

## Williamston Community Schools

### Discovery School Improvement Plan (Goals Summary) for 2021-2022

#### District Improvement Priorities:

1. Integration of evidence-based reading and writing instructional strategies in all content areas
2. Math and science curricular alignment and instructional support
3. Student and staff safety, mental health, and wellbeing
4. Standardized Grading and Reporting Practices

#### Mathematics:

<b>Goal 1:</b> All Y5-2 students will be college or career ready in mathematics
<b>Objective 1:</b> Every student will meet the math growth target as measured by state or local and/or benchmark assessments by June 2024
<b>Strategy 1:</b> Y5-2 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
<b>Activity 1:</b> Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment  <b>Activity 2:</b> The math SEC will be completed by Discovery Elementary classroom teachers every other year  <b>Activity 3:</b> Two times per year, Discovery Elementary will utilize multiple data sources for the monitoring of student growth in math during their review of math data  <b>Activity 4:</b> Discovery Elementary will provide tiered academic interventions in math utilizing the Multi-Tiered Systems of Support (MTSS) model
<b>Strategy 2:</b> K-2 teachers will participate in professional development regarding the effective use of Go Math! curricular resources in accordance with MTSS interventions
<b>Activity 1:</b> K-2 teachers will receive coaching on math instruction utilizing Go Math! curricular resources, as well as other resources, from an external math consultant, coaches, and the IISD throughout the year  <b>Activity 2:</b> The Teachers Learning Together (TLT) structure will be utilized to provide Y5-2 teachers timely, non-evaluative feedback on math instruction and best practices

**Activity 3:** Y5-2 teachers will receive professional development on effective math intervention practices in support of Discovery's Multi-Tiered Systems of Support (MTSS) model

**Activity 4:** Discovery Elementary will provide evidence-based supplemental resources, equipment, and materials for instruction and/or intervention for ELL students in math

**Reading:**

**Goal 1:** All Y5-2 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 and/or benchmark assessments by June 2024

**Strategy 1:** Instructional support/intervention will be provided for all identified students not reaching grade level proficiency or growth targets per the Discovery Elementary MTSS model

**Activity 1:** Tier 1 literacy-focused instruction will be provided for all students

**Activity 2:** Tier 2 and 3 literacy focused interventions will be provided to students as determined by state assessments, screeners, and classroom data

**Activity 3:** Discovery Elementary staff will meet regularly to determine effective interventions based on student growth and data

**Activity 4:** Discovery Elementary will utilize a coaching model to enhance instruction

**Activity 5:** The literacy coach and administration at Discovery Elementary will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review

**Activity 6:** Teachers will receive professional development on phonemic awareness and phonics progression skills for tier 1, 2, and/or 3 intervention

**Activity 7:** Discovery Elementary will provide evidence based supplemental resources, equipment, and materials for instruction and/or intervention for ELL students in reading

**Strategy 2:** Stakeholder familiarization and notification regarding the *Read by Grade Three* law requirements

<p><b>Activity 1:</b> Parents of grade K-2 students exhibiting a reading deficiency will be notified in writing within 30 school days of identification</p> <p><b>Activity 2:</b> Individual reading plans (IRIP's) for targeted students will be documented to include a signed (if possible) acknowledgment by parents of the instructional model to support academic growth</p> <p><b>Activity 3:</b> 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</p> <p><b>Activity 4:</b> 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</p>
<p><b>Strategy 3:</b> Best practice reading will be integrated into all content areas in accordance with the district Multi-Tiered Systems of Support (MTSS) model and interventions</p>
<p><b>Activity 1:</b> Discovery Elementary teachers will participate in the Problem Solving Process to support the academic needs of students based on state, local, and/or benchmark assessments as well as classroom data</p> <p><b>Activity 2:</b> Discovery Elementary will implement a tier 4 literacy intervention focus to support students academic needs through the systematic Problem-Solving process</p>

**Writing:**

<p><b>Goal 1:</b> All Y5-2 students will be college or career ready in writing</p>
<p><b>Objective 1:</b> Every student will meet the ELA/writing (written expression) growth target as measured by state or local assessments by June 2024</p>
<p><b>Strategy 1:</b> Best practice writing strategies will be integrated into all content areas in accordance with Discovery Elementary's MTSS model and interventions</p>
<p><b>Activity 1:</b> All Y5-2 teachers will participate in professional development and incorporate strategies from module 6 of the GELN Early Literacy Essentials</p> <p><b>Activity 2:</b> Common writing rubrics will continue to be developed and refined in grades K-2</p>

**Social and Emotional Health:**

<b>Goal 1:</b> Discovery Elementary School will provide comprehensive mental health supports for students and staff as measured by social and emotional indicators and/ or rubrics
<b>Objective 1:</b> Discovery Elementary will continue to provide and improve upon social, emotional, behavioral, and academic tiered supports for all Y5 - 2nd-grade students
<b>Strategy 1:</b> Discovery Elementary will provide resources, staffing, and professional development for social, emotional, and behavioral skill competencies
<b>Activity 1:</b> Discovery Elementary will implement a mental health initiative to meet the social and emotional needs of students through the use of CASEL's Guide to Schoolwide SEL  <b>Activity 2:</b> Discovery Elementary will implement a tiered positive behavioral interventions and support system  <b>Activity 3:</b> Discovery Elementary will implement Restorative Justice practices
<b>Objective 2:</b> Discovery Elementary will continue to provide and improve upon social and emotional support for all staff by June 2024
<b>Strategy 1:</b> Discovery Elementary will provide resources and professional development for social emotional supports and competency
<b>Activity 1:</b> Discovery Elementary will incorporate self-care strategies for staff  <b>Activity 2:</b> Discovery Elementary staff will participate in social, emotional and mental health professional development focused on staff wellbeing in collaboration with the Ingham County Intermediate School District and their mental health coaches

**Standardized Grading Practices:**

<b>Goal 1:</b> Discovery Elementary will adopt and implement a common, evidence-based grading system that includes feedback on non-achievement factors
<b>Objective 1:</b> Discovery Elementary will improve upon the quality and consistency of feedback to students and parents by June 2024
<b>Strategy 1:</b> The Discovery Administrator will review report card standards and grading consistency practices

