

Williamston Community Schools

Discovery School Improvement Plan (Goals Summary) for 2019-2020

District Improvement Priorities:

1. Integration of evidence based reading and writing instructional strategies in all content areas
2. Math curriculum alignment and instructional support
3. Multi-Tiered System of Support (MTSS): Interventions and instructional support
4. Implementation of Michigan Science Standards
5. Integrate arts and technology in order to customise and enhance learning

Mathematics:

Goal 1: All K-2 students will be college or career ready in mathematics
Objective 1: Every student will meet the math growth target as measured by state or local assessments by June 2020.
Strategy 1: K-2 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 Discovery classroom teachers over the course of the 2019-2020 school year
Strategy 2: K-2 math teachers will participate in professional development regarding the effective use of Go Math! curricular resources in accordance with MTSS interventions
Activity 1: K-2 math teachers will receive coaching on math instruction utilizing Go Math! curricular resources from an external math consultant, coaches, and the IISD throughout the year Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide K-2 math teachers timely, non-evaluative feedback on math instruction and best practices Activity 3: K-2 math teachers will receive professional development on effective math intervention practices in support of Discovery Multi-Tiered Systems of Support (MTSS) model Activity 4: K-2 teachers will utilize an instructional strategy from John Hattie’s <i>Visible Learning for Mathematics</i> by implementing number talks.

Reading:

Goal 1: All K-2 students will be college or career ready in reading
Objective 1: Every student will meet the ELA growth target as measured by state or local assessments by June 2020.
Strategy 1: Instructional support/intervention will be provided for all identified students not reaching grade level proficiency or growth targets per Discovery MTSS model
Activity 1: Tier 1 literacy focused interventions will be provided for all students Activity 2: Tier 2 and 3 literacy focused interventions will be provided to all students as determined by screeners and classroom data Activity 3: Discovery staff will meet regularly to determine effective interventions based on student growth and data. Activity 4: MTSS coordinator and administrator at Discovery will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review
Strategy 2: Stakeholder familiarization and notification regarding the <i>Read by Grade Three</i> law requirements
Activity 1: Parents of grade K-2 students exhibiting a reading deficiency will be notified in writing within 30 school days of identification Activity 2: Individual reading plans (IRIP's) for all students will be documented to include a signed (if possible) acknowledgement by parents of the instructional model to support academic growth Activity 3: Reading plans will include a specific reading intervention plan along with professional guidance, strategies, and resources on how parents can support their child at home Activity 4: A letter outlining the provisions and possible implications of the <i>Read by Grade Three</i> law will be drafted, reviewed by applicable stakeholders, and sent to parents of students in grades K-2
Strategy 3: Best practice reading and writing strategies will be integrated into all content areas in accordance with Discovery MTSS model and interventions
Activity 1: Discovery teachers will engage in professional learning on the GELN essential instructional practices in early literacy and implement these practices in all content areas

Writing:

Goal 1: All K-2 students will be college or career ready in writing
Objective 1: Every student will meet the ELA/writing (written expression) growth target as measured by state or local assessments by June 2020.
Strategy 1: Best practice writing strategies will be integrated into all content areas in accordance with Discovery MTSS model and interventions
Activity 1: All K-2 teachers will incorporate strategies from module 6 of the GELN early literacy essentials Activity 2: Common writing rubrics will continue to be developed and refined in grades K-2

Science:

Goal 1: All K-2 students will be college or career ready in science
Objective 1: All students will demonstrate an annual proficiency increase in Science as measured by state or local assessments by June 2020
Strategy 1: Alignment of Michigan Science Standards (MSS), K-2
Activity 1: K-2 science curriculum will reflect alignment to the MSS
Strategy 2: Instructional practices consistent with those recommended within the K-2 Framework for Science Education and the Next Generation Science Exemplar System (NGSX)
Activity 1: All K-2 teachers will receive appropriate professional development in NGSX
Strategy 3: Elementary STEAM
Activity 1: STEAM course will be developed at the elementary schools that integrates and applies concepts learned in core content classes
Strategy 4: Literacy in the content areas
Activity 1: Teachers in grades K-2 will receive appropriate professional development on implementing GELN essential practices in early literacy into science instruction

Social Studies:

Goal 1: All K-2 students will be college or career ready in social studies
Objective 1: All students will demonstrate an annual proficiency increase in Social Studies as measured by state or local assessments by June 2020
Strategy 1: Adoption of new state social studies standards (when approved by the Michigan Department of Education)
Activity 1: K-12 social studies teachers will research new state social studies standards, enroll in available professional development, and begin to construct an implementation plan in conjunction with school and district administrators
Strategy 2: Literacy in the content areas
Activity 1: Teachers in grades K-2 will receive appropriate professional development on implementing GELN essential practices in early literacy into social studies instruction

Multi-Tiered System of Support (MTSS):

Goal 1: Discovery will support a comprehensive Multi-Tiered System of Support (MTSS) implementation plan.
Objective 1: Discovery will continue to provide and improve upon social, emotional, behavioral and academic tiered supports for all students.
Strategy 1: Discovery will provide resources, staffing, and professional development for social, emotional and behavioral skill competencies.
Activity 1: Discovery staff will participate in professional development on specific trauma-informed practices - including mindfulness, peace corners, and conscious discipline - and will integrate these practices into their daily schedule. Activity 2: All Discovery students will participate in Second Step lessons as part of the building mental health initiative. Activity 3: Discovery will implement positive behavioral supports in the form of buzz tickets and bucket filler assemblies.
Strategy 2: Discovery will provide resources, staffing, and professional development for academic data analysis, interventions, and building coaches.

Activity 1: Discovery will utilize multiple data sources for monitoring of academic student growth.

Activity 2: Discovery will provide tiered academic interventions.

Activity 3: Discovery will utilize a coaching model to enhance instruction.

Strategy 3: Discovery will monitor and evaluate MTSS practices included in school improvement plans.

Activity 1: Discovery will establish a leadership team to guide, review, and evaluate the implementation of the Discovery School Improvement Plan.

Activity 2: Discovery Leadership Team will review the school data three (3) times per year.

Activity 3: Discovery will provide research-based supplemental resources, equipment and materials for instruction and/or intervention for ELL students.