

## 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: **08624**

School Name: **Voyager 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?

**Voyager Elementary School used summative assessments as sources of data to determine areas of needed improvement. The summative assessments included the Michigan Student Test of Educational Progress (M-STEP) and MI-ACCESS, district common assessments in the areas of social studies and science (optional), Northwest Evaluation Association (NWEA), Scholastic Reading Inventory (SRI), Michigan Literacy Progress Profile (MLPP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Reading Assessment Profile (RAP) and Developmental Reading Assessment (DRA).**

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

**Voyager Elementary School analyzed the data from the summative assessments to determine that Voyager students need to increase their reading and writing skills across the curriculum. Therefore, teachers will learn to integrate English Language Arts into all core-content areas. In addition, data supported a need for all students to participate in a Multi-Tiered System of Supports for academic and social-emotional achievement.**

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

**100% of students at Voyager Elementary School will make a year's growth in reading using NWEA Fall to Spring projected RIT score for grades 1-5. Students in kindergarten will make growth using DIBELS- beginning of the year, middle of the year and end of year data.**

**Using the 2015 Reading NWEA Student Status Norms, the percentage of students who are at or above mean end of year benchmark will be as follows:**

**60% or more of Kindergarten students will met or exceed end of year benchmark norms.**

**88% or more of First grade students will met or exceed end of year benchmark norms.**

**88% or more of Second grade students will met or exceed end of year benchmark norms.**

**75% or more of Third grade students will met or exceed end of year benchmark norms.**

**69% or more of Fourth grade students will met or exceed end of year benchmark norms.**

**70% or more of Fifth grade students will met or exceed end of year benchmark norms.**

**100% of students at Voyager Elementary School will participate in a Multi-Tiered System of Support to increase academic achievement and social and emotional learning. Evidence-Based Supports will be used to measure the success for this goal which may include survey (perception) data, social-emotional behavioral data (attendance, behavioral referrals, suspensions, ABC forms, crisis calls, etc).**

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

**Goal: All students at Voyager will make a full year's growth in Reading.**

**Strategy: Teachers will learn to integrate English Language Arts into all core-content areas.**

**Activities:**

**Teachers will identify ELA connections across the curriculum.**

**Teachers will participate in the Study of Early Literacy.**

**Teachers will learn and utilize Essential 1 to identify student interests to increase engagement and motivation.**

**Teachers will learn and utilize Essential 3 during enrichment time to provide differentiated instruction for short-term focus groups.**

**Teachers will utilize the At-Risk Instructional coach to support learning.**

**Teachers will utilize the At-Risk assistants to support learning.**

**Goal: All students at Voyager will participate in a Multi-Tiered System of Support for academic and behavioral achievement.**

**Strategy: Teachers will use common language to support a proactive, team-based framework for creating and sustaining a safe and effective school culture.**

**Activities:**

**Teachers will revise the Positive Behavioral Interventions and Supports (PBIS) structures, procedures and implementation.**

**Teachers will learn strategies for student behavior through *The Leader In Me* book study.**

**Teachers will learn and utilize Essential 3 during enrichment time to provide differentiated instruction for short-term focus groups.**

**Teachers will participate in Multi-Tiered System of Supports through coaching and project based learning supported by At-Risk teacher/aides/supplies.**

5. What future multiple data points will be used to determine if the goals are met?

**Voyager Elementary School will use formative and summative assessments as sources of data to determine if students are making a year's growth in reading. Formative and summative assessments will include classroom assessments, district common**

**assessments to identify program effectiveness and needs in the areas of social studies and science. Northwest Evaluation Association (NWEA), Michigan Literacy Progress Profile (MLPP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessment (DRA), Michigan Student Test of Educational Progress (M-STEP) and MI-ACCESS. In addition, Voyager Elementary School may use survey (perception) data, social-emotional behavioral data (attendance, behavioral referrals, suspensions, ABC forms, crisis calls, etc) to determine if there is an increase in positive staff and student culture.**

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

**Voyager Elementary School staff will participate in school-level and district-level professional development that is aligned with District Improvement Goals and School Improvement Goals through staff meetings, book studies (The Leader in Me), instructional coaching, professional learning communities, project-based learning and Study of Early Literacy. Voyager Elementary Schools' parents will continue to be involved in professional learning by having representation on the Voyager School Improvement Team, the Voyager Parent-Teacher Booster Club, at parent-teacher conferences, and at curriculum night. Parents will receive classroom and school communications regarding student academic achievement and social-emotional competencies.**

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

**Voyager Elementary School's plan and process will be continuously monitored and evaluated to ensure that individual academic and social-emotional needs of all students are being met through the analysis of data using multiple data sources which may include formative and summative assessments and district and state assessments. The analysis of data and determining instructional shifts will occur during staff meetings, grade-level meetings, school improvement meetings, Positive Behavioral Interventions and Supports (PBIS) meetings and data meetings.**

**If data indicates that instructional shifts are necessary, staff will follow the Multi-Tiered System of Supports (MTSS) to ensure that all students are achieving academically. Our MTSS is supported through Livingston County Educational Service Agency (LESA), and coaching and instructional support by Voyager's At-Risk teacher and instructional aides.**

8. Provide the budget showing alignment to the plan.

**Voyager Elementary School's School Improvement Plan will be funded through Title 2 and 31a At-Risk.**

## 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