

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: 07040

District Name: L'Anse Area Schools

School Code: 04149

School Name: L'Anse Area 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?
School Data Analysis, Communities that Care Survey, District Systems Review, School improvement surveys of parents, staff and students, M-STEP, NWEA, PSAT and SAT results and other data analyzed as part of school improvement team meetings, MiSchool Data parent dashboard growth and proficiency data and subgroup data, SWIS data on behavior
2. Based on the data, what area(s) needs improvement?
Math growth and proficiency across multiple grades, High school social studies, Middle school science, Student behavior/school climate, Continued Reading interventions
3. Write a measurable goal for each area of need.
Goal 1: To increase engineering practices in the science curriculum. Goal 2: To improve the school climate and create an environment more conducive to learning. Goal 3: To improve student achievement in Mathematics. Goal 4: To improve student achievement in Social Studies. Goal 5: To improve student achievement in Reading
4. Describe the strategies and activities that will be used for each of the goals.

Goal 1: (Science)- Strategy1 - Students will learn the engineering process. Activity 1 - Engineering is Elementary and Engineering Everywhere activities will be incorporated into K-8 science classes. Strategy 2 - Students will practice inquiry skills. Activity 2 - Mystery Science will be used in grades K-5. Strategy 3 - Science curriculum maps will be updated throughout 2018-19 school year to reflect the incorporation of a new science series.

Goal 2: (School Climate) – Strategy 1 - Continue to implement PBIS. Activity 1a - Teacher professional development on PBIS. Activity 1b - Positive behavior will be modeled and taught to students. Activity 1c - Teacher PD on classroom management and behavior interventions. Strategy 2 -Behavior data will be collected, evaluated and monitored using the SWIS system. Activity 2 - Data review meetings and grade level meetings. Strategy 3 - Continue to implement MTSS schoolwide. Activity 3a - Teacher PD on interventions that are part of the MiBLSi program. Strategy 4 - Increase family engagement. Activity 4a - Write and implement updated Family Engagement Plan in 2018-19. Activity 4b - Continue to expand WatchDOGS program. Activity 4c - Have at least one family Nights that support a core academic area. Strategy 5 - Administration will attend quality training to improve management and supervision practices. Activity 5 - UP Administrators’ Academy or other PD as available.

Goal 3 (Mathematics) Strategy 1 - Students will have individualized instruction and practice in areas of need based on math assessment Activity 1 - Students will use computerized math software that target individualized needs (ie. Moby Max or Exact Path). Strategy 2 - Benchmark math assessments (NWEA) will be given three times per year to identify areas to target for improvement. Activity 2a - Technology will be updated or replaced as needed in order to sustain the 1 to 1 program within the district to provide differentiated instruction and access to online assessments to students. Activity 2b - Teachers will attend grade level meetings to monitor trends and plan for altered instruction based on results. Strategy 3 - Students will improve number sense. Activity 3a - Students complete Number Talks activities in K-8 on a daily basis. Activity 3b Teacher professional development and coaching from Strategic Intervention Solutions. Activity 3c - Teachers will incorporate Strategic Intervention kit activities into lessons. Strategy 4 - A district Math Coach will support teachers in after school sessions focused on reviewing data and integrating technology to improve student achievement. Activity 4 - Teachers become more confident in accessing and using multiple types of data to drive their instruction. Teachers are paid a stipend to attend the after school sessions.

Goal 4 (Social Studies): Strategy 1 - Teachers will incorporate SQ3R as a reading strategy during lessons at least once per month. Strategy 2 - Students will be taught how to cite text evidence, analyze information text and use additional literacy supports. Activity 2 - Teacher professional development to support this as it becomes available through CCISD or MiBLSi program. Strategy 3 - Teachers will incorporate a minimum of 10 essential grade level vocabulary terms to be taught using direct instruction through a word wall or word folder. Activity 3 - Teacher professional development on explicit vocabulary instruction as it becomes available through the CCISD or MiBLSi program.

Goal 5 (Reading) Strategy 1 - Teachers will provide interventions for students that are not making benchmark in reading. Activity 1a - The students will receive additional assistance from Title 1 teacher and At Risk teacher and aides which included the use of research-based strategies such as Reading Recovery, Phonics for Reading, Rewards, Six Minute Solution, etc. Activity 1b - Students will be progress monitored using DIBELS and NWEA and data will be collected and evaluated at least 3 times per year at grade level meetings. Strategy 2 - Support for strong Tier 1 reading instruction in the regular classroom. Activity 2a - Enhanced Core

Reading Instruction PD and resources for K-2 reading instruction. Activity 2b - Continued implementation of SQ3R and MTSS as part of MiBLSi program. Strategy 3 - Students will be encouraged to read books of interest to them in addition to regular classroom assignments. Activity 3a - Use the Read NOW program with all first graders over the summer. Activity 3b - Students will have access to the Accelerated Reader program in each elementary grade to read at their appropriate level and then assess their comprehension.

5. What future multiple data points will be used to determine if the goals are met?
Goal 1: Student achievement data on standardized tests (M-STEP, NWEA and MME). Goal 2: The Swiss program will be used to analyze number of referrals from year to year. Student, staff and parent annual survey results. Goal 3: M-Step, NWEA, PSAT and SAT math scores. Goal 4: M-STEP scores and MME scores. Goal 5: Dibels, M-STEP, NWEA, PSAT and SAT scores.
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

Goal 1: Engineering is Elementary and Engineering Everyday PD, NGSS PD and department meetings to review data and update curriculum maps.

Goal 2: Building level teams will attend MiBlisi training sessions on Tier 1, Tier 2 and Tier 3 behavior interventions. Data coaches will attend training sessions at ISD on collecting and interpreting data from Swiss. Grade level meetings to review data. PD on classroom management, PBIS and MTSS as available through the MiBLSi program.

Goal 3: NWEA PD (especially for new staff), After school math sessions, Strategic Intervention Systems PD and/or coaching, PD to support a pilot of Exact Path.

Goal 4: Teachers to attend social studies prof dev at ISD that supports implementing the new social studies standards. PD on SQ3R, citing text evidence and explicit vocabulary instruction.

Goal 5: MiBlisi training on targeted reading interventions. Grade level meetings to review data. ECRI PD for Journeys in K-2.

7. Describe how the plan and process will be monitored and evaluated.
Data listed on #1 will be reviewed by administration and the school improvement team as it becomes available throughout the year. Administration will collect progress monitoring data from teachers. NWEA assessment results will be used to monitor student growth in the targeted areas. Goals, plans and strategies will be updated as needed. Grade level meetings will submit a data summary and action after each meeting. Teams with

stakeholder representation will meet several times per year. Progress toward the goals will be given as feedback on administrative evaluations.

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