

Williamston Community Schools

School Improvement Plan (Goals Summary) for 2018-2019

July 31st 2018

School Improvement Priorities:

1. Integration of evidence based reading and writing instructional strategies in all content areas
2. Math curriculum alignment and instructional support
3. MTSS: Interventions and instructional support
4. Implementation of Michigan Science Standards
5. Blended learning

Mathematics:

Goal 1: All 6-8 students will be college or career ready in mathematics
Objective: All students will demonstrate proficiency or a level of growth at the 60% median Student Growth Percentile (SGP) or greater by June 2020 in mathematics as measured by state assessments
Strategy 1: 6-8 math curriculum will be revised to ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS) interventions
Activity 1: Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment Activity 2: The math SEC will be completed by all district math teachers at least once every two years Activity 3: GO Math Curriculum Mapping & Pacing- math teachers will continue updating curriculum maps and pacing guides
Strategy 2: 6-8 math teachers will participate in professional development in accordance with MTSS
Activity 1: Promoting Adolescent Reading Success (PARS) strategies will be incorporated into all 6-8 content area instruction (year 4) Activity 2: Blended learning will be incorporated by all 6-8 content area teachers (year 3) Activity 3: 6-8 math teachers will implement the Hattie strategy of math talks and

<p>accountable student talk</p> <p>Activity 4: Teachers will receive coaching support in math including observational feedback</p>
<p>Strategy 3: Instructional support/intervention will be provided for identified students not reaching grade level proficiency or growth targets per the district MTSS model</p>
<p>Activity 1: Provide differentiation within math classes and interventions including the implementation of Spring Math</p> <p>Activity 2: Tier 2 math interventions and math SE support will be provided to all identified students as determined by state assessment, screener, and classroom data.</p> <p>Activity 3: Conduct a review of student growth rates relative to math interventions</p> <ul style="list-style-type: none"> • Tier II Progress Monitoring for math interventions
<p>Strategy 4: Summer Hornet Challenge</p>
<p>Activity 1: Tier 1 Summer Hornet Challenge & Celebration</p> <p>Activity 2: Tier 2 & 3 Hornet Challenge Packets- prepare and distribute packets to all students in math interventions with hard copies of math materials to practice over the summer.</p>

Reading:

<p>Goal 1: All 6-8 students will be college or career ready in reading</p>
<p>Objective: All students will demonstrate proficiency or a level of growth at the 60% median Student Growth Percentile (SGP) or greater by June 2020 in reading as measured by state assessments</p>
<p>Strategy 1: Instructional support/intervention will be provided for identified students not reaching grade level proficiency or growth targets per the district MTSS model</p>
<p>Activity 1: Tier 1 literacy focused interventions will be provided for all students</p> <p>Activity 2: Tier 2 and 3 literacy focused interventions will be provided to all identified students as determined by state assessment, screener, and classroom data.</p> <ul style="list-style-type: none"> • Basic Classroom Grades 6-8 • ELA Support Grades 6-8 • Lit Lab Tier II Grades 6-8 • Multi age ELA Enrichment

<p>Activity 3: Conduct a review of student growth rates relative to specific literacy interventions (both tools and structures) in order to determine if new intervention programming is needed</p> <ul style="list-style-type: none"> • Tier II Progress Monitoring for Literacy interventions <p>Activity 4: Literacy coaches and administration at the middle schools will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review</p>
<p>Strategy 2: 6-8 math curriculum will be revised to ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS) interventions</p>
<p>Activity 1: Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment</p> <p>Activity 2: The ELA SEC will be completed by all district ELA teachers at least once every two years</p> <p>Activity 3: Curriculum Mapping - teachers will continue updating curriculum maps</p>
<p>Strategy 3: Best practice reading and writing strategies will be integrated into all content areas in accordance with the district MTSS model and interventions</p>
<p>Activity 1: Promoting Adolescent Reading Success (PARS) strategies will be incorporated into all 6-8 content area instruction</p> <p>Activity 2: The Teachers Learning Together (TLT) / Learning Walk structure will be utilized to provide 6-8 teachers timely, non-evaluative feedback on PARS practices</p> <p>Activity 3: Technology integration will be incorporated by all 6-8 content area teachers.</p>
<p>Strategy 4: Summer Hornet Challenge</p>
<p>Activity 1: Tier 1 Summer Hornet Challenge & Celebration</p> <p>Activity 2: Tier ⅔ Hornet Challenge Packets- prepare and distribute packets to all students in math interventions with hard copies of math materials to practice over the summer.</p>

Writing:

Goal 1: All students will be college or career ready in writing

Objective 1: All students will demonstrate proficiency or a level of growth at the 60% median Student Growth Percentile (SGP) or greater by June 2020 in writing or writing based assessment questions as measured by state assessments.
Strategy 1: Best practice writing strategies will be integrated into all content areas in accordance with the district MTSS model and interventions
<p>Activity 1: Common writing strategies within subject areas will be incorporated to demonstrate comprehension and Promote Adolescent Reading Success (PARS) in 6-8</p> <p>Activity 2: Teachers will participate in professional development around explicit writing instruction and the use of academic vocabulary.</p> <p>Activity 3: The Teachers Learning Together (TLT) / Learning Walk structure will be utilized to provide 6-8 teachers timely, non-evaluative feedback on PARS practices.</p> <p>Activity 4: Technology integration will be incorporated by all 6-8 content area teachers</p>
Strategy 2: Instructional support/intervention will be provided for identified students not reaching grade level proficiency or growth targets per the district MTSS model
<p>Activity 1: Tier 1 literacy focused interventions will be provided for all students</p> <p>Activity 2: Tier 2 and 3 literacy focused interventions will be provided to all identified students as determined by state assessment, screener, and classroom data.</p> <ul style="list-style-type: none"> ● Basic Classroom Grades 6-8 ● Lit Lab Tier II Grades 6-8 ● ELA Support Grades 6-8 ● Multi age ELA Enrichment <p>Activity 3: Conduct a review of student growth rates relative to specific literacy interventions (both tools and structures) in order to determine if new intervention programming is needed</p> <ul style="list-style-type: none"> ● Tier II Progress Monitoring for Literacy interventions. ● Data monitoring to determine student growth <p>Activity 4: Literacy coaches and administration at the middle schools will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review</p>

Science:

Goal 1: All students will be college or career ready in science
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<p>Objective 1: All students will demonstrate proficiency or a level of growth at the 60% median Student Growth Percentile (SGP) or greater by June 2020 in science as measured by state assessments</p>
<p>Strategy 1: Alignment of Michigan Science Standards (MSS), 6-8</p>
<p>Activity 1: 6-8 science curriculum will reflect alignment to the MSS as evidenced by Survey of Enacted Curriculum data and classroom observation</p> <p>Activity 2: 6-8 curriculum mapping and implementation of new science IQWST program</p>
<p>Strategy 2: Instructional practices consistent with those recommended within the K-12 Framework for Science Education and the Next Generation Science Exemplar System (NGSX)</p>
<p>Activity 1: Increase the number of summative assessments in Science that align with common instructional practices of the NGSX.</p>
<p>Strategy 3: Literacy in the content areas</p>
<p>Activity 1: Science teachers in grades 6-8 will receive appropriate professional development on implementing best practice literacy strategies into their content</p> <p>Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide district science teachers timely, non-evaluative feedback on PARS practices</p> <p>Activity 3: 6-8 science teachers will implement the Hattie strategy of accountable student talk</p>

Social Studies:

<p>Goal 1: All students will be college or career ready in social studies</p>
<p>Objective 1: All students will demonstrate proficiency or a level of growth at the 60% median Student Growth Percentile (SGP) or greater by June 2020 in social studies as measured by state assessments</p>
<p>Strategy 1: Blended Learning</p>
<p>Activity 1: All 6-8 social studies teachers will ensure that each student in their classroom has at least one blended learning experience per course</p>

Strategy 2: Adoption of new state social studies standards (pending state approval)
Activity 1: K-12 social studies teachers will research new state social studies standards, enroll in available professional development, and beginning to construct an implementation plan in conjunction with school and district administrators
Strategy 3: Literacy in the content areas
<p>Activity 1: Social studies teachers in grades 6-8 will receive appropriate professional development on implementing best practice literacy strategies into their content</p> <p>Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide district social studies teachers timely, non-evaluative feedback on PARS practices</p> <p>Activity 3: 6-8 social studies teachers will implement the Hattie strategy of accountable student talk including reading part of Hattie's book, NG SX handout, and using academic vocabulary in their talk.</p>

Behavior:

Goal 1: All students will be respectful, responsible, engaged, and safe
Strategy 1: Explicit Instruction of School Wide Behaviors
Activity 1: School Wide Behavior Matrix communicated to staff and students
Activity 2: Communication plan to other stakeholders (parents, community, all staff etc)
Strategy 2: Expand on CHAMPS within the classroom to reduce discipline referrals.
Activity 1: Explicit CHAMPS classroom behavioral expectations communicated to all students
Activity 2: TLT/Learning walks around PBIS strategies (CHAMPS/be nice.)
Activity 3: Behavioral Response Team meets with the school social worker to support Tier 2/Tier 3 behavioral needs. This includes collecting, analyzing and problem solving students. (BRT)
Activity 4: Responsible Thinking Process Support to ensure fidelity with writing plans, negotiations, and consistency.

Strategy 3: Increase Awareness of Regular Attendance

Activity 1: Attendance checks every two weeks

Activity 2: Share research and literature with parents about attendance and link to achievement. Share via "Hornet Happenings"

Strategy 4: Positively reinforce PBIS behaviors: respect, responsibility, safe, engaged

Activity 1: Explore alternative positive behavior tracking systems.

Activity 2: Buzz tickets will be passed out to students for demonstrating one of the four key PBIS behaviors buzz ticket data will be collected, analyzed, and used for development and implementation of the program.

Activity 3: Student of the month: Teachers will nominate students once a month and submit comments for why they are honoring the students.

Strategy 5: Middle School staff will participate in PBIS professional development regarding the implementation of the be nice mental health program and begin supporting the initiative over the next two years

Activity 1: Explicit lessons developed by the "be nice" team to be shared with faculty

Activity 2: Implementation of program will begin in January 2019 with monthly student lessons

Strategy 6: Staff will participate in PBIS professional development in Restorative Justice practices, with familiarization training provided to all staff members for implementation of practice, when applicable, over the next two years

Activity 1 : Share the research and philosophy as it relates to the success of restorative justice with the faculty

Activity 2: Training for faculty and staff in implementing restorative circles.