

Abbreviated Goals and Plans Template

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 47070

District Name: Howell Public Schools

School Code: 02773

School Name: Northwest Elementary

Section One – Plan

In preparation for completing this template, it is recommended that improvement teams complete the School Data Analysis. This diagnostic is available both in the ASSIST platform, and as a [template for you to download and use](#).

1. What multiple data sources were used to determine need?

We used NWEA, M-step, Dibels, and DRA.

2. Based on the data, what area(s) needs improvement?

Reading, Math, Science and Social Studies

3. Write a measurable goal for each area of need.

Measurable Goal 1: 100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 70% of all students will meet their fall to spring growth targets in English Language Arts by 06/30/2017 as measured by the NWEA reading assessment.

Measurable Goal 2: 100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and 59% will meet their growth target in math in Mathematics by 06/30/2017 as measured by the NWEA math assessment.

Measurable Goal 3: 24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth

grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency understanding scientific terms and processes in Science by 06/30/2017 as measured by the science Mstep.

Measurable Goal 4: 21% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency understanding scientific terms and processes in Science by 06/30/2017 as measured by the social studies Mstep.

4. Describe the strategies and activities that will be used for each of the goals.

We included the activities for all four goals under each strategy.

Strategy 1: 5D+ - Implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- Sets the **Purpose and Direction** for teaching and learning (AdvancED Standard 1)
- Focuses **Governance and Leadership** on improving student performance (AdvancED Standard 2)
- Provides research-based guidance on best practices for **Teaching and Assessing for Learning** (AdvancED Standard 3)
- Ensures support and accountability through professional development and teacher evaluation with the district's **Resources and Support Systems** (AdvancED Standard 4)
- Engages all stakeholders in a growth process that **Uses Results for Continuous Improvement** (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning™ include **Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning,** and **Classroom Environment & Culture,** with an essential "+" dimension of **Professional Communication & Collaboration.**

Research Cited: University of Washington CEL research bibliography: <http://bit.ly/CElbibliography>

Activity 1: Instructional Strategies (Tier 1, Title II Part A) - Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs will include (but not be limited to):

- Formative Assessment / Assessment Literacy (T2)
- Reader's Workshop
- Capturing Kids Hearts (T2)
- Critical Friends Group
- Study of Early Literacy (T2)
- Next Generation Science Exemplar system (T2)
- Reaching Higher (T2)
- Vocabulary instruction
- 10 Essential Instructional Practices in Early Literacy
- Differentiated instruction
- Technology integration
- Math fact fluency

Structures will include (but not be limited to):

- PLCs
- Staff meetings
- Workshops and conferences (T2)
- Book studies
- Release time
- Instructional coaching (T2)
- District-led support
- Principal-led support and teacher evaluations

Activity 2: Curriculum & Pedagogy (Tier 1, Title II Part A) - Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include (but not be limited to):

- PLCs
- Staff meetings
- Release time
- Curriculum coaching (T2)
- District-led curriculum work (T2)
- Principal-led curriculum work

Activity 3: Professional Development (Tier 1, Title II Part A) - Teachers will participate in professional development aligned to the 5D+ Instructional Framework using structures that will include (but not be limited to):

- PLCs
- Staff meetings
- Workshops and conferences (T2)
- Book studies

- Release time
- Coaching (T2)
- District-provided professional development
- Principal-led professional development.

Strategy 2: MTSS - Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program: high-quality, research-based classroom instruction, ongoing student assessment through universal screening and progress monitoring, and tiered instruction at school. Staff will utilize multiple measures of data to make instructional decisions and analyze effectiveness of current intervention plan. A targeted plan will be implemented to increase academic growth and success.

Research Cited:

Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.
 Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.
 Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning
 Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)

Tier: All (Tiers 1-3)

Activity 1: MTSS Academic Support Outside Core Instructional Time (Tier 2, Title I and Section 31a) - The district will provide MTSS through, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including (but not limited to):

- Elementary support through
 - At-Risk and Title I teachers (T1, 31a)
 - At-Risk counselors (31a)
 - At-Risk and Title I instructional aides (T1, 31a)
 - Learning A-Z subscription, Moby Max subscription, general supplies, such as whiteboards, and supplies for the Fountas and Pinnell LLI program we are implementing.

Activity 2: Progress Monitoring & Data Analysis (Tiers 1-2, Title II Part A, Section 35a6, and General Fund) - Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including (but not limited to):

- Classroom teacher assessments and observations
- Interim assessments (district benchmark assessments, common assessments, NWEA, SRI, MLPP, DIBELS, DRA)
- Summative assessments (M-STEP, MI-ACCESS).

Structures will include (but are not limited to):

- Critical Friends Groups (35a6)
- PLCs
- Staff meetings

- Release time
- Coaching (T2)
- District-led data analyses
- Principal and School Data Team-led data analyses.

Activity 3: Homeless and Foster Care (Tiers 1-2, General Fund) - Support Homeless and Foster Care Students with comparable services.

Activity 4: Students with Disabilities (Tiers 1-3, General Fund) - Support Students with Disabilities with research-based strategies, technology, and other programs. Support teachers working with autistic students with START training.

5. What future multiple data points will be used to determine if the goals are met?
We will use NWEA, M-step, Dibels, and DRA.

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

District-wide Professional Development, Staff meetings, PLC's and Book Studies will be centered around:

- 5D+ Evaluation system
- Data analysis and differentiated instruction based on this analysis
- 10 Reading Essentials, including vocabulary
- Start training
- Formative Assessment
-

7. Describe how the plan and process will be monitored and evaluated.

The School Improvement Team will meet at least six times throughout the year to monitor progress on our SIP. We will use the Program Evaluation Tool to evaluate one of our programs in depth.

8. Provide the budget showing alignment to the plan.

Northwest Elementary has \$201,928.00 of At Risk 31a money. \$38,105 (estimated) in At Risk 31a support will go to pay for our Elementary counselor. The remainder will be spent on our intervention teacher and aides.

Section Two – Assurances

1. The school has evidence of a mission statement.

Yes

2. The school has evidence of completing a comprehensive needs assessment.

Yes

3. The school has evidence of inviting and allowing school board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan.

Yes

4. The school has evidence of a process to evaluate our school improvement plan.

Yes

5. The school has evidence that technology is being integrated into the curriculum to improve learning.

Yes

6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.

Yes

7. The school has evidence of developing and utilizing community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community.

Yes

8. The school has evidence of building-level decision making.

Yes