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: 03158　　　　　　　School Name: Three Fires Elementary School

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?
   The school uses assessment data such as:
   * DIBELS
   * DRA
   * Local assessments such as common assessments and district benchmark assessments
   * MLPP
   * M-STEP
   * MI-Access
   * NWEA
   Other student performance data such as:
   * Attendance data
   * Counselor referrals and interventions
   * Disciplinary data

   Perceptual data such as:
   * Classroom observations
   * Pre-intervention and post-intervention assessments and surveys
   * School Improvement self assessments and system diagnostics
   * Stakeholder surveys of staff, students, parents, and community members

2. Based on the data, what area(s) needs improvement?
   The school has diagnosed multiple areas needing improvement. Broadly speaking, the school improvement goals are grouped into the 4 major academic achievement areas:
   * English Language Arts

* Math
* Science
* Social Studies

3. Write a measureable goal for each area of need.
Academic goal: English Language Arts
*All First, Second, Third, Fourth and Fifth grade students will show growth in Reading by 6/13/2018 as measured by the NWEA MAP Assessment. 60% of First, Second, Third, Fourth and Fifth grade students will meet their Fall to Spring Projected Growth Target in Reading by 06/13/2018 as measured by the NWEA MAP Assessment. 68% of Third, Fourth, and Fifth grade students will demonstrate proficiency in Reading as measured by the state assessment.

*All Second, Third, Fourth and Fifth grade students will show growth in Writing by 6/13/2018 as measured by the NWEA MAP Assessment. 60% of Second, Third, Fourth and Fifth grade students will meet their Fall to Spring Projected Growth Target in Writing by 06/13/2018 as measured by the NWEA MAP Assessment. 68% of Third, Fourth, and Fifth grade students will demonstrate proficiency in Writing as measured by the state assessment.

Academic goal: Math
* All students will show growth in Mathematics by 6/13/2018 as measured by the NWEA MAP Assessment. 60% of all students will meet their Fall to Spring Projected Growth Target in Mathematics by 06/13/2018 as measured by the NWEA MAP Assessment. 67% of Third, Fourth, and Fifth grade students will demonstrate proficiency in Mathematics as measured by the state assessment.

Academic goal: Science

All students will be proficient in science. 30% of All Students will demonstrate a proficiency in Science by 06/13/2018 as measured by state assessment.

Academic goal: Social Studies
* All students will be proficient in social studies. 30% of All Students will demonstrate a proficiency in Social Studies by 06/13/2018 as measured by state assessment.

Describe the strategies and activities that will be used for each of the goals.
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 LearningTM include Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture, with an essential "+" dimension of Professional Communication & Collaboration.

Activities:

Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework.
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, District-led curriculum work, Principal-led curriculum work.
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, Book studies, Release time, Coaching, District-provided professional development, Principal-led professional development.
Assessment Literacy - Teachers will use their knowledge and skills to gather accurate information about student achievement and use the assessment process and its results effectively to improve achievement.

Reader's Workshop - Teachers will utilize high interest daily independent reading. - Teachers will utilize mini-lessons (MAISA, phonemic awareness, comprehension instruction). - Teachers will utilize research-based targeted literacy instruction including the GELN Essential Instructional Practices in Early Literacy (SOEL Essentials). - Teachers will differentiate instruction in science and social studies using nonfiction leveled readers.
STEAM and PBL Activities - Teachers will utilize STEAM and PBL lessons.
Student Goal Setting - Teachers will have students utilize their data to create and internalize individual goals in reading.
Technology Integration - Teachers will utilize various resources, including Google Classroom/productivity tools, online formative assessment tools, websites, and apps to promote learning in the core areas and increase engagement (Accelerated Reader, Reading A-Z, RAZ Kids, Science A-Z).
Vocabulary Instruction - Teachers will will focus on content area vocabulary to be taught each quarter. - Teachers will implement content area vocabulary through Learning A-Z software products.

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.

Activities:

MTSS Academic Support Outside Core Instructional Time - The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including (but not limited to): Title I teachers, At-Risk counselors, and Title I instructional aides.

Progress Monitoring & Data Analysis - 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, WIDA). Structures will include (but are not limited to): Critical Friends Groups, PLCs, Staff meetings, Release time, Coaching, District-led data analyses, Principal and School Data Team-led data analyses.
Students with Disabilities - Support Students with Disabilities with research-based strategies, technology, and other programs.
Interventions - Teachers and instructional aides will utilize LLI, Fountas and Pinnell Phonics, phonemic awareness, and comprehension interventions.
Parent School Partnership - Staff will hold a Title I Literacy night during the first semester.

STRATEGY 3: Continuous Improvement - Provide professional development in school improvement process, leadership, and state & federal mandates.

Activities:

Professional Development in School Improvement - Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including (but not limited to): MEMSPA, MASSP, MIEM, ASCD, MASA, MAS/FPS, AdvancED, LESA, and WISD.
Assessment Literacy - Teachers will learn to use their knowledge and skills to gather accurate information about student achievement and use the assessment process and its results effectively to improve achievement.
Reader's Workshop - Teachers will participate in PD aligned to Reader's Workshop. - Teachers will have access to an instructional coach who will work with teachers on best practices in reading.
STEAM and PBL Activities - Teachers will learn new ideas related to STEAM and PBL and increase their knowledge and understanding of the STEAM and PBL process. - Teachers will have access to an instructional coach who will work with teachers on best practices in PBL instruction.

4. What future multiple data points will be used to determine if the goals are met?
The school will use data from assessments such as:
* DIBELS
* DRA
* Local assessments such as common assessments and district benchmark assessments
* MLPP
* M-STEP
* MI-Access
* NWEA
* SMI and SRI

Other student performance data such as:
* Attendance data
* Counselor referrals and interventions
* Disciplinary data

Perceptual data such as:
* Classroom observations
* Pre-intervention and post-intervention assessments and surveys
* School Improvement self assessments and system diagnostics
* Stakeholder surveys of staff, students, parents, and community members

5. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
Professional learning needs include job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:
* 5D+: Assessment for Student Learning
* 5D+: Classroom Environment and Culture
* 5D+: Curriculum and Pedagogy
* 5D+: Professional Communication and Collaboration
* 5D+: Purpose
* 5D+: Student Engagement
* Book studies
* Capturing Kids Hearts
* Critical Friends Group
* Differentiated instruction
* District-provided professional development
* Formative Assessment / Assessment Literacy
* Instructional rounds
* Next Generation Science Exemplar system
* Peer-to-Peer

* Positive Behavior Intervention and Supports
* Principal-led professional development
* Professional Learning Communities
* Reaching Higher
* Reader's Workshop
* START
* Study of Early Literacy
* Staff meetings
* Technology integration
* Workshops and conferences

6. Describe how the plan and process will be monitored and evaluated.
   The School Improvement Team will meet regularly throughout the year in a systemic approach to ensure quality and progress toward organizational goals by methodically and routinely monitoring the connection between the strategies underway and the outcomes sought. The plan and process will be monitored and evaluated using the 4 components of performance management:
   * Clarity of outcomes and theory of action
   * Alignment of resources
   * Collection and use of data
   * Accountability for results

7. Provide the budget showing alignment to the plan.
   Activity Summary by Funding Source

   Title I Part A
   Strategy 2: Multi-tiered system of supports that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program.

   Activity 1: MTSS Academic Support. The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:

   Elementary support including:
   * Highly qualified instructional staff to provide interventions including Teachers, Aides, and Instructional Coaches
   * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches
   * Counseling or behavioral intervention programs and services including Counselors
   * Activities and services to improve the culture and climate of the school, address safety

and security, and provide anti-bullying or crisis intervention programs
* Leveled Literacy Intervention
* MRA
* Reaching Higher
* Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw
* TIES (Teaching, Interacting, Encouraging Students)
* Youth Connection Groups

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Academic Support Program	2	Monitor	9/5/17 to 6/13/18	$221,622	Administration, Teachers, Intervention Teachers, Instructional 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