

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: 09030 District Name: Bangor Township Schools

School Code: 00194 School Name: Bangor West Central 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?

Our school improvement team used multiple data sources through the Comprehensive Needs Assessment to determine strengths and weaknesses and to drive our school improvement plan.

Demographic Data: We used 3 years of enrollment data, 3 years of attendance data, 3 years of discipline referrals, suspensions, and expulsions, 2 years of teacher and administrator attendance data and subgroup numbers, 'at-risk" 31A numbers, homeless numbers and additional district demographic data.

Process Data: We used the Ed Yes process rubrics and reviewed with our school improvement team.

Academic data: We used 3 years of M-Step ELA, Math, Science, and Social Studies data for grades 3-5, along with our ELA and Math NWEA data, MobyMax Math data, and Fountas and Pinnell BAS Reading data. In looking at this data, we reviewed both proficiency and growth and completed a subgroup data analysis. We also looked at the Expectation Analysis Reports available in the BAA site for the standards tested in both science and social studies and the Target Analysis Reports available in the BAA site for Math and ELA.

Perception Data: We surveyed our parents, students, community, and staff. We analyzed the data with our staff and school improvement teams.

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

According to the student perception data, students felt that students don't treat adults with respect or ask what they think about school.

According to parents/guardian's lowest area on our survey was, a process in place for minimizing interruptions and protecting instructional time and meeting individual student needs.

According to the staff perception data it was indicated that staff morale is low and students are not taking pride in the quality of their work.

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

Goals: All students will be proficient in ELA, Math, Science, and Social Studies. All students will have an equitable, inclusive, and engaging environment conducive to learning.

Objectives: Students will increase proficiency by 10% over 3 years in each of the 4 core areas by 2019-2020 school year.

Third grade ELA M-Step proficiency of 35% will increase to 45% over 3 years.

Fourth grade ELA M-Step proficiency of 54% will increase to 64% over 3 years.

Fifth grade ELA M-Step proficiency of 49% will increase to 59% over 3 years.

Third grade Math M-Step proficiency of 53% will increase to 63% over 3 years.

Fourth Grade Math M-Step proficiency of 48% will increase to 58% over 3 years.

Fifth grade Math M-Step proficiency of 30% will increase to 40% over 3 years.

Fifth grade Social Studies M-Step proficiency of 5% will increase to 15% over 3 years.

Fifth grade Science M-Step proficiency of 7% will increase to 17% over 3 years.

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

See table below:

	Strategy: <i>Professional Learning</i>	Strategy: <i>High Quality Tier One Instruction</i>	Strategy: <i>Intervention</i>	Strategy: <i>Common Assessments and Data Analysis</i>
ELA	<p>Teachers will engage in professional learning to close achievement gaps</p> <p>BAISD Literacy Coach</p> <p>Grade Level PLC</p> <p>Professional Organization Conferences- MRA_MACUL</p> <p>Monthly MSTEP practice in Illuminate</p> <p>TDA practice-</p>	<p>Teachers will use evidence/research-based instruction for all students.</p> <p>Benchmark Literacy (Reading Workshop) <i>Groups based on level/strategy</i></p> <p>Curriculum Nights <i>March is Reading Month</i></p> <p>Family Nights</p>	<p>Highly Qualified Interventionist</p> <p>Intervention/Special Education Teachers will provide instruction in a multi-tiered system of support for students. (Tiers 2 and 3).</p> <p>Intervention Programs (LLI, Orton Gillingham,RAZ Kids, Reading A-Z,</p> <p>MTSS Data Meetings <i>IRIPs; running records, comprehension</i></p> <p>Kids Read Now <i>Summer</i></p> <p>TAT Meetings</p>	<p>BAS assessments</p> <p>Benchmark Literacy Assessments <i>Using results to guide instruction</i></p> <p>NWEA (3x/Year)</p> <p>MSTEP (3-5)</p> <p>KRA (K) <i>Interventionist uses initial data to group students</i></p>
MATH	<p>Teachers will engage in professional learning to close achievement gaps</p> <p>Grade Level PLC</p> <p>Math Expressions PLC</p> <p>Professional Organization Conference</p>	<p>Teachers will use evidence/research-based instruction for all students</p> <p>Curriculum Night</p> <p>Family Night</p> <p>Math Expressions</p>	<p>Highly Qualified Interventionist</p> <p>Intervention/Special Education Teachers will provide instruction in a multi-tiered system of support for students. (Tiers 2 and 3)</p> <p>MTSS Data Meetings</p> <p>Delta Math</p> <p>TAT Meetings</p>	<p>Moby Max (3x/Year)</p> <p>Delta Math</p> <p>NWEA (3x/Year)</p> <p>MSTEP (3-5)</p> <p>KRA (K)</p> <p>Math Expressions Unit Test</p>

<p style="text-align: center;">SCIENCE</p>	<p>Teachers will engage in professional learning to close achievement gaps</p> <p>Grade Level PLC-</p> <p>Professional Organization Conferences- <i>MACUL</i></p>	<p>Teachers will use evidence/research-based instruction for all students.</p> <p>Phenomenal Science (Piloting additional science curriculum)</p> <p>Curriculum Nights- <i>Stem Night (SISU)</i></p> <p>Nonfiction reading materials</p>	<p>Reteaching core concepts-</p> <p><i>TIER 2: Mystery Science</i></p>	<p>Phenomenal Science Assessments</p> <p>MSTEP (5)</p> <p>Common Developed Illuminate Assessments</p> <p>MSTEP (5)</p>
<p style="text-align: center;">SOCIAL STUDIES</p>	<p>Teachers will engage in professional learning to close achievement gaps</p> <p>Grade Level PLC</p> <p>Professional Organization Conferences</p>	<p>Teachers will use evidence/research-based instruction for all students.</p> <p>Nonfiction Reading Materials -<i>MI Openbook, PAAST, Readworks, Newsela</i></p>	<p>Reteaching core concepts</p>	<p>Common Developed Illuminate Assessments</p> <p>MSTEP (5)</p>

<p style="text-align: center;">SCHOOL CULTURE</p>	<p>Positivity Project Year 3</p> <p>Restorative Practices</p>	<p>All staff will reinforce school wide expectations and positive behavior supports</p> <p>All staff will engage students, family, and community to promote involvement in the learning process and to create an ideal learning environment</p> <p>All students will receive a comprehensive educational experience including technology, PE, physical and social-emotional health education, music, and library media</p>	<p>Social Groups and Interventions</p> <p>Title 1 Parent Meeting</p> <p>Responsible Thinking Coordinator and classroom/process</p> <p>Behavior Plans/Action Plans</p> <p>Truancy Process</p>	<p>Discipline Data</p> <p>Building Behavior Team Meetings</p> <p>KRA (K)</p>
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		Parent/Teacher Conferences Attendance Incentive Program Positive behavior incentive program		
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5. What future multiple data points will be used to determine if the goals are met?

We will utilize MSTEP, NWEA, BAS, Moby Max, and discipline data to determine if the goals are met.

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

See Table Above. Some key professional learning opportunities for next year are: Kids Read Now (parents), Illuminate (staff), professional organization trainings such as Positivity Project, MEMSPA, MRA, restorative practices and MACUL (staff).

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

Progress will be monitored at monthly school improvement meetings, six week MTSS data meetings, three times a year with the school improvement team, and through daily observations and professional evaluation process.

8. Provide the budget showing alignment to the plan.

Our budget for alignment to the plan is maintained at the district level. Funds are appropriated based on collaborative conversations between the building and the district and all decisions are aligned with our School Improvement Plans and driven by our CNA.

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