

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 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?

Northwest 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
- * Graduation rates

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?

Northwest 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

Cross-curricular academic areas needing improvement include:

- * Assessment for Student Learning
- * Curriculum and Pedagogy
- * Purpose

School climate and culture areas that need improvement include:

- * Classroom Environment and Culture
- * Professional Communication and Collaboration
- * Social Emotional Learning / Positive Behavior Intervention and Supports / Restorative Justice
- * Student Engagement

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

Academic goal: English Language Arts

- * All students will show growth in Reading. 100% of All Students will increase student growth and 60% will meet their growth target in reading in English Language Arts by 06/04/2020 as measured by the NWEA Reading and state ELA assessments.
- * All students will be proficient in writing. 55% of All Students will demonstrate a proficiency in English Language Arts including writing by 06/04/2020 as measured by the state assessment.

Academic goal: Math

- * All students will show growth in math. 100% of All Students will increase student growth and 60% will meet their growth target in Mathematics by 06/06/2019 as measured by the NWEA Math and state assessments.

Academic goal: Science

- * All students will be proficient in science. 30% of All Students will demonstrate a proficiency in Science by 06/04/2020 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 06/04/2020 as measured by state assessment.

Organizational goal: Culture / Climate

- * All students and staff will participate in a Multi-Tiered System of Support (MTSS) for behavior and show 20% growth in Tier 1 fidelity as measured by the Michigan Integrated Behavior Learning Support Initiative, School-Wide Positive Behavior Interventions and Supports Tiered Fidelity Inventory (MIBLSI SWPBIS TFI) from 10/25/2019 to 06/04/2020.

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

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
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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: Evidence-based instructional practices and evidence-based interventions

Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:

- * 5D+: Assessment for Student Learning
- * 5D+: Classroom Environment and Culture
- * 5D+: Professional Communication and Collaboration
- * 5D+: Purpose
- * 5D+: Student Engagement
- * Behavior Code
- * Capturing Kids Hearts
- * Collaborative for Social Emotional Learning (CASEL) Framework
- * Collective Efficacy
- * Critical Friends Group
- * Differentiated instruction
- * Explicit Instruction
- * Formative Assessment / Assessment Literacy
- * Guided Reading
- * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
- * Positive Behavior Intervention and Supports
- * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL
- * Project Lead The Way

- * Reaching Higher
- * Reading Apprenticeship
- * Study of Early Literacy and Early Literacy Essentials
- * Technology integration
- * Vocabulary instruction
- * Workshop Units of Study (Columbia University TCRWP)
- * Youth Connection Groups

Structures will include:

- * Advisory time or daily morning meetings at Elementary School
- * Book studies
- * District-led support
- * Instructional coaching
- * Instructional rounds / Teacher labs / Learning walks
- * Principal-led support and teacher evaluations
- * Professional Learning Communities
- * Release time
- * Staff meetings
- * Workshops and conferences

Activity 2: Development, enhancement, and implementation of curriculum, formative or interim assessments

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:

- * 5D+: Curriculum and Pedagogy
- * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons, Instructional Coaches, Teachers, and Administrators
- * District-led curriculum work
- * EveryDay Math
- * Next Generation Science Standards
- * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5
- * Pilot implementation of Next Generation Science Standards integration in grades BK-5
- * Pilot implementation of Battle Creek Science in grades BK-5
- * Pilot implementation of Create for STEM (MSU) program in grades BK-5
- * Pilot implementation of HMH Science Dimensions in grades BK-5
- * Pilot implementation of HMH Science Fusion in grades BK-5
- * Pilot implementation of iQuest Science in grades BK-5
- * Pilot implementation of McGraw Hill Inspire Science in grades BK-5
- * Pilot implementation of Mystery Science in grades BK-5
- * Pilot implementation of Phenomenal Science in grades BK-5

- * Pilot implementation of MiSTar science program in grades BK-5
- * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL in grades 3-5
- * Professional Learning Communities
- * Principal-led curriculum work
- * Release time
- * Social Studies C3 Framework
- * Staff meetings
- * Workshops and conferences

Activity 3: 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
- * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Administrators, and external consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Behavior Code
- * Book studies
- * Capturing Kids Hearts
- * Collective Efficacy
- * Critical Friends Group
- * Differentiated instruction
- * District-provided professional development
- * EveryDay Math
- * Explicit Instruction
- * Formative Assessment / Assessment Literacy
- * Guided Reading
- * Instructional rounds / Teacher labs / Learning walks
- * Kindergarten Entry Status Observation of Skills (KEOS)
- * Literacy4Real Conference
- * Michigan Association of Computer Users in Learning (MACUL)
- * Michigan Reading Association (MRA)
- * miGoogle
- * Next Generation Science Standards

- * Peer-to-Peer programs and professional development
- * Positive Behavior Intervention and Supports
- * Positivity Project
- * Principal-led professional development
- * Professional Learning Communities
- * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL
- * Project Lead The Way
- * Reaching Higher
- * Reading Apprenticeship
- * Release time
- * Social Studies C3 Framework
- * START
- * Study of Early Literacy and Early Literacy Essentials
- * Staff meetings
- * Teachers College Summer Reading Institute (Columbia TCRWP)
- * Technology integration
- * Workshop Units of Study (Columbia TCRWP)
- * Workshops and conferences

Activity 4: Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.

(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.

Strategy 2: All administrators, teachers, and students will participate in a Multi-Tiered System of Supports (MTSS) 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:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet

the needs of most pupils.

- (ii) Targeted group interventions.
- (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.

Research Cited:

- * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th 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
- * Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.
- * Section 388.1631a(3)(a-j) Michigan Compiled Laws

Activity 1: MTSS Academic and Behavioral Support

Northwest will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:

- * Advisory time or daily morning meetings at Elementary School
- * Development of break areas and protocols within Elementary classrooms and buildings
- * Enrichment time schedule structure at Elementary School
- * Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * Behavior Code
- * Collaborative for Social Emotional Learning (CASEL) Framework
- * Collective Efficacy
- * Community resources and volunteers, including adult and community education, libraries, and community colleges

- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Leader in Me
- * Leveled Literacy Intervention
- * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
- * Michigan Reading Association (MRA)
- * Positivity Project
- * Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL
- * 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)
- * Workshop Units of Study for Phonics (Columbia TCRWP)
- * Youth Connection Groups

Activity 2: Progress Monitoring & Data Analysis

Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:

- * Classroom teacher assessments
- * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA)
- * Summative assessments (such as M-STEP, MI-ACCESS)
- * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data)
- * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders
- * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies

Structures will include (but are not limited to):

- * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders
- * Critical Friends Groups
- * District data analyses
- * Professional Learning Communities
- * Principals and School Data Team Leaders data analyses.
- * Release time
- * Staff meetings

Activity 3: Extended Learning Opportunities

Provide extended learning opportunities including:

- * Blended Learning

- * Online Learning
- * Project-Based Learning
- * Workshops and conferences

Activity 4: Support English Learners (EL)

Provide support to EL students and parents in all content areas for proficiency, using programs and structures including:

- * Highly qualified instructional staff to provide interventions including Teachers and Instructional Aides
- * Critical Friends Groups
- * Professional development
- * Professional Learning Communities
- * Release time
- * Sheltered Instruction Observation Protocol
- * Staff meetings
- * Technology
- * Workshops and conferences

Activity 5: Homeless and Foster Care

Support Homeless and Foster Care Students with comparable services.

Activity 6: Students with Disabilities

Support Students with Disabilities with research-based strategies, technology, and other programs.

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.

Activity 1: 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:

- * AdvancED
- * Assessment Literacy network
- * Association for Supervision and Curriculum Development (ASCD)
- * Livingston Educational Services Agency (LESA) programs and networks
- * Michigan Association of School Administrators (MASA)
- * Michigan Association of Secondary School Principals (MASSP)
- * Michigan Association of State and Federal Program Specialists (MAS/FPS)

- * Michigan Elementary and Middle School Principals Association (MEMSPA)
- * Next Generation Science eXemplar network
- * Study of Early Literacy (SOEL) network
- * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Workshops and conferences

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

The District 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

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

6. 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
- * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

- * Assessment Literacy
- * Behavior Code
- * Book studies
- * Capturing Kids Hearts
- * Collaborative for Social Emotional Learning (CASEL) Framework
- * Collective Efficacy
- * Critical Friends Group
- * Differentiated instruction
- * District-provided professional development
- * Explicit Instruction
- * Formative Assessment / Assessment Literacy
- * Guided Reading
- * Instructional rounds / Teacher labs / Learning walks
- * Math curriculum programs including Arrive Math Booster, Assessment and Learning in Knowledge Spaces (ALEKS), Big Ideas, Into Math, and Reveal Math
- * Michigan Association of Computer Users in Learning (MACUL)
- * Michigan Reading Association (MRA)
- * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
- * miGoogle
- * Next Generation Science Exemplar system
- * Peer-to-Peer programs and professional development
- * Positive Behavior Intervention and Supports
- * Positivity Project
- * Principal-led professional development
- * Professional Learning Communities
- * Project Lead The Way
- * Reaching Higher
- * Reading Apprenticeship
- * Reader's Workshop
- * Release time
- * Science curriculum programs including Battle Creek, Create for STEM, HMH Science Dimensions, HMH Science Fusion, iQuest, Mystery Science, Phenomenal Science, and MiStar science
- * START
- * Study of Early Literacy
- * Staff meetings
- * Technology integration
- * Workshop Units of Study (Columbia TCRWP)
- * Workshops and conferences

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

The School Improvement Team will meet regularly (6 times) 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

8. Provide the budget showing alignment to the plan.

At Risk 31a

Strategy 2: MTSS

Activity 1: MTSS Support

Elementary support (budget estimate is primarily teachers, aides, counselors, student services advisor, and Reaching Higher) Activity Type: Academic Support Program, Tier: 2, Monitor Phase: 7/1/19 to 6/30/20; Resource Assigned: At-Risk 31a grant: \$400,000, Staff Responsible: Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others Activity Type: Non- instructional services, Tier: 2, Phase: Implement/Monitor, Begin/End Date: 7/1/19 to 6/30/20; Resource Assigned: At-Risk 31a grant: \$500,000, Staff Responsible: Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

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