



# **School Improvement Plan**

**Siersma Elementary School**

**Warren Consolidated Schools**

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	12
Demographic Data.....	13
Process Data.....	16
Achievement/Outcome Data.....	20
Perception Data.....	26
Summary.....	30

**School Additional Requirements Diagnostic**

Introduction ..... 33  
School Additional Requirements Diagnostic ..... 34

**Title I Schoolwide Diagnostic**

Introduction ..... 37  
Component 1: Comprehensive Needs Assessment ..... 38  
Component 2: Schoolwide Reform Strategies ..... 42  
Component 3: Instruction by Highly Qualified Staff ..... 45  
Component 4: Strategies to Attract Highly Qualified Teachers ..... 46  
Component 5: High Quality and Ongoing Professional Development ..... 48  
Component 6: Strategies to Increase Parental Involvement ..... 49  
Component 7: Preschool Transition Strategies ..... 53  
Component 8: Teacher Participation in Making Assessment Decisions ..... 54  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 55  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 58  
Evaluation: ..... 62

**Siersma SIP 2016-2017 (Final)**

Overview ..... 65  
Goals Summary ..... 66  
    Goal 1: All students will demonstrate a proficiency in literacy. .... 67  
    Goal 2: All students will be proficient in Math. .... 74

Goal 3: All students will be proficient in Social Studies.....	77
Goal 4: All students will be proficient in Science.....	80
Goal 5: Professional Learning Community.....	82
Activity Summary by Funding Source.....	85

## **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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Siersma Elementary School is a Year-Round School located in the southern part of Warren, Michigan. Siersma is located in a subdivision within a few miles of major industrial and commercial facilities, as well as many small businesses. The area has seen major economic struggles in recent years which have only begun to improve recently.

Siersma houses 477 K-5 students including two MICI classrooms. Additionally, we also house a tuition-based Preschool. Over the past three years, Siersma has seen an annual increase in the economically disadvantaged population. The population at Siersma remains fairly transient, with 50% of our outgoing 5th graders having started at Siersma as Kindergarteners. This transiency offers a continued challenge in our programming. It forces us to constantly reevaluate the levels of our students and make adjustments to program offerings and strategies throughout the year in order to match the needs of all of our students.

The population of Siersma students is 55% White, which includes our Arabic and Bengali populations, 17% Black, 21% Asian. Approximately 70% of our students are Economically Disadvantaged, however, our school is currently housing a lunch grant program, where all students are able to have free breakfast and lunch. Thirty percent of students are identified as English Learners.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision, Mission and Beliefs

Vision Statement

Siersma Elementary School will empower students to become successful and productive citizens.

Mission Statement

Siersma Elementary School will create meaningful relationships that foster student achievement.

Belief Statement

We believe that all students at Siersma Elementary will successfully experience academic growth. We believe in implementing best practices and differentiating instruction. We believe that through our Positive Behavior Intervention Support (PBIS) system our students will also develop social and life skills that will aide them in their educational progress as well as in social settings beyond the scope of the classroom.

Siersma Elementary school embodies its purpose in a variety of ways. Targeted Title I interventions, targeted EL interventions, MTSS, and a systematic PBIS program are just a few ways Siersma attempts to reach every child, both academically and socially/behaviorally.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Siersma Elementary School has been designated an "Green School" by the Macomb ISD for the past five years, including an Emerald School status in 2011-12, 2013-14, and 2015-16. This status recognized the ongoing recycling and ecologically sound practices employed by staff and students at Siersma. Further, Siersma was a 2011-12 winner of a DTE Energy Award and 5th grade teacher, Julianna Bassick, participated in, and won, the 2012 America's Home Energy Challenge.

Siersma Elementary was a 2011-12 winner of the NFL's Fuel Up To Play 60 Challenge sponsored by the United Dairy Industry of Michigan. This recognized ongoing efforts at Siersma to keep our students healthy and fit.

The Siersma Elementary Media Center was recognized for the second year, by the Library of Michigan for achieving exemplary status as a "Library for 21st Century Schools." Our state-recognized Media Center has approximately 14,124 titles in the collection and a total of 19,127 books were checked out last year.

Academically, 84.6% of Siersma students have met or exceeded the growth target as established by the IOWA assessment for the 2015-2016 year. We believe this is a result of our Year Round calendar, and an established collaborative effort of the school community. This was accomplished by identifying specific areas for focus and improvement over the past two years. We feel that our balanced calendar will continue to have a positive impact on student achievement.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

2016-17 will begin our 4th year of a year-round, or balanced, calendar.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Our school SIP team is a committee of teachers that are designated to work with our building goals. The SIP team is open to all school staff. Our SIP chairs are elected by our SIP team members. Collaborative meetings are held throughout the year to help teachers implement, maintain, or improve school goals into classroom curriculum (PD / common planning time). We also have staff members complete surveys and logs to track goals and give feedback. Our SIP team has done a good job of keeping parents informed of our SIP goals by handing out informative brochures and hosting a table at our Fall Open House. We also hold parent Title I meetings throughout the year. Our parent compact is sent home with parents at the beginning of the year as well. Additionally, our district holds district-wide SIP meetings to keep SIP members informed of district updates.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Each member of the SIP team contributes the plan's development. We work collaboratively as a staff to collect and track data. The data is then used to drive our goals for the following year. With the elimination of school improvement work days, it has been difficult to consistently meet with all stakeholders, especially our parent group.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The SIP plan is completed and compiled into a book format that is handed out at our opening staff meeting. The SIP team is divided up and each member is responsible for communicating a portion of our plan to staff. Our SIP plan is communicated with parents in an informational text, which is handed out at a table at our Back to School Open House. Students are made aware of educational goals with the implementation of Target Goals. These are in the form of kid-friendly "I Can" statements and are aligned with the Common Core. Additionally, students have discussions with their teachers about their progress towards school goals.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.



## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Our school experienced an initial decline in enrollment for the 2013-2014 year due to the newly adopted Year Round calendar. Since then, our enrollment has remained steady (at 464 in 2014-2015, 463 in 2015-2016 respectively). This year, we have seen an increase in student enrollment, we currently have 477 students.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

In the 2012-2013 and 2013-2014 school year, there were 35 student absences on average per day. During the 2014-2015 school year, our attendance data shows only 30 student absences on average per day. Overall, this is an improvement therefore we have not recognized any challenges. We feel that this is a result of our Year Round calendar, which provides flexibility for parents and families.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

A majority of the out of school suspensions were a result of peer conflict. Problem solving skills and school readiness are challenges in our school population. Overall, we have seen improvements in the development of problem solving skills. Looking at our current year, it does seem as if there was an increase in student behavior resulting in suspensions, however, we have had two students with significant behavior challenges which account for 22 of our 53 out of school suspensions.

2012-13 - 20 out of school suspensions, 0 in school suspensions

2013-14 - 20 out of school suspensions, 1 in school suspension

2014-15 - 14 out of school suspensions, 6 in school suspensions

2015-16- 53 out of school suspensions, 5.5 in school suspensions

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

A peer social group was formed with the school social worker to include students who are suspended from school for peer conflicts last year. She will continue to work with these students on problem solving skills.

**Teacher/School Leader(s) Demographic Data**

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Our administrator has over 12 years of experience as an educator. He was a general education teacher for seven years, then promoted to Assistant Principal at a district Middle School for four years before becoming principal at Siersma Elementary. He has been a principal at Siersma for the last two years. As a classroom teacher he was trained in differentiated instruction and understands the importance of using data to identify student needs. He collaborates with teacher leaders to structure professional development in an effort to support the needs of students and increase student achievement.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

All of our teaching staff has been teaching between 5-10 years or longer. Twenty-five percent of our teaching staff have been educators for over ten years. This high level of teaching experience directly impacts student achievement. Our staff implements research-based best practices to meet the needs of all learners. Based on our targeted professional development, teachers are equipped with strategies to directly impact student achievement. Through multiple approaches, our students develop necessary skills for achievement. Staff has experience in the MTSS model and uses this to collect data, identify areas of weakness and provide additional support.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Our administrator has 2 personal absences and 4 absences due to professional development. This does not have an impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

There were 367 personal leave days and 73 professional development days. Included in the personal leave days were two maternity leaves. The loss of quality instruction time due to teacher absence has impacted student achievement. As a result, the district has hired two certified teachers to serve as building substitutes. Overall, this has reduced the number of unfamiliar guest teachers to the building. Our building substitutes are familiar with our students and building procedures and provide consistency within the building.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

There are no identified challenges.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

The Interim Self Assessment standards that stand out as strengths are: Purpose and Direction and Teaching and Assessing for Learning, each scoring above 3 on a scale of 4. Governance and Leadership and Using Results for Continuous Improvement also stood out as strengths, both scoring 3 out of 4.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

The standard that stand out as challenges include: Resources and Support Systems.

### **12. How might these challenges impact student achievement?**

Resources and Support Systems:

A lack of leadership in the MTSS process has prevented complete implementation of support systems for struggling students. However, our district has helped to eliminate this challenge by recently hiring someone for this position. As a school, we have implemented quarterly MTSS meetings with classroom teachers and support staff. During these meetings, staff works collaboratively to identify at-risk students in the areas of Math and English Language Arts.

Our teachers feel the following areas need to be improved; additional qualified professional and support staff, instructional time, material resources, and fiscal resources. A lack of support and fiscal resources has negatively impacted student achievement because these resources are not available at this time.

Governance and Leadership:

Furthermore, the staff indicated the following area needs to be improved: the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction to manage the day-to-day operations effectively.

Our concerns regarding this area are directly related to the scripted PLC process that was instituted for the school year, as well as multiple instances (Professional Development, District Level Meetings, PLC Trainings, Expulsion Hearings) in which our administrator was requested or required to be outside of the building.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

The placement of leadership into the MTSS position, along with the district's plan to reconfigure and streamline our PLC process has helped address these challenges. The district has applied and received a grant to hire additional support to address the literacy needs of our Kdg-2 students, as well as MTSS District Facilitator to ensure the effectiveness of the intervention process.

The PLC process has been incorporated into both the Activity and Monitoring Implementation and Evaluate Effectiveness portions of our SIP plan in all academic areas for the next year. Additionally, sharing throughout the PLC process provides opportunities for teachers to share successful strategies and approaches that will support our school improvement goals.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

All student data is monitored throughout the year during the PLC process, grade-level meeting, MTSS meetings and school improvement meetings. The building administrator, Title I staff, and general education staff examine a variety of student-level data. From Data Director, reports are available which contain State Assessments, IOWA, interim IOWA, DRA and common assessment data. This is supplemented with classroom grades accessible through power school. All data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, especially special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, allowing all students access to the full array of intervention programs available. These Excel lists are monitored throughout the year and compared to "entrance" and exit criteria in order to continue to provide services for the "most at-risk."

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

· Reading

· Grade Span: K to 3rd

Kindergarten (Jan-June):

-3 days a week for 30 minutes

First Grade:

-5 days a week for 30 minutes

Second Grade:

-3 days a week for 30 minutes

Third Grade:

-3 days a week for 30 minutes

· Extended Learning: LLI program; Title I Intervention Teacher; Small Intervention Groups

· Math

· Grade Span: Kdg to 5th

Kindergarten (Jan-June):

## School Improvement Plan

Siersma Elementary School

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-3 days a week for 30 minutes

First Grade (Jan-June):

- 3 days a week for 30 minutes

Second grade (Jan-June):

-3 days a week for 30 minutes

Third grade (Aug-June):

-3 days a week for 30 minutes

Fourth grade (Aug-June):

- 3 days a week for 30 minutes

Fifth grade (Aug-June):

-3 days a week for 30 minutes

· Extended Learning: Extended-hours Teaching Staff which included after-school tutoring in math for at-risk students grade 3-5; Title I Intervention Teacher; Small Intervention Groups; Community Academic Learning Nights in all core subject areas

### **16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

All 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 State Assessments, Iowa, interim Iowa, DRA, and common assessment data. This is supplemented with classroom grades accessible through power school. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, including extended learning opportunities. Parents are notified either through an invitation letter or by phone of these opportunities.

### **17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Each teacher submits weekly lesson plans and implementation of state standards is monitored by administrative walkthroughs. Additionally, targeted objectives are posted in each of the classrooms, and teachers collaborate through vertical and horizontal meetings during PLC and daily common prep time. Staff surveys were administered throughout the year to monitor progress of implementation.

### **18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Health survey/screener was not administered.



## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

The IOWA co-hort data was analyzed for the 2014-2015 school year. The results of the IOWA indicate the following strengths:

Vocabulary - 1st Grade

Spelling - 4th Grade

Capitalization - 4th Grade

Punctuation - 5th Grade

Written Expression - 1st Grade

Conventions of Writing - 4th Grade and 5th Grade

Word Analysis - 1st Grade

### **19b. Reading- Challenges**

The IOWA co-hort data was analyzed for the 2015-2016 school year. The results of the IOWA indicate the following challenges:

Vocabulary - 3rd Grade

Spelling - 3rd Grade and 5th Grade

Capitalization - 3rd Grade

Punctuation - 4th Grade

Written Expression - 3rd Grade



Conventions of Writing - 3rd Grade

**19c. Reading- Trends**

An analysis of IOWA co-hort data for the 2015-2016 school year showed the following: grades first through fifth showed growth from the fall IOWA test to the spring IOWA test in Reading. The sub-categories showed that the lowest achievement scores in the fall remained the lowest achievement scores in the spring. Even though there was an overall increase across all grades, scores remain below average.

When analyzing IOWA grade level data for the past two years the following trends were identified in grades 3-5:

**Third Grade:**

Third graders are struggling in most areas of ELA. Spelling is a strength in third grade. Our students' performance grew by 10% in vocabulary from the Spring of 2015 to the Spring of 2016.

**Fourth Grade:**

Fourth graders' scores increased in all areas, however, still remain below average. Reading showed the least growth and is an area of weakness for our fourth graders. Our students' performance grew by 10% in Vocabulary from the Spring of 2015 to the Spring of 2016. They also performed well in Spelling, Written Expression, and Conventions of Writing.

**Fifth Grade:**

Fifth graders' scores increased in all areas, however, still remain below average. They are struggling in the area of Capitalization, however, have increased their scores by 10% over the last year. Their biggest strengths are Vocabulary (an overall increase of 9%) and Reading (an overall increase by 12%)

**19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Informational Text from our Literacy Library to address these challenges. Students will be identified through the MTSS process and will receive additional support through Title I and the LLI Program. Staff will align instruction with district curriculum and pacing guides.

**20a. Writing- Strengths**

The IOWA co-hort data was analyzed for the 2015-2016 school year. The results of the IOWA indicate the following strengths:

Grades 1-2

Our students are showing average performance in the area of Written Expression.

Grades 3-5

Even though our scores are below average in most ELA areas, we have continued to show growth with an increase in scores for the past 3 years. Our overall strength is in Written Expression.

**20b. Writing- Challenges**

The IOWA co-hort data was analyzed for the 2015-2016 school year. The results of the IOWA indicate the following challenges:

Conventions of Writing and Written Expression are equally challenging in grades 3-5.

**20c. Writing- Trends**

An analysis of IOWA co-hort data for the 2015-2016 school year showed the following:

Grades third through fifth are performing below the National Percentile Ranking in all sub-categories of Writing. However, these grade levels have all shown growth from the fall 2014 IOWA test to the 2015 spring IOWA test and continue to make steady progress. Conventions of Writing is a weakness in all grades 3-5.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Staff will continue to implement a Balanced Literacy Program through Writer's Workshop. As a staff we recognize the importance of a consistent writing curriculum, and the need for an in-house professional development to help support teachers in implementing the content areas of science and social studies into writing. The staff needs to re-focus attention towards punctuation and school-wide proofreading marks to strengthen our weakest of writing. We will continue to target struggling students through the MTSS and PLC processes, as well as vertical and horizontal grade level collaboration.

**21a. Math- Strengths**

The IOWA co-hort data was analyzed for the 2015-2016 school year. The results of the IOWA indicate the following strengths:

As a school, we increased our scores by approximately 10% over the last year.

Mathematics- 1st and 2nd Grades (58%) and 5th Grade (47.8%)

Computation- 2nd Grade (68.5%) and 3rd Grade (44%)

**21b. Math- Challenges**

The IOWA co-hort data was analyzed for the 2015-2016 school year. The results of the IOWA indicate the following challenges:

Mathematics- 3rd Grade (33%)

Computation- 4th Grade (40%)

**21c. Math- Trends**

An analysis of IOWA co-hort data for the 2015-2016 school year showed the following: our first and second grade students are proficient, scoring slightly above average in math. Grades three through five showed growth over the year, however continue to perform below average. Our third graders showed the least improvement and struggle in all areas of math, while the fourth and fifth grades showed nice gains.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

This year was the second year of implementation for a Balanced Math Program, which included Guided Math Groups. This will continue into the 2016-2017 School Year. We will continue to incorporate Number Talks into math instruction. Additionally, our district provided math professional development to support our current state standards, which we believe will enhance our instruction and student achievement. We will continue to better target struggling students through the MTSS and PLC processes, as well as vertical and horizontal grade level collaboration.

**22a. Science- Strengths**

We are not able to determine strengths in this area, as Science was not assessed.

**22b. Science- Challenges**

We are not able to determine challenges in this area, as Science was not assessed.

**22c. Science- Trends**

We are not able to determine trends in this area, as Science was not assessed.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We are not able to determine a summary in this area, as Science was not assessed.

**23a. Social Studies- Strengths**

We are not able to determine strengths in this area, as Social Studies was not assessed.

**23b. Social Studies- Challenges**

We are not able to determine challenges in this area, as Social Studies was not assessed.

**23c. Social Studies- Trends**

We are not able to determine trends in this area, as Social Studies was not assessed.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We are not able to determine a summary in this area, as Social Studies was not assessed.

## Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### 24a. Student Perception Data

#### Which area(s) indicate the overall highest level of satisfaction among students?

Lower Elementary students (K-2nd), with an overall percentage of 90 and above, have determined that the following areas are our school's strengths:

- My teacher wants me to learn
- My teacher is fair to me
- My teacher wants me to do my best
- I learn new things in school
- My teacher makes me think
- I am safe at school
- My school has books for me to read
- My teacher wants me to help all boys and girls
- My teacher tells me when I do good work

Upper Elementary students (3rd-5th), with an overall percentage of 90 and above, have determined that the following areas are our school's strengths:

- Purpose and Direction:
  - In my school, my teachers want every student to learn
  - In my school, I am learning new things that will help me
- Governance and Leadership:
  - In my school, teachers want me to do my best work
- Teaching and Assessing for Learning:
  - My teachers tell my family how I am doing in school
  - My teachers care about students
- Resources and Support Systems:
  - My school has computers to help me learn

### 24b. Student Perception Data

#### Which area(s) indicate the overall lowest level of satisfaction among students?

In surveying lower elementary students, we found the following to be the areas where we need to show improvement in our school:

- My family likes to come to my school
- I use a computer to learn at school

## School Improvement Plan

Siersma Elementary School

---

In surveying upper elementary students, we found the following to be the areas where we need to show improvement in our school:

-Governance and Leadership:

-In my school students treat adults with respect

-Teaching and Assessing for Learning:

-My teachers ask my family to come to school activities (although only 67% of students agreed with this statement, 23% indicated that they were not sure)

-Resources and Support Systems:

-My school is safe and clean

-Using Results for Continuous Improvement:

-My principal and teachers ask me what I think about school

### 24c. Student Perception Data

#### What actions will be taken to improve student satisfaction in the lowest area(s)?

For lower elementary students, teachers can explain and reinforce that while in the computer lab, students are reinforcing learned skills through playing instructional games. We believe that our results stemmed from a lack of understanding that learning games, while fun, are still educational.

For upper elementary students, teachers will continue to emphasize life skills through our school adopted PBiS model. We will reinforce what respect looks like, how it is displayed throughout school, and expectations. Teachers will explicitly teach this life skill through literature. We will celebrate respect through our PBiS assemblies when this skill is demonstrated in the classroom.

### 25a. Parent/Guardian Perception Data

#### What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The overall areas of highest satisfaction among parents/guardians are:

-The classrooms at my student's school provide a comfortable environment that supports learning

-My student's school supports all students and encourages them to succeed

-Instructional activities are interesting, relevant, and include options to best fit different styles of learning

-Teachers know when my child is struggling with curriculum

### 25b. Parent/Guardian Perception Data

#### What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

## School Improvement Plan

Siersma Elementary School

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The areas that parents/guardians indicated in need of strengthening are:

- Students have a wide-range of activities available to meet their interests and talents at school

### 25c. Parent/Guardian Perception Data

#### What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

When parents were asked about instructional activities, they strongly agreed that students were provided with interesting, and relevant activities in the classroom. Therefore, our interpretation of this question was that parents are in search of outside activities that meet the needs of their child (chess team, basketball team, technology or running club, etc.). We will initiate a conversation with our PTO in an attempt to collaborate and develop after-school activities with their support.

### 26a. Teacher/Staff Perception Data

#### What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall areas of highest satisfaction among staff members are:

- Our school's leaders expect staff members to hold all students to high academic standards
- Our school's purpose statement is clearly focused on student success
- Our school provides qualified staff members to support student learning

### 26b. Teacher/Staff Perception Data

#### What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The areas that staff members indicated in need of strengthening are:

- All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)
- In our school, staff members provide peer coaching to teachers
- Our school provides sufficient material resources to meet student needs
- Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)

### 26c. Teacher/Staff Perception Data

#### What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Our lowest areas indicate a desire for professional development and training, as well as resources. School improvement leadership will provide professional development in support of the goals, strategies and activities in the district and school improvement plan. Title I funds will be allocated to provide additional resources and supplies to support this area of weakness. Student support services, such as a student



counselor, educational, and career planning are not determined by our building principal. These services are determined at a district level.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Parents, students and staff have indicated their greatest satisfaction being:

Governance and leadership

Purpose and direction

Teaching and assessing

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

The areas of dissatisfaction as reported by students, staff, and stakeholders are:

Resources and Support Systems

Governance and Leadership

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We will have continuous discussions with our PTO to help improve the amount of after school activities that are available to students and their families.

The staff will focus on creating a culture where respect and responsibility are taught and reinforced as key components. This will take place quarterly during grade level assemblies.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

The majority of students feel they understand and recognize student behavior expectations in the classroom. Almost all of Siersma parents feel they know what is expected of their child behaviorally in the classroom and in the school. This is a direct result of well implemented goals and expectations, as well as the establishment of community within each classroom and as a building. Additionally, our staff works together to put in place a positive behavior system, with monthly celebration assemblies. To address the need to strengthen students' respect for adults, staff will begin modeling this skill more directly and we will incorporate examples into our PBIS assemblies.

Overall parent feedback is positive in most areas. Parents feel that their child would benefit from more after school events being offered at Siersma. In recognizing this need, we have incorporated four Family Academic Nights into our calendar this school year. We will continue to do this for the following year as well. We will also hold conversations with our PTO, with the hopes of establishing some additional after school enrichment activities for students.

The majority of students feel that their teacher helps them when asked and wants them to do their best. Teachers will continue to facilitate an environment in which making mistakes is part of student development and independence. Help will be provided to students through building community within the classroom, providing opportunities to ask questions and small group differentiated instruction.

Students also seemed to have some misconceptions when it came to the areas of Teaching and Assessing and Parent Communication. Lower elementary students struggled to recognize that using computers reinforced learned skills through interactive games. They also had difficulty recognizing that their parents were invited to school events through letters and phone calls home.

The staff uses a variety of teaching strategies and learning activities to help students learn. Some staff members feel they do not receive adequate support for the Common Core. To address this challenge, school improvement leadership will provide professional development and Title I funds will be allocated to provide additional resources and supplies.

Parents, students and staff enjoy being part of the Siersma community. It is reported that parents and students feel Siersma is a safe place to be and enjoy coming to school each day.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Parents feel that their child would benefit from more after school events being offered at Siersma. In recognizing this need, we have incorporated four Family Academic Nights into our calendar this school year. We will continue to do this for the following year as well. We will also hold conversations with our PTO, with the hopes of establishing some additional after school enrichment activities for students. Student SY 2016-2017

achievement may be positively impacted by providing additional after school tutoring and/or events.

Students seemed to have some misconceptions when it came to the areas of Teaching and Assessing and Parent Communication. Lower elementary students struggled to recognize that using computers reinforced learned skills through interactive games. They also had difficulty recognizing that their parents were invited to school events through letters and phone calls home. Students that do not feel that they can ask questions and receive help from their teacher may give up. This may negatively impact student achievement because it can lead to a lack of perseverance and problem solving. Rather than asking for clarification, students may make assumptions that reinforce misunderstandings.

If teachers do not feel adequately supported to implement the Common Core curriculum, this may also negatively impact student achievement. A lack of resources could potentially lead to curriculum that is not implemented as effectively as it should be.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Some of these challenges will be addressed through the Title I allocation of funds. We will designate money towards curriculum resources and activities to help support teachers implement the Common Core. Moreover, we have also allocated funds towards after school tutoring. As a staff, we have formed content area committees to develop after school events to help enrich student knowledge with extended learning opportunities. We have included these after school events in our Title I budget and SIP plan for the 2016-2017 school year.

# School Additional Requirements Diagnostic

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

### School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested annually multiple times using the IOWA battery of assessments, MSTEP (grades 3-5), as well as classroom and district based assessments. The parent letter explaining the IOWA testing is attached.	Siersma Iowa Parent Letter

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.wcskids.net/curriculum/annual_report/reports/1213/Siersma.pdf">http://www.wcskids.net/curriculum/annual_report/reports/1213/Siersma.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Siersma is a K-5 Building	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Siersma is a K-5 Building.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Our antidiscrimination policy can be found on our school website at: <a href="http://school.wcskids.net/siersma/en/left/school-information/">http://school.wcskids.net/siersma/en/left/school-information/</a>	

## School Improvement Plan

Siersma Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chief Human Resources Officer 31300 Anita Warren, MI 586-825-2400	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached	Siersma Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached	Siersma Parent-Teacher Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 2015 and winter of 2016. Data reports were accessed either electronically or in paper from Data Director (school assessments / DRA Levels), Riverside Data Manager (IOWA), 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 tests 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. Additionally, the team completed the School Data Analysis diagnostic in Advanc-ED. 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. However, during the 2015-2016 school year, students were not assessed with the MEAP. Therefore, there is no state data to analyze. Additionally, IOWA and DRA2 scores were analyzed to determine areas of strengths and weaknesses. Overall, results showed that 93% of our students met or exceeded the expected growth target.

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 SY 2016-2017

## School Improvement Plan

Siersma Elementary School

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28th percentile and was identified as a Continuous Improvement school. During the 2013-2014 year, our school was ranked at the 18th 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:

Our interim self assessment found that Resources and Support Systems (2.43) and Teaching and Using Results for Continuous Improvement (2.8) are areas in need of improvement. We feel our strengths are in the areas of Purpose (3.0), Governance (3.0), and Teaching and Assessing for Learning (3.0).

Our Title I program evaluation found the following areas need to be improved/strengthened: progress monitoring in Math, level of parental involvement, cohesive and consistent Math intervention structure or program.

Our strengths are LLI (Leveled Literacy Intervention) consistency, program and structure, after school Literacy and Science nights, therefore, we need to continue to fund these activities and increase to include all academic areas, such as Math and Social Studies.

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 three years ago. 57% of our students are Economically Disadvantaged. However, this year, our building has taken part in a breakfast and lunch grant, which provides all students with free meals. Due to this, and the state's 1.6 multiplier, our adjusted CEP is 90%. 30% 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 four years. The overall number of suspensions has remained the same for the last four 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 48% of students in fifth grade have attended Siersma since kindergarten.

### CONCLUSIONS:

Through the analysis of the four types of data examined in the School Data Profile, it has been concluded that several areas require additional attention.

Iowa data indicates that 86% of students have met or exceeded their growth target for the 2015-2016 school year.

Perception data shows that parents and staff believe additional parental support activities would contribute to higher student achievement. Additionally, our program self-assessment revealed the area of Resources and Support Systems is an area that needs improvement. Strengths include Purpose and Direction, Governance and Leadership, and Teaching and Assessing for Learning.

### **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.**

The goals portray a clear and detailed analysis of multiple types of data because we examined summative achievement data, diagnostic data, interim IOWA and district common assessments, in conjunction with demographic, perception and program results data to establish our priority goals listed below.

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?**

## School Improvement Plan

Siersma Elementary School

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Differentiated Instruction in all content areas 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 two Title I Teachers, our Language Acquisition Teacher, and our Title I 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 students for reading, and writing 3-5 times per week depending on the grade level. The Title I math students are pulled 2-3 times per week depending on the grade level.

### **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 3-5 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 IOWA, DRA, 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, 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 IOWA scores 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.

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 3-5 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 I and II 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 IOWA 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 DRA testing, and IOWA 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 IOWA and DRA2 data. IOWA testing is completed twice a year, in grades one through five, DRA2 is completed three times a year for grades kindergarten through two, and twice a year for grades three through five. Additionally, general education staff uses the data to identify Tiers I-III students each card marking through the MTSS model. This is supplemented with classroom grades accessible through power school. Data analysis is a regular part of bi-weekly PLC meetings where intervention staff and general staff come together to determine any academic impact for students, and make mid-course adjustments for students.

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	All staff (teacher and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

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	Assurance Statement All staff (teacher and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

We converted to a Year Round calendar in 2013-2014. As a result, we saw a 40% change in our staff. Since this change, the staff has seen little movement, therefore improving consistency and support of our goals. All members of the Siersma community have elected to be part of the Year Round schedule.

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

As of the 2015-2016 school year Siersma has 17 K-5 classroom teachers, 2 MiCi Teachers, 1 Resource Room Teacher, 1 EL Teacher, 1 Title I teacher 1.0, and one split1 Title I teacher .4/Teacher Consultant .6.

0% have 0-4 years of experience

52% have 5-10 years of experience

48% 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 25 instructional buildings 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. Sixteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District Mentoring System
4. New Teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training (3 sessions)

## School Improvement Plan

Siersma Elementary School

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5. Curriculum Steering Committee funding teacher projects
6. Competitive Salary and Benefits package
7. Classroom computer, interactive whiteboard projector system, MediaCast, 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 Committee, District Curriculum committees, Teacher Leader Academy at (MISD), 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 afterschool professional development in all subject areas. For the last two years, we have received specific training in the areas of math and writing. Additionally, 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 Advanc-ED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process.

During our beginning of the year Open House, the School Improvement Team provided every family with an informational brochure that described the structure and purpose of our plan. During this time, school improvement team members were available to answer any questions and encourage participation among families. Throughout the year, parents have reviewed the compact, the parent involvement plan and activities, 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. 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 2015-2016 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 will also be 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

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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).

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators:

The district webpage provides a video on understanding the MSTEP; "Parent Portal" information (parent log-in to check student attendance, overall grades, and class grade progress); Title I Parent informational meeting to describe programming, evening events targeting parental involvement.

2. Provide materials and training for parents:

The district webpage link to parent resources available through various websites, and content-specific video tutorial sites; Summer preschool program provides training and materials on reading to young children. Siersma Literacy Night provides high quality literature materials and strategies free of charge to families. Family Science Night provided families with an in house fieldtrip experience where children participated in standards based, hands on activities. During the 2015-2016 school year we also added a Family Math Night, Social Studies Night and Cultural Dinner Dance.

3. Training for school staff:

Special Education staff and the school Social Worker provide training during PLC

4. Coordinate with parent involvement in other programs:

Community Partnerships with: The Rotary Club, Blessings in Backpack, and Retired Teachers.

5. Provide information in a format that is understandable to parents:

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. The district also uses Language Line, real-time translator phone service. Included on the district webpage are video tutorials for accessing the service, and the site is translatable by selecting a language scrolled at the bottom.

14. Provide other reasonable support as requested

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules. Our district and teachers also provide several form of communication; besides telephone, parents are contacted with reminders and information through emails, text messages, newsletters, and classroom websites.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards,

IEP progress reports and translation services.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

### **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 2016-17 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

## School Improvement Plan

Siersma Elementary School

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

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

N/A

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

### 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.

IOWA 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/non-academic 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 on an ongoing basis.

### **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 kindergarteners. 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, 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 meetings, 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 IOWA 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. DRA, MLPP, IOWA, 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, DRA 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 DRA score indicates child is performing at least

## School Improvement Plan

Siersma Elementary School

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½ year below grade level and teacher recommendation

Exit Criteria: MLPP performance scores indicate child is performing within the grade level, most recent DRA 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 DRA score indicates child is performing at least ½ year below grade level and teacher recommendation

Exit Criteria: Most recent DRA 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 DRA score indicates child is performing at least ½ year below grade level and teacher recommendation

Exit Criteria: Most recent DRA 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 10th percentile or lower of the most recent IOWA 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: 10th percentile or below on the IOWA, 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: 10th percentile or below on the IOWA, 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: 10th percentile or below on the IOWA, 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. Our teachers have participated in Balanced Literacy and diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities. For example, our staff has received training on small group math instruction, Positive Behavior Intervention Support. 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.

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 kindergarteners. 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 ELL families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in afterschool/summer programs to support ELL students. Title III is also used to provide additional professional development to staff in meeting the needs of English Language Learners in the classroom.

Building-level budgets also provide resources for additional instructional materials.

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

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

#### 1. Comprehensive Needs Assessment:

# School Improvement Plan

Siersma Elementary School

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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

## School Improvement Plan

Siersma Elementary School

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### 6. Parental Involvement:

#### General Fund -

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



## School Improvement Plan

Siersma Elementary School

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- Family Resource Assistant

General Fund -

- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers

- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

- HS WIA Mentoring Program at WMHS and SHHS

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

Title I, General Fund -

- Administrator of State and Federal Programs

- Central Office Administrators

- Building Staff

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

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

## **Evaluation:**

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

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff uses data from multiple sources-- Iowa, 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, Iowa, 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.**

Through Data Director, we have the ability to progress monitor groups of students relative to all of the achievement data housed in the system ( Iowa, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the school improvement team during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Fall IOWA scores are compared to Spring IOWA scores to determine the students who are not on track to make expected growth targets. Additionally, at risk students will be monitored continuously by the intervention staff to

determine the appropriateness and effectiveness of interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I Spring Parent Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

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

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

# **Siersma SIP 2016-2017 (Final)**

## Overview

### Plan Name

Siersma SIP 2016-2017 (Final)

### 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: 14	Academic	\$6909
2	All students will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$5409
3	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$500
4	All students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$500
5	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. 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 - 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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$0	Title I Schoolwide	Teachers K-5
<b>Activity - Shared Read-Alouds</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/08/2016	06/21/2017	\$0	No Funding Required	Teachers K-5
<b>Activity - Read Alouds</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teacher will incorporate whole class read-alouds daily with all students.	Direct Instruction	Tier 1	Implement	08/08/2016	06/21/2017	\$0	General Fund	All K-5 Staff
<b>Activity - Social Studies and Science Informational Text</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/08/2016	06/21/2017	\$0	Title I Schoolwide	All K-5 staff
<b>Activity - Story Champs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/08/2016	06/21/2017	\$900	Title I Schoolwide	Kdg-1st grade and Speech Therapist
<b>Activity - Close Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/08/2016	06/21/2017	\$0	No Funding Required	Classroom Teachers



## School Improvement Plan

Siersma Elementary School

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	08/08/2016	06/21/2017	\$0	No Funding Required	All Kdg-5th grade classroom teachers and support staff
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	08/08/2016	06/21/2017	\$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	Getting Ready	08/08/2016	06/21/2017	\$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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$500	Title I Schoolwide	Title I teaching staff, Administrator, and Voluntary Teaching Staff

### 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.

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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 »](#)

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### 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

## School Improvement Plan

Siersma Elementary School

- 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 IOWA assessments, teacher input, and collaborative evaluation of student work samples.	Monitor	Tier 2	Evaluate	08/08/2016	06/21/2017	\$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

## School Improvement Plan

Siersma Elementary School

<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	08/08/2016	06/21/2017	\$0	Title I Part A	Title I Teacher
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### 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.

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Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate informational text in guided reading using social studies and science content from the Literacy Library. Lower Elementary will implement social studies and science informational text 50% of the time within guided reading groups and Upper Elementary will implement this activity 75% of the time.	Academic Support Program	Tier 2		08/08/2016	06/21/2017	\$2000	Title I Schoolwide	All staff

## Goal 2: All students will be proficient in Math.

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Mathematics

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

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

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

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

Tier: Tier 1

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the Balanced Math Program, teachers will provide time for students to complete Math Journals during the 60 minute math block at least 3 days a week. Staff will develop student Math Journals to increase conceptual knowledge and improve student ability to "write to explain." Students will be challenged to think critically and fully explain their problem solving strategies. "Step Up To Math Writing" supplemental materials can be incorporated to assist in the implementation of this activity.	Direct Instruction	Tier 1	Implement	08/08/2016	06/21/2017	\$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
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## School Improvement Plan

Siersma Elementary School

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	08/08/2016	06/21/2017	\$900	Title I Schoolwide	Office of Curriculum and Instruction Staff Trish Dunn Macomb ISD
<b>Activity - Math Word Wall</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/08/2016	06/21/2017	\$0	No Funding Required	SIP Team, Classroom Teachers
<b>Activity - Basic Math Facts</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/08/2016	06/21/2017	\$0	Title I Schoolwide	Classroom teachers, K-5
<b>Activity - Monitor Implementation and Evaluate Effectiveness of Balanced Math Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/08/2016	06/21/2017	\$0	No Funding Required	Principal All Staff
<b>Activity - Teacher Training - Classroom Instruction That Works</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/08/2016	06/21/2017	\$500	General Fund	All K-5 Staff

## School Improvement Plan

Siersma Elementary School

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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$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



## School Improvement Plan

Siersma Elementary School

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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$0	Title I Schoolwide	All Staff

## Goal 3: 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
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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$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.	Monitor, Evaluation	Tier 1	Implement	08/08/2016	06/21/2017	\$0	No Funding Required	All staff

## School Improvement Plan

Siersma Elementary School

### 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. 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:

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.	Direct Instruction	Tier 2	Implement	08/08/2016	06/21/2017	\$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			08/08/2016	06/21/2017	\$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

## School Improvement Plan

Siersma Elementary School

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](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	08/08/2016	06/21/2017	\$0	No Funding Required	Classroom teachers

## Goal 4: 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.

### 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	08/08/2016	06/21/2017	\$0	No Funding Required	Classroom teachers

## School Improvement Plan

Siersma Elementary School

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.	Monitor, Evaluation	Tier 1	Implement	08/08/2016	06/21/2017	\$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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$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 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
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## 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.	Academic Support Program	Tier 2	Implement	08/08/2016	06/21/2017	\$0	Title I Schoolwide	Classroom teachers and Administration
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### 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](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	08/08/2016	06/21/2017	\$0	No Funding Required	Classroom teachers

## Goal 5: 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

## School Improvement Plan

Siersma Elementary School

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 2 times 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.	Professional Learning, Curriculum Development, Communication, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$0	General Fund	Building principal and staff
Activity - Monitoring Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator/Peer Observations/Walkthroughs  Sign in sheets/agendas and minutes  Quarterly Rpts to BOE, MDE  Common assessment review using rubric	Implementation	Tier 1	Implement	08/08/2016	06/21/2017	\$0	General Fund	Building principal and staff
Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

Siersma Elementary School

<p>Data analysis of common and state assessments, perception, process and demographic data</p> <p>Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey</p> <p>Conduct Post-PLC Staff Survey and analysis</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/08/2016</p>	<p>06/21/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Data analysis of common and state assessments, perception, process and demographic data</p> <p>Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey</p> <p>Conduct Post-PLC Staff Survey and analysis</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	06/21/2017	\$0	Building principal and staff
PLC meeting PD days	All instructional staff will meet at least 2 times 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.	Professional Learning, Curriculum Development, Communication, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$0	All instructional staff
Read Alouds	Teacher will incorporate whole class read-alouds daily with all students.	Direct Instruction	Tier 1	Implement	08/08/2016	06/21/2017	\$0	All K-5 Staff
Monitoring Implementation Activities	Administrator/Peer Observations/Walkthroughs  Sign in sheets/agendas and minutes  Quarterly Rpts to BOE, MDE  Common assessment review using rubric	Implementation	Tier 1	Implement	08/08/2016	06/21/2017	\$0	Building principal and staff

## School Improvement Plan

Siersma Elementary School

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	08/08/2016	06/21/2017	\$0	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
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	08/08/2016	06/21/2017	\$500	All K-5 Staff

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	06/21/2017	\$0	Classroom teachers, K-5

## School Improvement Plan

Siersma Elementary School

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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$500	Title I teaching staff, Administrator, and Voluntary Teaching 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	08/08/2016	06/21/2017	\$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.	Direct Instruction	Tier 2	Implement	08/08/2016	06/21/2017	\$0	Classroom teachers and Administration
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	08/08/2016	06/21/2017	\$0	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	08/08/2016	06/21/2017	\$0	Title I staff
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	08/08/2016	06/21/2017	\$0	All K-5 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	08/08/2016	06/21/2017	\$900	Office of Curriculum and Instruction Staff Trish Dunn Macomb ISD

## School Improvement Plan

Siersma Elementary School

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	08/08/2016	06/21/2017	\$0	K-5 Classroom teachers
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	08/08/2016	06/21/2017	\$0	Classroom teachers and Administration
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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$500	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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$500	All Title I Staff, Administration, and Voluntary Teaching Staff
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	08/08/2016	06/21/2017	\$0	All K-5 staff
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	08/08/2016	06/21/2017	\$0	All Staff

## School Improvement Plan

Siersma Elementary School

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	08/08/2016	06/21/2017	\$900	Kdg-1st grade and Speech Therapist
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.	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/08/2016	06/21/2017	\$500	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	08/08/2016	06/21/2017	\$3509	Title I Staff and Grade Level Teams
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	08/08/2016	06/21/2017	\$3509	All Classroom and Title I 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		08/08/2016	06/21/2017	\$2000	All staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	06/21/2017	\$0	All staff K-5
Independent Reading Time	Teachers will provide independent reading time within their balanced literacy structure.	Implementation	Tier 1	Implement	08/08/2016	06/21/2017	\$0	Teachers K-5

## School Improvement Plan

Siersma Elementary School

Hands-On Activities	Teachers will use the District provided materials to implement hands-on activities.	Direct Instruction	Tier 1	Implement	08/08/2016	06/21/2017	\$0	Classroom teachers
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	08/08/2016	06/21/2017	\$0	K-5 teachers Math CITS
Small Group Support	Teachers will provide support to students with small group instruction as needed.	Academic Support Program	Tier 2	Implement	08/08/2016	06/21/2017	\$0	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.	Monitor, Evaluation	Tier 1	Getting Ready	08/08/2016	06/21/2017	\$0	All Staff and Administration
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			08/08/2016	06/21/2017	\$0	Building Administrator ELA and Social Studies CITS All Staff
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	08/08/2016	06/21/2017	\$0	All Kdg-5th grade classroom teachers and support staff
Math Word Wall	Teachers will use the provided grade level appropriate Common Core vocabulary to create a word wall.	Direct Instruction	Tier 1	Implement	08/08/2016	06/21/2017	\$0	SIP Team, 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	08/08/2016	06/21/2017	\$0	Title 1
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	08/08/2016	06/21/2017	\$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.	Monitor, Evaluation	Tier 1	Implement	08/08/2016	06/21/2017	\$0	All staff

## School Improvement Plan

Siersma Elementary School

Small Group Support	Teachers will provide support to students with small group instruction as needed.	Academic Support Program	Tier 2	Implement	08/08/2016	06/21/2017	\$0	Classroom teachers
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.	Monitor, Evaluation	Tier 1	Implement	08/08/2016	06/21/2017	\$0	All staff
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	08/08/2016	06/21/2017	\$0	Principal All Staff
Close Reading	Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself.	Direct Instruction, Academic Support Program	Tier 1	Getting Ready	08/08/2016	06/21/2017	\$0	Classroom Teachers

### 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	08/08/2016	06/21/2017	\$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	08/08/2016	06/21/2017	\$0	Title I Interventionist