

## 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: [Click here to enter text.](#) District Name: Howell

School Code: [Click here to enter text.](#) School Name: Southwest

### 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?

Sources of data includes: NWEA, DRA, SRI, MLPP, and Mstep

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

**Mathematics Data Analysis:** NWEA - All grade levels RIT score at mean or above. Grades 2-5 highest mean RIT above Norm. School average of percentage of students who made projected RIT - 68% as compared to 2015-16 50%. No areas of concerns for subgroups of special ed or ELL. No consistent trend in strongest areas within sub sections in math. Weakest area in math Numbers and Operations.

M-Step : Comparing grade level results from previous year. 5th grade - 2015 -16 43% proficient and 2016-17 - 40 % proficient. 4th grade 2015 -16 65% proficient 2016-17 49% proficient. 3rd grade 2015-16 48% proficient 2016 -17 65% proficient.

3rd (2015-16) 48% proficient , 4th grade (2016-17) 49% proficient.

No growth from grade to grade in mathematics MStep data.

**Writing Data Analysis:** NWEA -3rd, 4th, and 5th all increased mean RIT scores over 2015-16. 3rd, 4th and 5th all have mean RIT scores over Norm RITS. No consistent strength area.

Weakest area - Writing. School average of students meeting RIT projection 68% as compared to 2015-16 62%.

Sub groups data - 5th grade shows a large a gap between male and female of students who met their growth RIT score. Male -82% female- 68%.

2nd grade data shows a decline in average RIT as compared to 2015-16 school year, and compared to Norm RI(2015-16 194.6, 2016-17 187.0, Norm 189.7)T . Also, see a large percentage of ELL's who did not meet their RIT projected growth. (75%)

**Reading Data Analysis:** NWEA - K, 1st, and 2nd all decreased mean RIT scores over 2015-16. 3rd grade went up 1.9, 4th grade remained the same, and fifth grade went up 2.6. Grades 2-5 mean RIT is above the Norm RIT. School average of meeting RIT projection 57% as compared to 2015-16 53%.

Areas of strength on NWEA literature and areas of weakness foundational skills and vocabulary/informational text.

Sub group data - 4th and 5th grade show only 38% of ELL's meeting projected RIT score. Large discrepancy between male and female in 3rd grade - Male who met projected growth 50% as compared to 87% of female who met projected RIT growth. For all grades in special ed 63% of the students met their projected RIT score.

M-Step : Comparing grade level results from previous year. 5th grade - 2015 -16 67% proficient and 2016-17 - 66 % proficient. 4th grade 2015 -16 51% proficient 2016-17 51% proficient. 3rd grade 2015-16 58% proficient 2016 -17 66% proficient.

Comparing cohorts of students - 4th (2015-16) 51% proficient, 5th (2016-17) 66% proficient. 3rd grade (2015-16) 58% proficient, 4th grade (2016-17) 51% proficient. In conclusion, 5th grade MStep shows great growth from last year to this year and 4th grade Mstep shows a slight decline in growth.

SRI - 3rd grade Fall 48% scored advanced and proficient, Spring 79% scored advanced and proficient. 4th grade Fall 61% scored advanced and proficient, Spring 77% scored advanced and proficient.

DRA - 93% of K students met grade level DRA expectations. 81% of 1st grade students met grade level DRA expectations. 71% of 2nd grade students met grade level DRA expectations. 1

Conclusion of data:

Growth shown by NWEA data.

Areas for improvement:

Reading - K-2 Foundational Skills, grades 3-5 informational text and vocabulary.

Mathematics - Numbers and Operations

Writing - Writing Process

Action Steps:

Title 1 focuses provides intervention in Foundational Skills.

Use of Formative Assessment in all subject areas.

Continue learning and use of 5D+ teacher evaluation process.

Fidelity in meetings for analyzing data.

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

**Reading Goal:** 100% of Southwest students will make growth on NWEA Reading Assessment and 55% will meet or exceed Spring Projected Growth Goal on the NWEA Reading Assessment by 6/30/18.

**Mathematics Goal:** 100% of Southwest students will make growth on NWEA Mathematics Assessment and 55% of students will meet or exceed Spring Projected Growth on NWEA Mathematics Assessment by 6/30/18.

**Writing Goal:** 100 % of Southwest students will make growth on NWEA Language Usage Assessment and 55% of students will meet or exceed Spring Projected Growth on NWEA Language Usage Assessment by 6/30/18.

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

Programs, structures, and supports marked with (T1) were included in the 16-17 federal Title I grant

Programs, structures, and supports marked with (T2) were included in the 16-17 federal Title II Part A grant

Programs, structures, and supports marked with (T3) were included in the 16-17 federal Title III grant

Programs, structures, and supports marked with (31a) were included in the 16-17 state At-Risk (Section 31a) grant

Programs, structures, and supports marked with (35a6) were included in the 16-17 state Early Literacy (Section 35a6) grant

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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>

**Tier:** Tier 1

**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

- Vocabulary instruction
- Differentiated instruction
- Technology integration

Structures will include (but not be limited to):

- PLCs
- Staff meetings
- 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.

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**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 Title I, 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)

**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, WIDA, PSAT, SAT, ACT).

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:** Extended Learning Opportunities (Tier 3, Section 31a) - Provide extended learning opportunities including (but not limited to) summer school and credit recovery. (31a)

**Activity 4:** Support English Learners (EL) (Tier 2, Section 31a and Title III) - Provide support to EL students and parents in all content areas for proficiency, including (but not limited to):

- At-Risk Instructional aides (31a)
- Sheltered Instruction Observation Protocol (T3)
- Critical Friends Groups (T3)
- PLCs
- Staff meetings
- Release time
- Coaching
- Professional development

**Activity 5:** Homeless and Foster Care (Tiers 1-2, General Fund) - Support Homeless and Foster Care Students with comparable services.

**Activity 6:** Students with Disabilities (Tiers 1-3, General Fund) - Support Students with Disabilities with research-based strategies, technology, and other programs.

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

**Research Cited:**

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

**Tier:** Tier 1

**Activity 1:** Professional Development in School Improvement (Title II Part A) - 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):

- Michigan Elementary and Middle School Principals Association (MEMSPA) (T2)
  - Michigan Association of Secondary School Principals (MASSP) (T2)
  - Michigan Institute for Educational Management (MIEM) (T2)
  - Association for Supervision and Curriculum Development (ASCD) (T2)
  - Michigan Association of School Administrators (MASA) (T2)
  - Michigan Association of State and Federal Program Specialists (MAS/FPS) (T2)
  - AdvancED (T2)
  - Livingston Educational Services Agency (LESA) (T2)
  - Washtenaw Intermediate School District
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5. What future multiple data points will be used to determine if the goals are met?

We will use NWEA, SRI, DRA, MLPP, DIBELS, and MSTEP.

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

To ensure full implementation of Formative Assessment, SW FAME team will continue to meet monthly. Those monthly meetings will be used to prepare for presentations to staff during monthly staff meetings. This will also provide professional development for the addition of 3 new areas in the 5 D+ Evaluation Process.

Monthly PLC's with grade levels will provide staff with the opportunity to evaluate data to ensure of all students academic process. These meetings will be run by Title 1 teacher, Special education staff, and principal. Student progress forms will be analyzed to determine growth and next steps.

Three times a year a Data Team Committee (principal, teacher consultant, Title 1 teacher,

Data Leader, and School Psychologist) will meet to evaluate NWEA data. These meetings, team will be looking for strengths and areas of challenges by grade level and teacher. Peer coaching will be made available for staff.

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

Along with DRA, NWEA, and SRI assessments, Title 1 and LESA staff will access all K-2 students in foundational skills. These assessments will determine students who need additional assistance in mastering these skills. Title 1 teachers will be used to service students and progress monitor their progress.

Monthly grade level PLC's will also monitor and evaluate progress of the plan and process.

Data Team Committee will meet after each NWEA assessment is given to monitor and evaluate progress of plan and process.

8. Provide the budget showing alignment to the plan.

	Title 1 Funds	Title 2 Funds	At Risk Funds
Title 1 Teacher	119,000		
Title 1 Aides	62,000		
ELL Aides			
Extended PLC's		5000	
Sub for Data Teams Leader		325	
IXL	4500		





## 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