

## 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 Public Schools

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

Data Sources include: MStep, NWEA, DRA, SRI and DIBELS.

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

Reading, Writing, Mathematics, and Culture.

Mathematics Data Analysis: Looking at a combination of NWEA and M-step the school improvement team has determined non-negotiables for using Everyday Math as a teaching tool. This decision was made based on M-Step scores indication a declining rate of proficient students in 4<sup>th</sup> and 5<sup>th</sup> grade. NWEA RIT scores in Math were above Norm Grade Level Mean RIT except for 5<sup>th</sup> grade, but below District RIT mean in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade. Lowest goal area was in operations and numbers, but consistent in all grades.

Reading Data Analysis: MStep and NWEA scores all indicate increasing proficiency in all grade levels. M-Step language arts assessment shows increases in proficiency by grade levels and by students. NWEA data show SW Mean RIT above Norm Grade Level Mean RIT and District Grade Level Mean RIT. No trends in goal areas as strengths or weaknesses.

Writing Data Analysis: 4<sup>th</sup> and 5<sup>th</sup> Mean RIT above Norm Mean RIT and District Mean RIT. 2<sup>nd</sup> and 3<sup>rd</sup> grade Mean RIT is above Norm Grade Level Mean but below District Mean RIT. Teachers will focus on improving instruction for all subject areas and sub-groups through the 5 D+ Teacher Evaluation System.

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

Reading Goal: 100% of Southwest students will make growth on NWEA Reading Assessment and 50% will meet or exceed Fall to Spring Projected Growth Goals on NWEA Reading Assessment by 6/14/19.

Mathematics Goal: 100% of Southwest Students will make growth on NWEA Mathematics

Assessment and 50% of students will meet or exceed Fall to Spring Projected Growth on NWEA Mathematics Assessment by 6/14/19.

Writing Goal: 100% of Southwest students will make growth on NWEA Language Usage Assessment and 50% of students will meet or exceed Spring Projected Growth on NWEA Language Usage Assessment by 6/14/19. Culture Goal: 100% of Southwest staff and students will develop and focus on PBIS teams and programs.

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

5. What future multiple data points will be used to determine if the goals are met?  
M-Step, NWEA, DRA, DIBELS, Common Assessments

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

Staff meeting time will be used to create teams with common goals from 5D+ Teacher Evaluation Program. Meeting time will be used to discuss and collaborate to improve instructional practices. Also, teachers will be provided release time, in order to participate in instructional rounds to share best practices.

Progress monitoring of data will continue in monthly PLC's with grade levels. This provides staff the opportunity to evaluate data to ensure student academic progress. These meetings will include general education teacher, Title 1 teacher, Special Education Staff, and Principal. Problem Solving forms and IRIP forms will be used to determine interventions, analyze growth, and determine next steps.

Southwest staff will implement the Positivity Project to ensure a positive learning environment and culture. Staff meeting time will be used to learn and collaborate regarding the program and its implementation.

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

M-Step, NWEA, DRA, KAR, and DIBELS will be used to monitor and evaluate the plan and process. Progress monitoring will be done on students serviced by Title 1 and Special Education to access interventions. Monthly grade level PLC's will be used to discuss and collaborate on classroom data and individual student's data and progress.

Teacher's walk-throughs by principal will also provide teachers feedback on their 5D+ goals.

To determine success of Positivity Project, surveys will be used.

8. Provide the budget showing alignment to the plan.

Academic MTSS program is funded with a combination of general funds and Title 1 grant. ELL program is funded via a combination of general funds, At Risk 31A, and Title III grant. Items to be funded include: Title 1 Teacher, ELL Tutors, Title 1 Instructional Aides (3 - 23 hour aides), IXL, Instructional Rounds.



## 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