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: 63090  District Name: Clarenceville School District
School Code: 01461  School Name: Grandview 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?
   State and local assessments, NWEA growth progress monitoring, and AdvancEd eSurvey (parent, staff, and student perception surveys)

2. Based on the data, what area(s) needs improvement?
   MTSS Structure and Programming, Tier I Core Instruction, Academic and Behavioral Intervention, Social Emotional Learning

3. Write a measurable goal for each area of need.
   **GOAL #1: All students will be proficient in ELA (2019-2020):** 85% of all students will demonstrate a proficiency in all claim areas in reading by 06/14/2024 as measured by the 2024 Spring state assessment.

   **GOAL #2: All students will be proficient in Math (2019-2020):** 85% of all students will demonstrate a proficiency in all claim areas in mathematics by 06/14/2024 as measured by the Spring 2024 state assessment.

   **Goal #3: All students will feel safe and engaged in their school community (2019-2020):** 85% of all students will be able to recognize and regulate their social-emotional development, and understand how it impacts their academic progress and daily life by 6/29/2020 as measured by student survey and building discipline referrals.

   **Goal #4: All students will establish self- and option- awareness and will establish Career Readiness Goals (2019-2020):** All students will have Self and Option
Awareness, and will establish Career Readiness goals as measured by student surveys and mastery of personal management skills on local quarterly report cards.

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

**Reading Goal Strategy #1** Tier I MTSS (Multi-Tiered System of Support) Reading Workshop - Teachers will provide Reading/ELA instruction using the workshop Model of Instruction.

- **Activity** - Reading Workshop Training (Getting Ready)
- **Activity** - Learning Visits (Professional Learning)
- **Activity** - Jan Richardson “Guided Reading” Book Study (Professional Learning)
- **Activity** - Jennifer Serravallo “Reading Conferences” Book Study (Professional Learning)
- **Activity** - Instructional Coach Support with Reading Workshop Implementation (Teacher Collaboration)
- **Activity** - Heggerty Phonemic Awareness Training for grades K-1 (Professional Learning)
- **Activity** - Heggerty Phonemic Awareness for grades K-1 (Implementation)
- **Activity** - Tier I MAISA/Reading Workshop Instruction (Implementation)
- **Activity** - Summer Reading Program (implementation)
- **Activity** - Tier I Progress Monitoring (Monitor)
- **Activity** - Triannual Grade Level Meetings (Monitor)
- **Activity** - Grade Level Teacher Collaboration (Teacher Collaboration)
- **Activity** - Assessment Administration (Evaluation)

**Reading Goal Strategy #2** Tier II MTSS (Multi-tiered System of Support) Leveled Literacy Intervention (LLI) - Staff members will implement Leveled Literacy Intervention (LLI) in small group interventions to increase areas of ELA within the MTSS framework.

- **Activity** - Gathering and Analyzing Student Data (Getting Ready)
- **Activity** - LLI Teacher Professional Learning (Professional Learning)
- **Activity** - Tier II Small Group Instruction (Implementation)
- **Activity** - Tier II Progress Monitoring (Monitor)
- **Activity** - Triannual Grade Level Meetings (Monitor)
- **Activity** - Grade Level Teacher Collaboration (Teacher Collaboration)
- **Activity** - Assessment Administration (Evaluation)

**Reading Goal Strategy #3** Tier III Small Group Instruction- Reading Interventionist will provide small group instruction for students identified as Tier III.

- **Activity** - Gathering and Analyzing Student Data (Getting Ready)
- **Activity** - Create Intervention Schedule (Getting Ready)
- **Activity** - Tier III Small Group Instruction (Implementation)
- **Activity** - Tier III Progress Monitoring (Monitor)
• Activity - Triannual Grade Level Meetings (Evaluation)
• Activity - Assessment Administration (Evaluation)
• Activity - Grade Level Teacher Collaboration (Teacher Collaboration)

**Reading Goal Strategy #4**: Tier I MTSS (Multi-tiered Systems of Support) Close and Critical Reading - Staff members will implement the MTSS framework to provide whole group instruction in the area of comprehension using Close and Critical reading. Close and Critical Reading focuses on four questions to help students understand what the text says, how the text says it, and what the texts means and how to make real life connections.

• Activity - Close and Critical Reading Professional Learning (Getting Ready)
• Activity - Close and Critical Reading Instruction (Implementation)
• Activity - Triannual Close and Critical Reading Assessment (Evaluation)
• Activity - Triannual Grade Level Meetings (Monitor)
• Activity - Grade Level Teacher Collaboration (Teacher Collaboration)

**Math Goal Strategy #1**: Tier 1 MTSS (Multi-Tiered Systems of Support) Math Workshop - Teachers will provide instruction in the area of mathematics using the workshop model of instruction.

• Activity - Math Workshop Training (Getting Ready)
• Activity - Learning Visits (Professional Learning)
• Activity - Instructional Coach Support with Reading Workshop Implementation (Teacher Collaboration)
• Activity - Math Workshop Instruction (Implementation)
• Activity - Tri-Annual Grade Level Meetings (Monitor)
• Activity - Grade Level Teacher Collaboration (Teacher Collaboration)
• Activity - Assessment Administration (Evaluation)
• Activity - STMath (Implementation)

**Math Goal Strategy #2**: Tiers 1 and II of MTSS (Multi-Tiered Systems of Support) to improve targeted math skills - Staff members will implement the MTSS framework to provide individual and /or small group instruction 3-5 times per week during Math Workshop for at risk students based on NWEA RIT scores.

• Activity - Gathering and Analyzing Student Data (Getting Ready)
• Activity - Math Intervention ( Implementation)
• Activity - Tiers I and II Progress Monitoring (Monitor)
• Activity - Tri-Annual Grade Level Meetings (Monitor)
• Activity - Math Intervention Assessment (Evaluation)
• Activity - Grade Level Teacher Collaboration (Teacher Collaboration)
Math Goal Strategy #3: Math Recovery - Classroom teacher will utilize the Math Recovery program to implement the MTSS framework to provide small group math intervention.

- Activity - Math Recovery Training (Professional Learning)
- Activity - Gathering Student Date (Getting Ready)
- Activity - Small Group Intervention (Implementation)
- Activity - Tri-Annual Grade Level Meetings (Monitor)
- Activity - Grade Level Teacher Collaboration (Teacher Collaboration)
- Activity - Assessment Administration (Evaluation)

Behavioral Goal Strategy #1: Social Emotional Development- Classroom teachers will teach students the anchors of emotional intelligence to enhance their ability to understand and regulate their own emotions while considering and empathizing with how others are feeling.

- Activity - Professional Learning: RULER Approach (Getting Reading)
- Activity - RULER Implementation in Classrooms (Implementation)
- Activity - Mustang Meet-Ups (Implementation)
- Activity - Small Groups Led by Student Support Coach (Monitor)
- Activity - Student and Staff Survey (Evaluation)
- Building Discipline Referrals (Evaluation)
- Principal’s Breakfast (Behavioral Support Program)
- SRSS Assessment (Monitor)

Behavioral Goal Strategy #2: Restorative Practice - Classroom teachers will use restorative practice techniques to improve and repair relationships between members of our school community.

- Activity - Professional Learning: Restorative Practice (Getting Ready)
- Activity - Building Discipline Referrals to Identify At-Risk Students (Getting Ready)
- Activity - TAT (Teacher Assistance Team) (Monitor)
- Activity - Classroom use of Restorative Practice Techniques (Implementation)
- Activity - Small Groups Led by Student Support Coach (Monitor)
- Activity - Student and Staff Survey (Evaluation)

Behavioral Goal Strategy #3: Student Leadership - Grandview staff will provide opportunities for students to engage in school leadership positions in order to strengthen community and leadership within our school.

- Activity - Professional Learning: Cultures of Thinking (Getting Ready)
- Activity - Classrooms Use of Visible Thinking Routines (Implementation)
- Activity - Classrooms Use of Cultural Forces (Implementation)
• Activity - Opportunities for Student Leadership (Safeties, Student Council, Student Ambassadors, Peer Mediation) (Implementation)
• Activity - Perception Data (Monitoring)
• Activity - Monthly Principal Advisory Team Collaboration (Evaluation)

**Behavior Goal Strategy #4:** Parent Engagement - Grandview staff will actively promote and provide opportunities for parent engagement throughout the school year.

• Activity - Planning for Annual Family Events (Back to School Picnic, Conferences, Learning Fair, Reading Night, Math Night) (Getting Ready)
• Activity - Student Data Notebooks (Implementation)
• Activity - Parent Compact (Implementation)
• Activity - Frequent Classroom Communication (Implementation)
• Activity - Monitoring of Student Attendance (Monitor)
• Activity - Monthly Principal Advisory Team Collaboration (Evaluation)
• Activity - Parent Survey (Evaluation)

**Career Readiness Goal Strategy #1:** Self Awareness Development of the 21st Century Skills (Soft Skills) including Collaboration, Communication, Creativity, Character, Citizenship, and Critical Thinking in order to promote understanding of personal interests, talents, performance levels and values.

• Activity - Professional Learning: New Pedagogies of Deeper Learning (NPDL) (Getting Ready)
• Activity - School Wide Implementation of New Pedagogies of Deeper Learning (NPDL) focusing on the 6 C’s (Implementation)
• Activity - Cross Grade Level Collaboration Couples ( Implementation)
• Activity - Teacher Observation and Perception Data (Monitor)
• Activity - Student Feedback (Evaluation)
• Activity - Rubrics (Evaluation)

**Career Readiness Goal Strategy #2:** Development of Option Awareness to provide discovery and exploration of opportunities to various career paths for students.

• Activity - Planning for various activities to promote career awareness ie., field trips, Career Day, Collaboration Couples (Getting Ready)
• Activity - Field Trips to identify possible career options (Implementation)
• Activity - Annual Career Day (Implementation)
• Activity - Collaborate with Local Businesses ie. Zeal Credit Union, Clarenceville Education Foundation, Clarenceville United Methodist Church, Hungry Howie’s Pizza, Ford Motor Co. Engineers (Implementation)
• Activity - Teacher Observation and Perception Data (Monitor)
• Activity - Career Readiness ELA Prompts (Evaluation)
5. What future multiple data points will be used to determine if the goals are met?

- Staff, student and parent surveys
- State and Local Assessments (M-STEP, NWEA, DRA, DIBELS, CCR)
- SRSS Assessment

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

- RULER Professional Learning
- Heggerty Professional Learning
- Close and Critical Reading Professional Learning
- LLI Professional Learning
- Math Workshop Professional Learning
- Math Recovery Professional Learning
- Restorative Practice Professional Learning
- “The Next Steps Forward in Guided Reading” books for Jan Richardson book study
- “A Teacher’s Guide to Reading Conferences” books for Jennivery Serravallo book study
- Learning Visits - both inside and outside of district

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

We will study and analyze annual performance data using M-Step, NWEA, DRA, and DIBELS, and student, staff, and parent perception surveys in order to determine student needs and trends, and to assess future needs.

8. Provide the budget showing alignment to the plan.

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**REFERENCES**

**Leveled Literacy Intervention**


**CLOSE AND CRITICAL READING**


**HEGGERTY**

Literacy Resources, Inc. (LRI) was formed in 2003 by Michael Heggerty, Ed.D. and his business partner, Thomas Corless, MBA. All versions of the curricula have been revised over the past five years, adding a kinesthetic component through the addition of hand motions, and incorporating the findings of recent research.
About Heggerty

CULTURES OF THINKING


http://www.pz.harvard.edu/resources/creating-cultures-of-thinking-the-8-forces-we-must-master-to-truly-transform-our-schools

http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

RULER

http://ei.yale.edu/evidence/

TEACHER LAB STRATEGY


http://www.teachinglab.us/

INSTRUCTIONAL COACHING

https://www.marzanoresearch.com/resources/tips/cci_tips_archive


LEVELLED READING BOOKS


AARI INSTRUCTIONAL READING STRATEGY

https://drive.google.com/file/d/0B2_9owqxkiG6S2IraExrcGq5QzQ/view
FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES

https://www.ets.org/Media/Conferences_and_Events/pdf/stiggins.pdf

http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx


SOCIAL EMOTIONAL LEARNING

https://casel.org/core-competencies/

https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

http://www.cfchildren.org/mission-vision/what-is-sel/

https://medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad
Section Two – Assurances

1. The school has evidence of a mission statement.

   Yes, The mission of Clarenceville School District is to create a learning culture where all means all.

2. The school has evidence of completing a comprehensive needs assessment.

   Yes, 2019-2020 Comprehensive Needs Assessment

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, 3 parents are members of the Principal Advisory Team. This team meets monthly. The committee has grade level representation, as well as, parental engagement. The school improvement plan is reviewed, analyzed and edited throughout the 2019-2020 school year. Additionally, the plan is shared with parents during a Friends of Grandview (FOG) parent meeting and published on the school website.

4. The school has evidence of a process to evaluate our school improvement plan.

   Yes, the plan is evaluated during Principal Advisory Team, as well as, with the School Improvement Team at Facilitators of School Improvement.

5. The school has evidence that technology is being integrated into the curriculum to improve learning.

   Yes. NPDL requires the use of technology, as well as, readers and math workshop imbed a technology rotation. Finally, professional learning on effective technology integration is carried out and supported by our technology integration specialist through Oakland Schools.

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. The school has safeties, student council, Rock Star Savers, and peer to peer mentorship to allow for modeling and apprenticeship opportunities.

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. Grandview partners with many local businesses to form meaningful partnerships within our school community. We have partnerships with Zeal Credit Union, Meemic Insurance Agency, Ford Motor Company, and other local businesses that help us with fundraising opportunities. Staff at Grandview also utilize the Clarenceville Educational Foundation to assist them in getting resources for their classrooms. We have weekly volunteers from Clarenceville United Methodist Church. These volunteers work one-on-one to help students increase their literacy skills.

8. The school has evidence of building-level decision making.

Yes. Decision-making is done through the principal advisory team monthly meetings. Once recommendations are made, they are presented to staff at bi-weekly staff meetings.