



School Improvement Plan

Siebert School

Midland Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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?

Siebert Elementary School is located in Midland, Michigan part of the "tri-cities". The 2013 population of the City of Midland was 42,181. The county population was 82,593. The City of Midland is predominantly urban with only one percent of rural households. 2013 Midland County Demographics follow: 94.4% white, 1.3% Black, .5% American Indian, 2.3% Asian American, .1% Hawaiian or Other Pacific Islander, 1.4% Multiple races and 2.4% Hispanic. Siebert's 2014-15 student population was similar to the county demographics with 86% white students, 1% Black, .18% American Indian, 6% Asian, 3.5% Multiple races and 3% Hispanic. During the 2014-15 school year we are currently serving 564 students.

Our enrollment in 2013-14 was 588. Our enrollment in 2012-13 was 625. Our enrollment in 2011-12 was 597. Our enrollment in 2010-11 was 596.

Our free and reduced lunch rates were 23.23% in 12-13 and 24% in both 2013-14 and 2014-15.

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.

Mission of Siebert School:

The community of Siebert School will provide opportunity for all students to acquire individual and cooperative life long problem-solving skills. We will promote an environment, which enhances self-worth and confidence, enabling students, families and staff to interact effectively and responsibly. We will strive to be positive, dedicated, well-informed and unified to attain our mission.

Siebert School Vision Statement:

To inspire all to think, to learn, to achieve, to care.

Midland Public Schools Belief Statements:

We commit ourselves to world class standards for student performance.

We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.

We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.

We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

Siebert Elementary embodies its purpose through program offerings such as Differentiated Instruction, Positive Behavior Support, Extended Math, PTO Family Events and partnerships with Chemical Bank, Junior Achievement, Count Me In, Teaming Up with Youth and Lunch Box Learners.

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.

In the last four years we have worked to improve our students' reading comprehension/vocabulary skills, math skills and writing skills. Students in grades 2-5 are provided with the opportunity for extended math classes. Differentiated instruction is provided to all students. iPads are used for instruction at the second grade level. Co-teaching is being piloted in two fourth and two fifth grade classrooms. K-3 students receive more focused resource room support.

Mentoring is provided to at-risk fourth and fifth grade students by Siebert staff. Some at-risk second through fifth grade students participate in our after school program providing interventions and homework support two days a week. Selected children participate in our summer reading program during which we travel to two off-site locations to provide books, time to read to adults and lunch with students. The focus as we move forward is on closing the achievement gap that exists between high performing and low performing students including all sub-groups.

Additional Information

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

We will continue to work toward maximizing limited resources to achieve efficiency and increase student achievement.

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.

All teaching, auxiliary and ancillary staff members participate in evaluating the School System Review by voting electronically on each item. Our school improvement team then discusses the results of the data collection and shares the results with all school staff. Our building is represented by a school improvement committee that consists of nine teachers (all grade levels represented and two special education teachers), one parent (and community member) and the principal. Three of the teachers on the committee are also Siebert parents. School improvement committee meetings are held monthly with work and updates being shared at staff meetings or through e-mail. Our school improvement committee also participates in three days of guided school improvement work off site. Monthly school improvement meetings occur at lunch to accommodate the parent and teacher schedules.

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

Teachers, a parent representative and the principal are members of the school improvement committee who review previous plans and data to revise/create/develop current plans. This team also monitors the implementation of the plan including professional development. Committee members share the plan with all staff and work as liaisons with other staff, parents and the community.

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

All staff are updated on the school improvement plan monthly at staff meetings/professional development or through weekly staff notes. Parents are provided the school improvement goals each fall in the student/parent handbook. Our annual report and school improvement plan are shared with parents at a meeting each fall. School improvement updates are also provided to parents at each PTO meeting (monthly). School improvement activities and targets are shared weekly through Staff Notes. The School Improvement Plan is also available to all families on the Siebert Elementary website.

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?

There has been a slight decrease from our high population of 625 in 2012-13. Often student mobility is linked to our major employers in the community.

Student Demographic Data

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

This year we have 77 students with ten or more absences by second semester. Last year we had 53 and the year before we had 84. 2011-12 had 66 students with ten or more absences.

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?

Our discipline referrals are higher this year than last for many months. We believe that teacher consistency in following our agreement/positive behavior support plan is a challenge. Our positive behavior support plan was agreed to by all teachers and is reviewed with teachers and students annually.

Student Demographic Data

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

We will explore beginning an attendance award for improved and "All Star Attendance". We will address the need for consistency in implementing our positive behavior support plan. Our positive behavior support committee meets monthly to address building needs.

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?

The school leader has 22 years of experience in education and is in the tenth year of experience as a building administrator. We believe this consistency and experience level is a benefit to the school and to student achievement. We have many families that have worked with the same administrator in the past.

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?

With the exception of three newly hired teachers in the last year, our staff has many years of teaching experience and experience in our school/community family. We value the blend of experience and expertise and see that as positively influencing student achievement.

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?

We limit attendance for professional development as much as possible by scheduling it during the summer. The days are valuable for our school, especially when working on school improvement. The school leader takes minimal days for conferences or illness. This consistency supports students, teachers and families.

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?

District professional development, collaborative days and school improvement meetings require teachers to be away from classrooms a significant amount of time. Planning for such days should occur at the district level with input and coordination from buildings. Summer training should be pursued whenever possible. Substitutes do not provide the same quality of instruction.

Teacher/School Leader(s) Demographic Data

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

Summer training should be pursued whenever possible. Substitutes do not provide the same quality of instruction.

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?

Siebert performed well in regard to Indicator C: Instructional Design. We work together to meet the needs of all students by implementing such things as extended math, co-teaching, differentiated instruction - including walk to DI during which students switch teachers to receive focused instruction based on their specific needs,, and after school programming and summer programming. We also have made improvements in Indicator E: Learning Environment. We have created a positive school culture through our positive behavior support system. Students also receive support through our Instructional Consultation Team and Special Services Team. Some at-risk students are provided with mentors (teachers who volunteer), Lunch Box Learners or buddies through Teaming Up with Youth. Professional development in the Primary Years Program (IB) has allowed teachers and students to focus on the attributes and attitudes.

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?

We believe we could improve on Indicator J: Student Involvement in the Assessment Process. This will be developed as we progress in our work on the Primary Years Programme of IB.

12. How might these challenges impact student achievement?

Increased student involvement in assessment including receiving feedback, self-assessment and tracking their own progress may increase student achievement. We will work toward this area in our work with the Primary Years Program (IB).

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.

Continue work on PYP and monthly data meetings to include student reflection and self-assessment.

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 students have access to school resources and intervention programs. At-risk students are invited to attend our no cost after school program and our summer reading program. Other students may participate in other after school programming (fee based). Scholarships may exist for students who are interested in extended learning opportunities.

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

Siebert offers extended math to 25% of our second-fifth grade population. We also offer 4th-5th grade mentoring, cross-graded math, differentiated instruction, Teaming Up with Youth, Battle of the Books, band, orchestra and choir. We also offer fee based programs after school at Siebert such as Quality Time and Engineering for Kids.

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

At-risk students are targeted for additional support through extended learning opportunities and parents are informed through email or US mail. Extended learning opportunities are published weekly in the electronic Bulldog Update, classroom newsletters and letters/discussions regarding extended math.

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?

Teacher lesson plans document implementation of the state content standards. As we work on our Program of Inquiry for PYP will be documenting that all content standards are covered and coordinated vertically and horizontally.

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.

We do not complete a health survey/screener.

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

Reading continues to be a strength at Siebert. Students continue to score well. According to the MI School Data report card reading is a strength for Siebert across the board. Data from the 13-14 Top to Bottom Individual School Lookup Tool reading is a strength in the categories overall, improvement and achievement.

19b. Reading- Challenges

We need to continue our focus on reading and rigor of instruction. Time to provide interventions for students remains a challenge.

19c. Reading- Trends

Our reading scores continue to remain relatively steady or increase in both fourth and fifth grade. Reading at third grade shows more variance and continues to be monitored.

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.

We will continue to support and monitor reading success through our school improvement plan. We will continue Strategy 1: Targeted Reading Instruction including the following activities:

1. Co-teaching at 4th and 5th grade, as possible
2. After School Program
3. Summer Reading Program
4. Instructional Consultation Team
5. PYP

20a. Writing- Strengths

According to the MI School Data report card, writing is a strength for Siebert students in the category "All Students". Writing is a weakness for Siebert's bottom 30%. Our MEAP writing scores remained the same at 64% proficiency for all students. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for writing is -1.617 which is red for the gap between our highest achieving and lowest achieving students. Overall we are white and white in improvement and achievement as well.

20b. Writing- Challenges

Writing is a weakness for Siebert's bottom 30%. Our MEAP writing scores remained the same at 64% proficiency for all students. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for writing is -1.617 which is red for the gap between our highest achieving and lowest achieving students.

20c. Writing- Trends

In the last four years our writing scores have increased gradually and remained relatively stable.

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.

We need to increase our student writing performance. We will continue to support and monitor writing progress through our school improvement plan. We will continue Strategy 1: Additional Writing Opportunities including the following activities:

1. Common Writing Assignments in Science and Social Studies
2. Writing Incentives
3. Three Minute Writing/Curriculum Based Measures
4. PYP

21a. Math- Strengths

Math continues to be a strength at Siebert. Students continue to score well. According to the MI School Data report card math is a strength for Siebert in the areas of "all students" and "white". Data from the 13-14 Top to Bottom Individual School Lookup Tool indicate that math is a strength in the categories overall, improvement and achievement.

21b. Math- Challenges

Math is a weakness for Siebert's bottom 30%, Economically Disadvantaged students and Students with Disabilities. Our MEAP math scores remained relatively consistent with 30% of 5th graders and 59% of 4th graders showing improvement for all students. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for math is -0.8060 which is white for the gap between our highest achieving and lowest achieving students.

21c. Math- Trends

We need to continue to focus on math instruction. We believe in the differentiated instruction model and professional development on number sense. We have been unable to continue our work on number sense due to District directives.

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.

We need to increase our student math performance. We will continue to support and monitor math progress through our school improvement plan. We will continue Strategy 1: Differentiated Instruction including the following activities:

1. Extended Math
2. After School Program
3. Partnership (Chemical Bank)

22a. Science- Strengths

Science continues to be a strength at Siebert. Students continue to score well. According to the MI School Data report card science is a strength for Siebert in the areas of "All students" and "White". Data from the 13-14 Top to Bottom Individual School Lookup Tool indicate that science is a strength in the categories overall, improvement and achievement.

22b. Science- Challenges

Science is a weakness for Siebert's bottom 30%, Our MEAP science scores remained relatively consistent in the last three years and we saw a large increase from 2010 to 2011. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for science is -0.2616 which is white for the gap between our highest achieving and lowest achieving students, white for improvement and overall and green for achievement.

22c. Science- Trends

We need to continue to focus on science instruction. While scores remain fairly high in relation to the State, we'd like to focus more on science and math at Siebert.

22d. Science- Summary

School Improvement Plan

Siebert School

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 need to increase our student performance in science. We will continue to support and monitor science progress through our school improvement plan. We will continue Strategy 1: Common Core State Standards including the following activities:

1. Non-Fiction Reading
2. PYP

23a. Social Studies- Strengths

Social Studies continues to be a relative strength at Siebert. Students continue to score well. According to the MI School Data report card social studies is a strength for Siebert in the areas of "All students" and "White". Data from the 13-14 Top to Bottom Individual School Lookup Tool indicate that social studies is a strength in the categories overall (white), improvement (white) and achievement (green).

23b. Social Studies- Challenges

Social studies is a weakness for Siebert's bottom 30%, Our MEAP social studies scores remained relatively consistent. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for social studies is -0.8530 which is white for the gap between our highest achieving and lowest achieving students, white for improvement and overall and green for achievement.

23c. Social Studies- Trends

We need to continue to focus on social studies instruction. While scores remain fairly high in relation to the State, we'd like to increase our scores at Siebert.

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'd like to increase our student performance in social studies. We will continue to support and monitor social studies progress through our school improvement plan. We will continue Strategy 1: Integrated Instruction including the following activities:

1. Informational Reading and Writing
2. Non-Fiction Reading
3. PYP

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?

Purpose and Direction and Resources and Support Systems had the highest ranking among students.

24b. Student Perception Data

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

Using Results for Continuous Improvement and Governance and Leadership ranked the lowest for students.

24c. Student Perception Data

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

We will continue to work on engaging students in discussions about our school and ask them for suggestions of ways to improve; encourage teachers to ask families to come to school activities and treat all students fairly.

25a. Parent/Guardian Perception Data

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

Using Results for Continuous Improvement, Purpose and Direction and Teaching and Assessing for Learning

25b. Parent/Guardian Perception Data

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

Governance and Leadership and Resources and Support Systems. Lowest scored were "Our school's governing body does not interfere with the operation or leadership of our school" and "Our school provides excellent support services (e.g., counseling, and/or career planning)".

25c. Parent/Guardian Perception Data

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

We will try to communicate the District vision, especially as it pertains to PYP, and to highlight the resources we do still have in these difficult financial times.

26a. Teacher/Staff Perception Data

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

Using Results for Continuous Improvement, Governance and Leadership and Purpose and Direction.

26b. Teacher/Staff Perception Data

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

Resources and Support Systems and Teaching and Assessing for Learning

26c. Teacher/Staff Perception Data

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

Our lowest ranking areas involve professional development: All teachers in our school have been trained to implement a formal process that promotes discussion about student learning; In our school, a professional learning program is designed to build capacity among all professional and support staff members; and In our school, all school personnel regularly engage families in their children's learning progress. The other concerns are about limited resources resulting from major budget cuts over the years: Our school provides high quality student support services; Our school provides opportunities for students to participate in activities that interest them; and Our school maintains facilities that support student learning. We will ask to include more building based professional development involving paraprofessionals and teachers and more training on collaborative processes. Our recently passed bond may help alleviate some of our over-crowding.

27a. Stakeholder/Community Perception Data

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

Using Results for Continuous Improvement, Governance and Leadership and Purpose and Direction.

27b. Stakeholder/Community Perception Data

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

Governance and Leadership and Resources and Support Systems. Lowest scored were "Our school's governing body does not interfere with the operation or leadership of our school" and "Our school provides excellent support services (e.g., counseling, and/or career planning)".

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 try to communicate the District vision, especially as it pertains to PYP, and to highlight the resources we do still have in these difficult financial times.

Summary

28a. Summary

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

In demographic data we identified our enrollment stability and staff longevity at Siebert as strengths. Attendance and Discipline Referrals are areas of challenge. In the area of process data we identified Instructional Design and Learning Environment as strengths and Student Involvement in Assessment Process as a challenge. Achievement/Outcomes show strengths in reading, and relative strength in math. Science, Social Studies and writing are challenges as well as math with our bottom 30%, economically disadvantaged and students with disabilities. Purpose and Direction was a strength in perception data for students, parents/stakeholders and teachers.

28b. Summary

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

Increased student involvement in assessment including receiving feedback, self-assessment and tracking their own progress may increase student achievement. We will work toward this area in our work with the Primary Years Program (IB).

Writing is a weakness for Siebert's bottom 30%. Our MEAP writing scores remained the same at 64% proficiency for all students. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for writing is -1.617 which is red for the gap between our highest achieving and lowest achieving students.

Math is a weakness for Siebert's bottom 30%, Economically Disadvantaged students and Students with Disabilities. Our MEAP math scores remained relatively consistent with 30% of 5th graders and 59% of 4th graders showing improvement for all students. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for math is -0.8060 which is white for the gap between our highest achieving and lowest achieving students.

Science is a weakness for Siebert's bottom 30%, Our MEAP science scores remained relatively consistent in the last three years and we saw a large increase from 2010 to 2011. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for science is -0.2616 which is white for the gap between our highest achieving and lowest achieving students, white for improvement and overall and green for achievement.

Social studies is a weakness for Siebert's bottom 30%, Our MEAP social studies scores remained relatively consistent. Using the 13-14 Top to Bottom Individual School Lookup Tool, our gap for social studies is -0.8530 which is white for the gap between our highest achieving and lowest achieving students, white for improvement and overall and green for achievement.

Perception data indicates challenges in Using Results for Continuous Improvement (Students), Governance and Leadership (Students, Parents/Stakeholders), Resources and Support Systems (Parents/Stakeholders, Teachers), and Teaching and Assessing for Learning (Teachers). Students may achieve more if they are involved more in learning, assessment and school governance.

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?

We will explore beginning an attendance award for improved and "All Star Attendance". We will address the need for consistency in implementing our positive behavior support plan. Summer training should be pursued whenever possible. Substitutes do not provide the same quality of instruction. Continue work on PYP and monthly data meetings to include student reflection and self-assessment.

We need to increase our student writing performance. We will continue to support and monitor writing progress through our school improvement plan. We will continue Strategy 1: Additional Writing Opportunities including the following activities:

1. Common Writing Assignments in Science and Social Studies
2. Writing Incentives
3. Three Minute Writing/Curriculum Based Measures
4. PYP

We need to increase our student math performance. We will continue to support and monitor math progress through our school improvement plan. We will continue Strategy 1: Differentiated Instruction including the following activities:

1. Extended Math
2. After School Program
3. Partnership (Chemical Bank)

We need to increase our student performance in science. We will continue to support and monitor science progress through our school improvement plan. We will continue Strategy 1: Common Core State Standards including the following activities:

1. Non-Fiction Reading
2. PYP

We'd like to increase our student performance in social studies. We will continue to support and monitor social studies progress through our school improvement plan. We will continue Strategy 1: Integrated Instruction including the following activities:

1. Informational Reading and Writing
2. Non-Fiction Reading
3. PYP

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
	Literacy and math are tested annually in grades 1-5.	Yes	District assessments, DIBELS, Curriculum Based Measures.	

Label	Assurance	Response	Comment	Attachment
	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	https://www.midlandps.org/SiteAssets/Annual%20Education%20Reports/2014/AER-SBE_2013-14.pdf	

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-5 elementary school.	

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	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	Cynthia Marchese, Manager of Human Resources, Midland Publish Schools, 600 E. Carpenter St., Midland, MI 48640 (989) 923-5019	

School Improvement Plan

Siebert School

Label	Assurance	Response	Comment	Attachment
	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		Policy Handbook

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Compact included in our Siebert Handbook.	Siebert Handbook

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Testing data discussed in the School Data Analysis section supports our improvement plan.	

Siebert Elementary School Improvement Plan 2015-2016

Overview

Plan Name

Siebert Elementary School Improvement Plan 2015-2016

Plan Description

Plan for academic year 2015-16

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 at Siebert Elementary School will be proficient writers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$50000
2	All students at Siebert Elementary School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	All students at Siebert Elementary School will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2100
4	All students leaving Siebert Elementary School will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
5	All students at Siebert Elementary School will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$120000
6	Attendance	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: All students at Siebert Elementary School will be proficient writers.

Measurable Objective 1:

68% of Fourth grade students will demonstrate a proficiency in writing in English Language Arts by 05/27/2016 as measured by Performance on 4th Grade M-Step writing assessment.

Strategy 1:

Additional Writing Opportunities - Teachers will provide students with additional writing opportunities in grades K-5.

Research Cited: Arter, Spandel, Culham & Pollard. 6 + 1 Traits of Writing. 1994.

Coe. 1999.

Northwest Regional Laboratory.

George Hillocks. 1987.

Mike Schmoker. 2011.

Tier:

Activity - Common Writing Assignments in Science and Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will administer two common writing assignments in science and social studies using a common prompt.	Direct Instruction			10/01/2013	05/27/2016	\$0	No Funding Required	K-5 teachers and principal

Activity - Writing Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing will be selected to receive a monthly writing incentive in each grade K-3.	Other	Tier 1	Implement	09/03/2014	05/27/2016	\$0	No Funding Required	School Improvement Team, Principal, K-3 Teachers

Activity - Three Minute Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a three minute write which will be scored in September, January and April of the 14-15 school year.	Direct Instruction	Tier 1	Implement	09/02/2014	05/27/2016	\$0	No Funding Required	Classroom Teachers and Principal

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Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and begin constructing integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$50000	Other	Principal, PYP Coordinator, ELA Coordinator, Teachers

Goal 2: All students at Siebert Elementary School will become proficient in math.

Measurable Objective 1:

71% of Third, Fourth and Fifth grade students will demonstrate a proficiency on MEAP in Mathematics by 05/27/2016 as measured by M-Step math assessment.

Strategy 1:

Differentiated Instruction - Teachers in grades 2nd-5th will implement differentiated instruction including an extended math section.

Research Cited: Carol Tomlinson. 2001.

Kelly Hedrick. 2010.

Tier:

Activity - Extended Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 2-5 will participate in differentiated instruction during grade level common math time including one section of extended math at each grade level.	Direct Instruction		Monitor	09/03/2013	05/27/2016	\$0	No Funding Required	Teachers in grades 2-5 and principal

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide after school program for at-risk students (at no cost to students/families).	Academic Support Program		Implement	09/03/2013	05/27/2016	\$0	No Funding Required	Teachers and principal

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

School Improvement Plan

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Continue to implement Chemical Bank Math Partnership for 1st and 2nd grade students and explore ways to expand the program to 3rd grade. Partnership provides math tutors from Chemical Bank who work with four at risk students over 30 minutes (two students for 15 minutes and then switch). Materials created from Adventures with mathematics from the Michigan Council of Teachers of mathematics.	Academic Support Program		Implement	10/26/2012	05/27/2016	\$0	No Funding Required	Principal, 1st, 2nd and 3rd grade teachers
Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	No Funding Required	Principal, PYP Coordinator, ELA Coordinator, Teachers

Goal 3: All students at Siebert Elementary School will become proficient in science.

Measurable Objective 1:

59% of 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 on M-Step in Science by 06/12/2015 as measured by performance.

Strategy 1:

Common Core State Standards - Teachers will review and provide instruction in all the Common Core State Standards.

Research Cited: Appendix A Common Core State Standards

The Common Core State Standards Validate Committee, June 2010

Tier:

Activity - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning on the Common Core State Standards and implement them in their classrooms. This will include the use of additional non-fiction texts to increase students reading, writing, science and social studies proficiency.	Professional Learning			09/03/2013	05/27/2016	\$0	No Funding Required	Teachers, Curriculum Office, Principal
Activity - Non-Fiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Siebert School

Teachers will use non-fiction text (Time for Kids, Weekly Reader, Science Spin or other text resources) to teach common core lessons.	Direct Instruction		Implement	10/01/2014	05/27/2016	\$2100	Other	Principal and Teachers
Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	No Funding Required	Principal, PYP Coordinator, ELA Coordinator, Teaching Staff

Goal 4: All students leaving Siebert Elementary School will be proficient in social studies.

Measurable Objective 1:

64% of 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 of performance in Social Studies by 06/12/2015 as measured by M-Step social studies assessment.

Strategy 1:

Integrated Instruction - Integrated instruction provides students with thematic based learning integrating as many content areas as possible and linking them to a common topic or theme.

Research Cited: IBO.org

Guthrie, et. al 2000

Tier:

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explore International Baccalaureate Primary Years Programme and integrated/thematic instruction through additional professional development.	Professional Learning			09/03/2013	05/27/2016	\$0	No Funding Required	Curriculum office, PYP coordinator, principal and teachers
Activity - Informational Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Siebert School

Implementation of informational reading and writing activities as tied to the Common Core State Standards and GLCEs. Materials and lessons will be provided by the District.	Supplemental Materials			09/15/2014	05/27/2016	\$0	No Funding Required	Lou Ann Bensinger, Curriculum Specialist Elementary
Activity - Non-Fiction Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use non-fiction text (Time for Kids, Weekly Reader, other text resources, etc.) to provide instruction in common core reading standards and social studies objectives.	Direct Instruction		Implement	10/01/2014	05/27/2016	\$0	No Funding Required	Principal and teachers
Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	No Funding Required	Principal, PYP Coordinator, ELA Coordinator, Teaching Staff

Goal 5: All students at Siebert Elementary School will be proficient in reading.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 05/27/2016 as measured by M-Step reading proficiency scores.

Strategy 1:

Targeted Reading Instruction - Teachers will provide additional instruction to targeted students in all areas of reading including cross-text, compare/contrast, major characters/minor characters, lesson or "theme", setting and main idea.

Research Cited: Harvey, S. & Goudvis S. Strategies that Work. 2000

Archer, A. Vocabulary Instruction

Beck, McKeown, Kucan. Bringing Words to Life. 2002

Friend, M. Co-Teach: Building & Sustaining Effective Classroom Partnerships in Inclusive Schools

IBO.org

Allington, Cahill, Horvath, McGill-Franzen. No More Summer Reading Loss. 2013.

Allen, Janet. Inside Words. 2007

School Improvement Plan

Siebert School

Tier:

Activity - Comprehension and Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will provide students with direct instruction in reading comprehension and vocabulary. Teachers will utilize ideas shared at professional development in 2012-13 as well as from The Comprehension Took Kit and Bringing Words to Life.	Direct Instruction			09/03/2013	05/27/2016	\$0	No Funding Required	Teachers
Activity - Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide co-teaching for two sections of 4th and two sections of 5th grade students (depending on enrollment numbers). This will provide more support to special education and at-risk students.	Academic Support Program			09/03/2013	05/27/2016	\$75000	Special Education	Principal, Director of Special Education, 2 special education and 4 general education teachers
Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide after school program for at-risk students (at no costs to students/families).	Academic Support Program		Implement	09/03/2013	05/27/2016	\$0	No Funding Required	Teachers and Principal
Activity - Summer Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide summer reading opportunities to target at-risk students.	Academic Support Program		Implement	06/23/2014	08/28/2015	\$0	No Funding Required	Principal, volunteer teachers

Strategy 2:

Increasing Reading Performance - Teachers will review student data and be given opportunities for assistance with difficult students. School goal for DIBELS data is 80% benchmark, 15% or less at strategic, and 5% or less intensive. We have met the benchmark and strategic goal area but not the intensive area yet in all grade levels.

Research Cited: Rosenfield, S. & Gravois, S.T. (1996)

McCook, J.E. (2006)

School Improvement Plan

Siebert School

Hall, S.L. (2008)

Florida Center for Reading Research

Tier:

Activity - Instructional Consultation Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review student data with the team on a monthly basis and be provided with support from the Instructional Consultation Team. Support is in the form of professional development. Members of the team also participate in weekly professional learning.	Academic Support Program			09/03/2013	05/27/2016	\$45000	General Fund	District Curriculum Director and Assistant Superintendent. Principal and teachers.

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	No Funding Required	Principal, PYP Coordinator, ELA Coordinator, Teachers

Goal 6: Attendance

Measurable Objective 1:

demonstrate a proficiency Improve attendance rates by 05/27/2016 as measured by number of students absent more than ten days.

Strategy 1:

Awareness - Parents and students will become more aware of the importance of attendance.

Research Cited: Judge Allen - School Justice Partnership 2014

Tier:

Activity - Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Siebert School

Filming of message from Judge Allen on the importance of attendance. The message will be placed on our website and used at parent meetings and during truancy meetings.	Other			04/27/2015	05/27/2016	\$0	No Funding Required	Judge Allen, Billie Oliver, Scott Cochran, Susan Johnson
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be awarded for All Star Attendance (no more than five absences) each semester. Students may also receive an Improved Attendance Award for improving attendance in the following marking period.	Behavioral Support Program			09/09/2015	05/27/2016	\$0	No Funding Required	Principal, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Incentives	Students will be awarded for All Star Attendance (no more than five absences) each semester. Students may also receive an Improved Attendance Award for improving attendance in the following marking period.	Behavioral Support Program			09/09/2015	05/27/2016	\$0	Principal, teachers
PYP	Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	Principal, PYP Coordinator, ELA Coordinator, Teaching Staff
PYP	Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	Principal, PYP Coordinator, ELA Coordinator, Teaching Staff
PYP	Teachers will explore International Baccalaureate Primary Years Programme and integrated/thematic instruction through additional professional development.	Professional Learning			09/03/2013	05/27/2016	\$0	Curriculum office, PYP coordinator, principal and teachers
After School Program	Continue to provide after school program for at-risk students (at no cost to students/families).	Academic Support Program		Implement	09/03/2013	05/27/2016	\$0	Teachers and principal
Summer Reading Program	Provide summer reading opportunities to target at-risk students.	Academic Support Program		Implement	06/23/2014	08/28/2015	\$0	Principal, volunteer teachers
Common Writing Assignments in Science and Social Studies	K-5 teachers will administer two common writing assignments in science and social studies using a common prompt.	Direct Instruction			10/01/2013	05/27/2016	\$0	K-5 teachers and principal

School Improvement Plan

Siebert School

Education	Filming of message from Judge Allen on the importance of attendance. The message will be placed on our website and used at parent meetings and during truancy meetings.	Other			04/27/2015	05/27/2016	\$0	Judge Allen, Billie Oliver, Scott Cochran, Susan Johnson
PYP	Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	Principal, PYP Coordinator, ELA Coordinator, Teachers
Comprehension and Vocabulary Instruction	Teachers in grades 2-5 will provide students with direct instruction in reading comprehension and vocabulary. Teachers will utilize ideas shared at professional development in 2012-13 as well as from The Comprehension Took Kit and Bringing Words to Life.	Direct Instruction			09/03/2013	05/27/2016	\$0	Teachers
PYP	Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and construct, teach and reflect upon integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$0	Principal, PYP Coordinator, ELA Coordinator, Teachers
Extended Math	Students in grades 2-5 will participate in differentiated instruction during grade level common math time including one section of extended math at each grade level.	Direct Instruction		Monitor	09/03/2013	05/27/2016	\$0	Teachers in grades 2-5 and principal
After School Program	Continue to provide after school program for at-risk students (at no costs to students/families).	Academic Support Program		Implement	09/03/2013	05/27/2016	\$0	Teachers and Principal
Three Minute Writing	All students will participate in a three minute write which will be scored in September, January and April of the 14-15 school year.	Direct Instruction	Tier 1	Implement	09/02/2014	05/27/2016	\$0	Classroom Teachers and Principal
Writing Incentives	Student writing will be selected to receive a monthly writing incentive in each grade K-3.	Other	Tier 1	Implement	09/03/2014	05/27/2016	\$0	School Improvement Team, Principal, K-3 Teachers
Non-Fiction Reading	Teachers will use non-fiction text (Time for Kids, Weekly Reader, other text resources, etc.) to provide instruction in common core reading standards and social studies objectives.	Direct Instruction		Implement	10/01/2014	05/27/2016	\$0	Principal and teachers

School Improvement Plan

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Common Core State Standards	Teachers will participate in professional learning on the Common Core State Standards and implement them in their classrooms. This will include the use of additional non-fiction texts to increase students reading, writing, science and social studies proficiency.	Professional Learning			09/03/2013	05/27/2016	\$0	Teachers, Curriculum Office, Principal
Informational Reading and Writing	Implementation of informational reading and writing activities as tied to the Common Core State Standards and GLCEs. Materials and lessons will be provided by the District.	Supplemental Materials			09/15/2014	05/27/2016	\$0	Lou Ann Bensinger, Curriculum Specialist Elementary
Math Partnership	Continue to implement Chemical Bank Math Partnership for 1st and 2nd grade students and explore ways to expand the program to 3rd grade. Partnership provides math tutors from Chemical Bank who work with four at risk students over 30 minutes (two students for 15 minutes and then switch). Materials created from Adventures with mathematics from the Michigan Council of Teachers of mathematics.	Academic Support Program		Implement	10/26/2012	05/27/2016	\$0	Principal, 1st, 2nd and 3rd grade teachers

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-teaching	Provide co-teaching for two sections of 4th and two sections of 5th grade students (depending on enrollment numbers). This will provide more support to special education and at-risk students.	Academic Support Program			09/03/2013	05/27/2016	\$75000	Principal, Director of Special Education, 2 special education and 4 general education teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Consultation Team	Teachers will review student data with the team on a monthly basis and be provided with support from the Instructional Consultation Team. Support is in the form of professional development. Members of the team also participate in weekly professional learning.	Academic Support Program			09/03/2013	05/27/2016	\$45000	District Curriculum Director and Assistant Superintendent. Principal and teachers.
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PYP	Teachers will be provided with professional development on the International Baccalaureate Primary Years Programme and begin constructing integrated/thematic instruction units.	Professional Learning		Implement	08/25/2014	05/27/2016	\$50000	Principal, PYP Coordinator, ELA Coordinator, Teachers
Non-Fiction Reading	Teachers will use non-fiction text (Time for Kids, Weekly Reader, Science Spin or other text resources) to teach common core lessons.	Direct Instruction		Implement	10/01/2014	05/27/2016	\$2100	Principal and Teachers