

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: **47070**

District Name: **Howell Public Schools**

School Code: **08624**

School Name: **Voyager Elementary 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?

Voyager Elementary School used summative assessments as sources of data to determine areas of needed improvement. The summative assessments included the Michigan Student Test of Educational Progress (M-STEP) and MI-ACCESS, district common assessments in the areas of social studies and science, Northwest Evaluation Association (NWEA), Scholastic Reading Inventory (SRI), Michigan Literacy Progress Profile (MLPP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Developmental Reading Assessment (DRA).

2. Based on the data, what area(s) needs improvement?

Voyager Elementary School analyzed the data from the summative assessments to determine that Voyager students need to increase their reading and writing skills across the curriculum. Reading and writing are taught in all curricular areas mathematics, science and social studies. Therefore, Voyager Elementary School will write a reading goal that focused on reading and writing in the content areas. It will have an emphasis on reading and writing informational text for authentic audiences through project based learning.

3. Write a measureable goal for each area of need.

100% of students at Voyager Elementary School will make a year's growth in reading.

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

STRATEGY 1: Implement an inquiry-based instructional improvement process (5D+). This strategy provides a comprehensive framework that sets the purpose and direction for teaching and learning, focuses on student achievement, provides research-based guidance, ensures support and accountability, and engages all stakeholders in the growth process.

Activity 1. Instructional Strategies: Teachers will be supported and held accountable for instructional best practices based across all focus areas of the 5D+ Instructional

Framework. Activities/programs will include: Project based learning, Study of Early Literacy, and the use of formative assessment. We will accomplish this through the use of professional learning communities, staff meetings, professional development, and teacher evaluation.

Activity 2. Professional Development: Teachers will participate in professional development aligned to the 5D+ Instructional Framework through staff meetings, book studies, instructional coaching, professional learning communities, and professional development.

STRATEGY 2: Students will receive key components of an effective Multi-Tiered System of Supports (MTSS) program. This will include high-quality research-based classroom instruction, ongoing student assessment through universal screening and progress monitoring, and tiered instruction that meets individual needs.

Activity 1. Teachers will participate in Multi-Tiered System of Supports through coaching and project based learning supported by At-Risk teacher/aides/supplies.

Activity 2. Teachers, principals, and instructional aids will learn to analyze multiple sources of data to inform instruction.

STRATEGY 3: Provide professional development in continuous improvement methods and structure through participation in programs and training provided by the county, states and federal agencies and associations including MEMSPA, MIEM, ASCD, AdvancED, MACUL, LESA, and WISD.

Activity 1. Teachers and principals will participate in professional development through the agencies listed above.

5. What future multiple data points will be used to determine if the goals are met?
Voyager Elementary School will use formative and summative assessments as sources of data to determine if students are making a year's growth in reading. Formative and summative assessments will include classroom assessments, district common assessments to identify program effectiveness and needs in the areas of social studies and science. Northwest Evaluation Association (NWEA), Scholastic Reading Inventory (SRI), Michigan Literacy Progress Profile (MLPP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessment (DRA), Michigan Student Test of Educational Progress (M-STEP) and MI-ACCESS.

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
Voyager Elementary School staff will participate in school-level and district-level professional development that is aligned to the 5D+ Instructional Framework through staff meetings, book studies (Seven Strategies of Assessment for Learning by Jan Chappuis), instructional coaching, professional learning communities, project-based learning, Study of Early Literacy and formative assessments. Voyager Elementary Schools' parents will continue to be involved in professional learning by having representation on the Voyager school improvement team, Parent-Teacher Organization, parent-teacher conferences, curriculum night and parents will receive classroom and school communications regarding student achievement.

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

Voyager Elementary School's plan and process will be continuously monitored and evaluated to ensure that individual needs of all students are being met through the analysis of data from formative and summative assessments. The analysis of data and determining instructional shifts will occur during staff meetings, grade-level meetings, during our school improvement meetings, Positive Behavior-Instructional Support (PBIS) meetings and individually with parents on a continual basis.

If it data indicates that instructional shifts are necessary, staff will follow the Multi-Tiered System of Supports (MTSS) to ensure that all students are achieving academically. Our MTSS is supported through Livingston County Educational Service Agency (LESA), and coaching and project-based learning supported by Voyager's At-Risk teacher and instructional aides.

8. Provide the budget showing alignment to the plan.

Voyager Elementary School's School Improvement Plan will be funded through Title 2 and 31a At-Risk.

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