

## 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: 82390

District Name: Northville Public Schools

School Code: 05283

School Name: Moraine 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?

The data sources used for school improvement planning include MSTEP, NWEA, DRA II, and Office Discipline Referral (ODR) data, as well as SRSS data.

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

The two greatest areas of need are in the area of Reading and Math.

For Reading the need is in application of comprehension skills. Our students typically struggle with using supporting details and information from a literary text to support a conclusion or an inference. Additionally, they have difficulty interpreting figurative language, literary devices, and connotative meaning. They need to improve in examining or comparing relationships across literary texts. All grades would benefit from working on determining word meaning based on context. These skills are nuances that can negatively impact comprehension.

In the area of Math students tend to be good problem solvers and they enjoy explaining their thinking. According to MSTEP patterns over the last few years our students would benefit from more work with concepts and procedures: Concepts & Procedures “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.” It appears that while our students are able to problem solve, and explain their thinking, their precision, accuracy, and fluency needs to improve. Our NWEA scores appear to indicate students continue to have difficulty with geometry, fractions, and algebraic thinking.

In the area of Science, we have made great strides over the course of the last several years. The use of new curriculum materials, and greater understanding of the Next Generation Science Standards, and the coaching of lead Science teachers in the building

has facilitated our growth. Additionally, the support of parents in the expansion of our Science Olympiad program has helped our students understand Science is fun, and accessible to all. While we have made great strides we have more to do.

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

Goal 1 – Math – All students at Moraine will become proficient in Mathematical practice.  
Measurable Objective: 68% of students will demonstrate a proficiency in math practice standards by 06/30/21 as measured by NWEA, MSTEP, and common district assessments. [2018-19 goal: 64%; 2019-20 goal: 66%; 2020-21 goal: 68%]

Goal 2 – Literacy – All students at Moraine will become proficient Readers and Writers.

Measurable Objective 1: 68% of students will demonstrate a proficiency in Reading and Writing by 06/30/2021 as measured by NWEA, MSTEP, and common District assessments. [2018-2019 goal: 64%; 2019-2020 goal: 66%; 2020-2021 goal: 68%]

Goal 3 – Science – All students at Moraine will become proficient in Science.

Measurable Objective: 70% of Third, Fourth, and Fifth grade students will demonstrate student proficiency (pass rate) as measured by the growth target in Science by 6/30/2021 as measured by Science Growth Targets. [2018-19 goal: 63%, 2019-20 goal: 67%; 2020-21 goal: 70%]

Goal 4 – Leadership – All students will collaborate to develop the traits of leadership 06/30/2021 as measured student participation in effective goal setting, and community service opportunities.

Measurable Objective 1: 100% of students will participate in a leadership opportunity each academic year by 06/20/2021.

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

Goal 1 – Math - Strategy 1: Formative Assessment – All teachers will use formative assessments to inform their instruction. In addition to following the District’s multi-tiered system of support protocols, staff will utilize PLC meetings to review, analyze, and plan for differentiation in Math based on local, state, and national formative and summative assessments. Through differentiation staff meet individual student needs, especially the needs of ELL students, students with disabilities, and advanced students.

Goal 1 – Math – Activity: Formative assessment

In Professional Learning Communities teachers will analyze local, state, and classroom assessments to

- a) identify student need in mathematics by grade level
- b) identify students who need Multi-tiered Systems of Support intervention as well as those who need enrichment.
- c) Determine a differentiation plan. (Intervention, enrichment, acceleration as appropriate based on the student data.)
- d) Monitor and assess progress of students and report to the MTSS team every 6 – 10 week cycle.
- e) Collaborate on the support of ELL students, students with disabilities, and advanced students.

Goal 1 – Math – Activity: Teachers will use research based approaches to support students who struggle with mathematics including:

- a) The use of structured peer and cooperative learning activities
- b) Systematic and explicit instruction based on data from formative assessment of students (such as classroom discussions, exit tickets, or quizzes)
- c) Differentiated instruction
- d) Focusing on Mathematical practices
  - i) 2018-19 Mathematical practices # 1 - Make sense of problems and persevere in solving them, # 4 – Model with mathematics, #5 - Use appropriate tools strategically
  - ii) 2019-20 Mathematical practices # 2 – Reason abstractly and quantitatively, #6 – Attend to precision, #7 – Look for and make use of structure
  - iii) 2020-21 Mathematical practices # 8 – Look for and assess regularity in repeated reasoning; and continued successful integration of all the other mathematical practices.

Goal 1 – Math – Strategy 2: Student Talk – All staff will create regular opportunities for accountable student talk as a vehicle to conceptual understanding and meaning making in support of Mathematical Standard 3: Construct Viable Arguments and Critique the Reasoning of Others. Daily opportunities for discussion/interactions between and among students encouraging citation of evidence, reasoning, and elaboration about mathematical concepts will be established.

Goal 1 – Math – Activity – Teachers will participate in instructional rounds for the purpose of viewing differentiation of math instruction and accountable talk in the math classroom with special attention to Mathematical practices.

Goal 2 – Literacy – Strategy 1: Formative Assessment – All teachers will use formative assessments to inform their instruction, in addition to following the District’s multi-tiered system of support protocols.

Goal 2 – Literacy – Activity: PLCs – Staff will utilize PLC meetings to share, review, analyze, and plan for differentiation instruction based on formative assessment information, with special attention on the needs of ELL students, those with disabilities,

those who qualify for MTSS intervention, and advanced students.

Goal 2 – Literacy – Strategy 2: Research Based Best Practice Strategies – Teachers will use research based best practice approaches in the area of Reading to support all readers including: the use of structured peer-assisted learning activities, systematic and explicit instruction using visual representations, leveled reading at a students ZPD, guided reading or strategy groups.

Goal 2 – Literacy – Activity: Literacy Coaching – Teachers will receive coaching opportunities provided by the District. These activities may include District or grade level meetings to share resources and learn instructional strategies.

Goal 2 – Literacy – Activity: Instructional Rounds – Teachers will participate in instructional rounds with the 5D rubric as the guiding document to establish what best practice “looks like” and “sounds like” in practice. Additionally, best practices in Literacy will be identified during these rounds.

Goal 2 – Literacy – Strategy 3: Close Reading – The practice of close reading invites students to read repeatedly and intentionally for a level of detail not used in everyday choice reading. Close reading develops the habits of readers as they engage with complex texts, and build stamina, decoding, fluency, and comprehension skills. Close reading is accompanied by purposeful, scaffolded instruction and is guided by the discussion of text-dependent questions using accountable student talk.

Goal 2 – Literacy, Activity: Teachers will:

- a) Select short passages
- b) Prepare questions in advance that will facilitate the information students need to find in the reading
- c) Construct a series of tasks that require students to read the message several times with a focus on comprehension
- d) Instruct students in the use of tools to allow them to independently annotate the text (highlight, underline, circle powerful words or phrases, or those that are confusing)
- e) Model reading and thinking aloud
- f) Move from text-explicit to text-implicit questioning (right there, think and search, the author and you, on your own)

Goal 2 – Literacy – Activity: All teachers will participate in a book study in their PLC. Books were chosen by grade levels specifically to support Reading and Writing best practices and student learning in the area of Literacy at their grade, including: Seravallo, J. (2015) The Reading Strategies Book; Seravallo, J. (2017) The Writing Strategies Book; Burkins and Yaris (2016) How to Say Less so Readers Can Do More; Richardson, J. (2017) The Next Step Forward in Guided Reading.

Goal 3 – Science – Strategy 1 – All science teaching staff will study and employ the use of best practices in science.

Goal 3 – Science – Activity – Teachers in grades k-12 will focus on integrating the NGSS into their current practice, creating and revising assessments as necessary, and determining instructional resource needs.

Goal 4 – Leadership – Strategy 1 – Students will set personal and academic goals, identifying lead measures, and progress monitoring these goals through the implementation and regular use of a leadership notebook.

Goal 4 – Leadership - Activity: Teachers will implement The First 8 Days of The Leader in Me each September.

Goal 4 – Leadership - Activity: Teachers will assist students in identifying and selecting lead measures for all students Grades 1 – 5 by October each school year, and by January for Kindergarten students.

Goal 4 – Strategy 2: Students will demonstrate positive growth in pro-social skills and interpersonal relationships as measured by a decrease in Office Discipline Referrals, and an increase in student satisfaction in student survey data.

Goal 4 – Leadership - Activity: Each classroom will set a class behavioral/culture goal for each quarter of the school year. These goals will directly support our social and emotional learning needs and will be directly related to the data expressed in our Office Discipline Referrals. Data for this goal will be tracked weekly on the classroom data wall.

5. What future multiple data points will be used to determine if the goals are met?  
Math Data Points – MSTEP, NWEA, MTSS data, Math unit exams, and NWEA quartile data;  
Literacy Data Points – Fountas and Pinnel Benchmark Assessment System, MSTEP, NWEA, MTSS, and NWEA quartile data; Science – MSTEP, Science unit exams; NWEA; Leadership – Student Leadership Notebooks, leadership data, Office Discipline Referrals, SRSS data.
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?  
Goal 1 – Math - Staff need ongoing professional development on Math strategies and implementation of the 8 Mathematical practices. Teachers will receive this training through our Math coach, and District PD. Parents will receive communications and supports via teachers to understand and support these strategies and activities.

Goal 2 – Reading - Staff will receive professional development on the implementation of the Fountas and Pinnell Baseline Assessment System prior to implementation in the 2018-19 school year. Staff will receive this information at District trainings. Additionally, teachers will receive ongoing coaching through our staff coach, and our Learning

Consultants. We provide parent meetings, and teachers provide support and guidance for parents, especially those on an Individual Reading Improvement Plan.

Goal 3 – Science – Our District continues to provide high quality PD through Wayne-RESA regarding implementation of NGSS. Additionally, we recently implemented FOSS, and we find it provides important challenges for our students. Our parents have a strong Science Olympiad network, and the after school Science enrichment opportunities they have provided have been important in improving Science education in our school.

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

The plan will be monitored and evaluated through regular school improvement meetings, held within our Extended Time Professional Development meetings, and at annual data digs where we review the data for our school and form instructional conclusions. These meetings happen as part of PLCs, during part of our regular School Improvement work, and at the end of each school year.

8. Provide the budget showing alignment to the plan.

NWEA – District level funds

MTSS Framework - \$0

Instructional Rounds - \$800 school general fund

Literacy Coaching – District level funds

The Leader in Me - \$1000 – District level funds, including Title II, part A

The Leader in Me – Leadership notebooks and student leadership - \$1000 – school level funds

Math Coaching – District level funds

Science Olympiad – PTA - \$300

Teacher PLC book study - \$600 – school level general fund

SRSS - \$0

## 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.  
No
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