

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: 09167

School Name: Ruahmah J. Hutchings 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? The multiple data sources used are M-STEP, NWEA, DIBELS, DRA, MLPP, district common assessments.
2. Based on the data, what area(s) needs improvement? Based on end of school year DIBELS data for our kindergarten through second grade students, there are 68% kindergarten at Core achievement, 53% of first graders are at Core achievement and 74% of second graders are at Core achievement. 56% of Hutchings students met their growth target on the Winter 2018-2019 NWEA Reading assessment. 61% of Hutchings students met their growth target on the Winter 2018-2019 NWEA Math assessment.
3. Write a measurable goal for each area of need.
 - Goal 1:** 100% of students at Ruahmah J. Hutchings Elementary will show growth in ELA. 56% will meet their growth targets for ELA.
 - Goal 2:** 20% of all students will demonstrate proficiency in science as measured by the state-level assessment.
 - Goal 3:** 30% of students will demonstrate proficiency in social studies as measured by the state-level assessment.
 - Goal 4:** 100% of all students at Ruahmah J. Hutchings Elementary will show growth in math. 58% will meet their growth targets for math.
 - Goal 5:** All students and staff at Hutchings will participate in a Multi-Tiered System of Support for behavioral achievement.
4. Describe the strategies and activities that will be used for each of the goals.

- ❖ Strategy 1: Implement an inquiry-based instructional improvement process (5D+). This strategy provides a comprehensive framework that sets the purpose and direction for teaching and learning, focuses on student achievement, provides research-based guidance, ensures support and accountability, and engages all stakeholders in the growth process.

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-Analysis Relating to Achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning.

Burns, M. and VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th Edition).

Activities:

1. Instructional Strategies: (Tier 1, Title 2, 31a At-Risk)
 - Visible Thinking (T1)
 - Project Based Learning (T1)
 - Formative Assessment (T1)
 - Differentiated instruction (T1)
 - Reading, Writing, and Math Workshop (T1)
 - Capturing Kids' Hearts (T1)
 - Reaching Higher (T1)
 - Differentiated Instruction (T1)
 - Instructional rounds (T1)
 - Technology integrations (T1)
 - SOEL (T1)
 - NGSS (T1)
 - Reading Apprenticeship (T1)
 - Formative Assessment (T1)

We will accomplish this through the use of instructional rounds/coaching, workshops, peer to peer observations, staff meetings, release time, PD, conferences, PLC's, and teacher evaluation.

2. Curriculum & Pedagogy: (Tier 1, Title 2, 31a At-Risk)

- Coaching (T1)
- Curriculum Development (T1)
- Staff meetings (T1)
- PLCs (T1)
- Release Time (T1)
- Professional Development (T1)

3. Professional Development: (Tier 1, Title 2, 31a At-Risk)

- Staff meetings (T1)
- Instructional Coaching (T1)
- Workshops (T1)
- Conferences (T1)
- PLCs (T1)
- Release Time (T1)
- Professional Development (T1)

- ❖ Strategy 2: Students will participate in an effective Multi-Tiered System of Supports (MTSS) program for academic and behavioral achievement: using high-quality, research-based classroom instruction, ongoing student assessment through universal screening and progress monitoring, and tiered instruction at school, survey data, social/behavioral data (attendance, referrals, suspensions, etc).

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-Analysis Relating to Achievement.

Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning.

Burns, M. and VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th Edition).

Activities:

1. Academic Support MTSS At-Risk teacher/aides/supplies. (Tier 2, 31a At-Risk)
 2. Professional Development All staff/aides to analyze multiple sources of data to inform instruction (Tier 1-2, Title 2)
 3. Academic Support Extended learning opportunities (Tier 3, None)
 4. Academic Support Support homeless/foster care students with comparable services (Tier 2, None)
 5. Academic Support Support students w/ disabilities with research-based strategies, technology and other programs (Tier 1, 31a At-Risk)
 6. School-wide social skills lessons
 7. Student-centered culture “packs” for all students
 8. Revise PBIS Team, Programs, Activities: ticket honor system, PBIS plog, PBIS team, pack meetings, positivity project
 9. Specific, targeted, social skills group for students
- ❖ Strategy 3: Provide professional development in continuous improvement methods and structure through participation in programs and training provided by the county, state and federal agencies and associations including MEMSPA, MIEM, ASCD, MASA/FPS, AdvancED, MACUL, LESA, and WISD.

Research Cited:

Hattie, J. (2008). Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement.

Activities:

1. Professional Learning - Provide professional development through the agencies listed above (Tier 1, Title 2)

5. What future multiple data points will be used to determine if the goals are met? The future multiple data points will be used from the following sources: M-STEP, NWEA, DIBELS, DRA, MLPP, and district common assessments.

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities? Staff needs time and strategies to implement visible thinking across a new ELA curriculum that is aimed at teaching the reader, not the reading. The staff has the strategies to use but finding how the strategies will integrate into the curriculum will require explicit time and planning to do so.

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

The plan and process will be monitored and evaluated based on an inquiry-based instructional improvement process (5D+).

7. Provide the budget showing alignment to the plan. Budget is included as an attached document.

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