

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

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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 District uses assessment data such as:

- * DIBELS
- * DRA
- * Local assessments such as common assessments and district benchmark assessments
- * MLPP
- * M-STEP
- * MI-Access
- * NWEA
- * PSAT and SAT
- * SMI and SRI
- * WIDA

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?

The District 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 measurable 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 06/06/2019 as measured by the NWEA MPG/MAP Reading assessments.
- * All students will be proficient in writing. 55% of All Students will demonstrate a proficiency in English Language Arts including writing by 06/06/2019 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 MPG/MAP Math Assessment.

Academic goal: Science

- * All students will be proficient in science. 30% of All Students will demonstrate a proficiency in Science by 06/06/2019 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 06/06/2019 as measured by state assessment.

Organizational goal: Culture / Climate

- * All students and staff will participate in a Multi-Tiered System of Support for behavioral achievement and demonstrate a respect for self, others, and property. Stakeholder

surveys will average at least 3 (out of 4) on those questions by 06/06/2019.

4. 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 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
- * Collective Efficacy
- * Critical Friends Group
- * Differentiated instruction
- * Explicit Instruction
- * Formative Assessment / Assessment Literacy
- * Guided Reading

- * 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 schedule at Middle School
- * Advisory time or daily morning meetings at Elementary School
- * Book studies
- * District-led support
- * Flex time schedule at High School
- * 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
- * Pilot implementation of Workshop Units of Study for Reading (Columbia University TCRWP)
- * Pilot implementation of Science Education for Public Understanding Program (SEPUP)
- * Pilot implementation of Next Generation Science Standards

- * Pilot implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL
- * 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, Nell Duke, Jenna Furr, John Hattie, 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)
- * 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
- * Technology integration
- * Workshop Units of Study (Columbia TCRWP)
- * Workshops and conferences

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

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

Elementary support 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, Nell Duke, Jenna Furr, John Hattie, 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
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Leader in Me
- * Leveled Literacy Intervention
- * 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)
- * Youth Connection Groups

Middle school support including:

- * Advisory schedule at Middle 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, Nell Duke, Jenna Furr, John Hattie, 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
- * Collective Efficacy
- * Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio
- * Create U
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * Positivity Project
- * Project-Based Learning
- * Program Success
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)
- * WEB (Where Everybody Belongs)

High school support including:

- * Flex time schedule structure at High School
- * Innovation Academy alternative education program
- * 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, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
- * Counseling or behavioral intervention programs and services including Counselors, Social Workers 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
- * Collective Efficacy
- * Explicit Instruction
- * Instructional rounds / Teacher labs / Learning walks
- * LINK crew
- * Project-Based Learning
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)

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, SMI, and SRI)
- * Summative assessments (such as M-STEP, MI-ACCESS, PSAT, SAT, and WIDA)
- * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates)
- * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders

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:

- * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready
- * Credit recovery / high school completion
- * Blended Learning
- * Online Learning
- * Project-Based Learning including Offline Seat Time Waiver
- * Summer school
- * 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
- * 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)
- * Washtenaw Intermediate School District (WISD) programs and networks
- * External consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, 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
- * PSAT and SAT
- * SMI and SRI
- * WIDA

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

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, Nell Duke, Jenna Furr, John Hattie, 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
- * Explicit Instruction
- * Formative Assessment / Assessment Literacy
- * Guided Reading
- * Instructional rounds / Teacher labs / Learning walks
- * Michigan Association of Computer Users in Learning (MACUL)
- * Michigan Reading Association (MRA)
- * 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
- * START
- * Study of Early Literacy
- * Staff meetings
- * Technology integration
- * Workshops and conferences

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

The District School Improvement Team will meet regularly (at least quarterly) 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.

Activity Summary by Funding Source

Title I Part A

Strategy 2: MTSS

Activity 1: MTSS Support

Elementary support (budget estimate is primarily teachers, aides, conferences, software licenses, and parent involvement)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Academic Support Program	2	Monitor	7/1/18 to 6/30/19	Title I grant: \$460,700	Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

Title II Part A

Strategy 1: 5D+

Activity 2: Curriculum (budget estimate is primarily Instructional Liaisons and subs / stipends)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Professional Learning	1	Implement	7/1/18 to 6/30/19	Title II grant: \$35,400	Instructional Liaisons, Instructional Coaches, Teachers, and Administrators

Activity 3: PD (budget estimate is primarily Instructional Coaches)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Professional Learning	1,2	Monitor	7/1/18 to 6/30/19	Title II grant: \$173,000	Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don Banfield, Nell

					Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
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Strategy 3: Continuous Improvement

Activity 1: PD (budget estimate is primarily state association memberships)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Professional Learning	1	Monitor	7/1/18 to 6/30/19	Title II grant: \$14,300	Administration

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)

Middle school support (budget estimate is primarily student services advisor, and Reaching Higher)

High school support (budget estimate is primarily student services advisor, and Reaching Higher)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Academic Support Program	2	Monitor	7/1/18 to 6/30/19	At Risk 31a grant: \$400,000	Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
Non-instructional services	2	Implement / Monitor	7/1/18 to 6/30/19	At Risk 31a grant: \$500,000	Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants

					including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others
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Activity 3: Extended Learning Opportunities (budget estimate is primarily credit recovery, software licenses, and summer school)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Academic Support Program	2	Implement / Monitor	7/1/18 to 6/30/19	At Risk 31a grant: \$70,000	Administration, Teachers

Activity 4: English Learners (budget estimate is primarily aides)

Activity Type	Tier	Phase	Begin / End Date	Resource Assigned	Staff Responsible
Academic Support Program	2	Monitor	7/1/18 to 6/30/19	At Risk 31a grant: \$120,000	Administration, Intervention Teachers, Instructional Aides

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