support literacy at home. This activity will be implemented to reinforce The Third Grade Reading Law.	Academic Support Program, Parent Involvement	Tier 1	Implement	08/06/2018	06/19/2019	\$1000	K-2 staff
PLC Math	Teachers will begin the PLC process specific to the professional learning community continuum and district math power standards. Central office staff will support this initiative.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/02/2018	06/19/2019	\$2000	K-5 teachers, and Central Office Support Staff
Schoolwide Assemblies	We will meet monthly as a whole school to introduce and discuss different character traits and life skills.	Behavioral Support Program, Community Engagement, Communication	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	School Counselor and additional staff members
MTSS Meetings	Grade level teams will conduct monthly multi-tiered systems of support meetings to identify students who need additional intervention. Title I staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$3509	All Classroom and Title I staff
Before/After School Tutoring	Staff will meet with Tier 2 students identified through the PLC process, and NWEA data to provide additional support in the content area of math.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$500	All Staff
Differentiated Small Group Math Intervention	Title I teacher will provide direct small group instruction as needed for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies, and/or math vocabulary.	Direct Instruction	Tier 3	Implement	08/06/2018	06/19/2019	\$0	Title I staff

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Mustang Mentors	All Siersma staff members will be assigned 10-15 students of various grade levels to mentor and advocate for during the 2018-2019 school year.	Academic Support Program, Behavioral Support Program, Communication	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$500	All staff including secretaries, teachers, custodial staff, kitchen staff, support staff, aides and administrator.
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	08/06/2018	06/19/2019	\$500	Title I teaching staff, Administrator, and Voluntary Teaching Staff
Basic Math Facts	As a part of the Balanced Math Program, teachers will provide time for meaningful repetition of grade-level basic math facts during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Classroom teachers, K-5
Math Journals	As a part of the Balanced Math Program, teachers will provide time for students to complete Math Journals during the 60 minute math block at least 3 days a week. Staff will develop student Math Journals to increase conceptual knowledge and improve student ability to "write to explain." Students will be challenged to think critically and fully explain their problem solving strategies. "Step Up To Math Writing" supplemental materials can be incorporated to assist in the implementation of this activity.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All Staff
MTSS Meetings	Grade level teams will conduct monthly multi-tiered support meetings to identify students who need additional intervention. Title I Staff will be consulted during these meetings to identify appropriate level of interventions needed on a case-by-case basis. These meetings will be held within district scheduled PLC hours as well as during scheduled in-school sub days.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$3509	Title I Staff and Grade Level Teams

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Differentiated Small Group Math Instruction	As a part of the Balanced Math Program, teachers will provide time for differentiated small group instruction during the 60 minute math block at least 3 days a week. Teachers will provide direct small group instruction for the purpose of re-teaching and/or differentiating instruction that focuses on math facts, problem solving strategies and/or math vocabulary.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	K-5 Classroom teachers
Guided Reading	Teachers will provide small-group differentiated instruction 3 days a week using district provided books from the literacy library. Kindergarten will implement this strategy for a minimum of 10 minutes (per group) beginning after second trimester (November), while the rest of the general education staff will implement this strategy at the start of the school year.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teachers K-5

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation and Evaluate Effectiveness of Balanced Math Program	Monitor the implementation of a Balanced Math Program through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, staff surveys, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Monitor	Tier 1	Getting Ready	08/06/2018	06/19/2019	\$0	Principal All Staff
Evaluate Effectiveness or Writer's Workshop Strategy	Staff will evaluate the effectiveness of the strategy using student achievement data. Student achievement data includes formative assessments, collaborative review of student work, NWEA data, and District Writing Assessments.	Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching Staff and Administration
Shared Read-Alouds	Teachers will incorporate shared read-alouds with the class (a read-aloud in which all students can view and interact with the text) daily.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teachers K-5
Story Champs	Story Champs is a multi-tiered language curriculum that is easy to implement, fast-paced, and powerful. The curriculum targets story structure and complex language features necessary for understanding and producing oral and written language that children need for academic success.	Academic Support Program	Tier 2	Implement	08/06/2018	06/19/2019	\$0	Kdg-1st grade and Speech Therapist

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District Writing Celebration	Teachers will provide the students with the opportunity to participate in the District Spring Writing Celebration.	Community Engagement, Parent Involvement	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching staff and administration
Monitor Implementation and Evaluate Effectiveness	Monitor the implementation of LLI through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation through lesson plans, progress monitoring sheets, and administrative walkthroughs. Intervention will be evaluated through pre and post DRA and NWEA assessments, teacher input, and collaborative evaluation of student work samples.	Monitor	Tier 2	Evaluate	08/06/2018	06/19/2019	\$0	Title 1
Independent Reading Time	Teachers will provide independent reading time within their balanced literacy structure.	Implementation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teachers K-5
Number Talks	Staff will include Number Talks as a part of their Balanced Math program 3-5 times a week for a minimum of 15 minutes per day.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	K-5 teachers Math CITS
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.	Monitor, Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All Staff and Administration
Independent Practice	As a part of the Balanced Math Program, teachers will provide time for meaningful, independent practice of math skills during the 60 minute math block at least 3 days a week.	Academic Support Program	Tier 1	Implement	08/06/2018	06/19/2019	\$0	All staff K-5
Monitor Implementation of Writer's Workshop Strategy	Monitor the implementation of Writer's Workshop strategies through Administrative walkthroughs, and program fidelity checks. Fidelity checks will be completed through grade level, self-reported progress monitoring sheets, Monitor the implementation of Balanced Literacy strategies through Administrative walkthroughs and program fidelity checks. Fidelity checks will include self-reported implementation, progress monitoring sheets, staff surveys, administrative walkthroughs, and PLC meeting time for horizontal or vertical grade level discussions to monitor student achievement.	Walkthrough, Evaluation	Tier 1	Implement	08/06/2018	06/19/2019	\$0	Teaching Staff and Administration
Math Word Wall	Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/06/2018	06/19/2019	\$0	SIP Team, Classroom Teachers