

## 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: 25180

District Name: Swartz Creek Community Schools

School Code: 02617

School Name: Morrish 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?  
Multiple years of M-STEP data, STAR reading, early literacy and math data, and DIBELS data.
2. Based on the data, what area(s) needs improvement?  
Reading, writing, math, science and social studies all need improvement.
3. Write a measureable goal for each area of need.

#### Reading:

80% of All Students will demonstrate a proficiency in their grade level in English Language Arts by 06/07/2019 as measured by multiple measures of assessment (i.e. STAR, DIBELS, AIMSweb, classroom assessments) approved by the district..

#### Math:

80% of All Students will demonstrate a proficiency in their grade level in Mathematics by 06/07/2019 as measured by multiple measures of assessment (i.e. STAR, classroom assessments) approved by the district.

Social Studies: An increase of 5% of the bottom 30% of students will be proficient on the MSTEP social studies test in grade 5.

Science: An increase of 5% of the bottom 30% of students will be proficient on the MSTEP science test in grade 5.

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

**Strategies:**

Students take ownership of their learning to develop, test and refine their thinking.

Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.

Student talk reflects discipline-specific habits of thinking and ways of communicating.

Student talk embodies substantive and intellectual thinking.

The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g. teacher moves around the room to observe and confer with students).

Classroom systems and routines facilitate student responsibility, ownership, and independence.

Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.

Classroom norms encourage risk-taking, collaboration and respect for thinking.

**Activities to enact strategies:**

- Through district PLC time, teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice and student learning.
  - Principal will conduct 4-6 formative feedback cycles with each teacher.
  - Book studies on Discipline with Dignity and Disrupting Poverty.
  - Teachers will receive training in phonemic awareness, phonics, and balanced literacy.
  - Monthly staff meetings focused on scaffolding for teachers the skills and dispositions they need to implement strategies.
  - Provide tier 2 and tier 3 MTSS (multi-tiered systems of support) services to students in reading and math.
  - Assess students 3 times per year and hold data meetings to determine how to meet individualized needs of students.
  - Instructional Specialists will assist in both academic and behavioral student needs.
  - Teachers will reflect on engagement strategies during teacher labs and instructional walkthroughs.
  - Teachers will create language rich classrooms, including: use and meaning, connections to real-world, and pictures. Student and teacher explanations are frequent and precise. Word walls are used extensively and capture the vocabulary with key terms and pictures.
  - Teachers will use STEM labs and science lessons to promote inquiry and modeling practices that include intellectual thinking and substantive talk.
  - Teachers will create a culture of learning and thinking in their classrooms that will promote risk taking and collaboration. Staff will use inquiry, modeling, STEM, and project based learning classroom activities to create a culture that makes learning and thinking visible. Staff will reflect on school and classroom culture in staff meetings, PD, and PLC meetings.
5. What future multiple data points will be used to determine if the goals are met?  
MSTEP ELA, math, science and social studies results; DIBELS results and STAR reading, early literacy and math results.

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

- Principal will conduct 4-6 formative feedback cycles with each teacher.
- Book studies on Discipline with Dignity and Disrupting Poverty.
- Train teachers on phonemic awareness, phonics, and balanced literacy (Heggerty, Reading Wonders)
- Monthly staff meetings / professional development focused on scaffolding for teachers the skills and dispositions they need to implement strategies.
- Train staff and implement PBiS strategies and reading strategies from MiBLSi
- Parents of students in grades K-3 will participate in individual reading improvement plan meetings for their children if they do not meet reading grade level benchmarks. During those meetings parents will be provided with materials and guidance on how they can help their children with reading at home.
- Teachers collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice and student and teacher learning.

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

Plan and process will be monitored and evaluated through monthly school improvement meetings, frequent data meetings throughout the school year, walkthroughs to check for fidelity of implementation.

8. Provide the budget showing alignment to the plan.

Heggerty Phonemic Awareness Materials - \$225.00 - building budget

Discipline With Dignity and Disrupting Poverty books - \$1,000.00 – district budget

Parent education guides - \$500 – building budget

## 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