

## 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: 07040

District Name: L'Anse Area Schools

School Code: 04149

School Name: L'Anse Area 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?

School Data Analysis, Communities that Care Survey, District Systems Review, School improvement surveys of parents, staff and students, M-STEP, NWEA, PSAT and SAT results and other data analyzed as part of school improvement team meetings, MiSchool Data parent dashboard growth and proficiency data and subgroup data, SWIS data on behavior

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

Middle & high school science proficiency was below state average on 2015-2017 and no new data available  
 Student behavior/school climate are continued areas targeted for improvement based on student, parent and staff surveys  
 Math proficiency across grades 6-8  
 Social studies proficiency is below state average across grades  
 ELA in grades 2-4 and reading in grades 6-8 are areas needing improvement

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

Goal 1: To increase engineering practices in the science curriculum to a minimum of 20% of the lessons by June 2020.

Goal 2: To improve the school climate and create an environment more conducive to learning.

Goal 3: To improve student proficiency to at or above the state average in Mathematics across all grade levels by June 2022.

Goal 4: To improve student proficiency in Social Studies to at or above the state average

across all grade levels by June 2023.

Goal 5: To improve student proficiency in ELA to at or above the state average across all grade levels by June 2022.

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

Goal 1: (Science)-

Strategy1 - Students will learn the engineering process.

Activity 1 - Engineering is Elementary units and Engineering Everywhere activities will be incorporated into K-8 science classes.

Strategy 2 - Science teachers in grades 3-11 will continue to implement a new science series that includes the NGSS.

Activity 2 - Teachers will plan for integration of Mystery Science, Engineering kits and new science text book series into their science curriculum.

Strategy 3 - To improve students' reading comprehension in science.

Activity 3a - Teachers will continue using SQ3R as a reading strategy during lessons at least once per quarter.

Activity 3b - Teachers will incorporate essential grade level vocabulary terms to be taught using explicit vocabulary instruction.

Strategy 4 - Students will be taught how to cite text evidence, analyze informational text and use additional literacy supports.

Activity 4a - Teachers use Read Works to support this in the science classes that it has content available for.

Activity 4b - Provide students with practice for this strategy using available primary resources in the text.

Goal 2: (School Climate) -

Strategy 1 - Continue to maintain the use of PBIS practices throughout the school.

Activity 1a - New teachers receive orientation information on PBIS practices during mentoring meetings

Activity 1b - Positive behavior will continue to be modeled and taught to students.

Activity 1c - Teacher PD on trauma informed practices through online trauma academy.

Strategy 2 - Behavior, attendance and academic data will be collected, evaluated and monitored.

Activity 2 - Data review meetings and grade level meetings or department meetings.

Strategy 3 - Increase family engagement.

Activity 3 - Continue to implement updated Family Engagement Plan from 2018-19 including WatchDOGS, Family

### Goal 3 (Mathematics)

Strategy 1 - Students will have individualized instruction and practice in areas of need based on math assessment

Activity 1 - Students will use computerized math software that target individualized needs (ie. Moby Max or Prodigy or Exact Path).

Strategy 2 - Benchmark math assessments (NWEA) will be given 2-3 times per year to identify areas to target for improvement.

Activity 2a - Technology will be updated or replaced as needed in order to sustain the 1 to 1 program within the district to provide differentiated instruction and access to online assessments to students.

Activity 2b - Teachers will attend grade level meetings to monitor trends and plan for altered instruction based on results.

Strategy 3 - Students will continue to improve number sense and model drawing practices.

Activity 3a - Students will complete Number Talks activities and application problems involving model drawings in K-5 on a daily basis and phasing into grades 6-8 on a weekly basis as feasible.

Activity 3b Teacher professional development and coaching from Strategic Intervention Solutions.

Strategy 4 - Use At Risk teacher in 6th-8th grades to support math assignment completion.

Activity 4 - Create a communication plan between 6th - 8th grade math teachers and At Risk teacher in order to monitor and intervene with assignment completion.

Strategy 5 - To provide special education students instruction that will include all aspects necessary to improve on standardized assessments.

Activity 5a - Implement a co-teaching model for inclusion of special education students where appropriate and possible.

Activity 5b - To use NWEA results during IEP meetings as appropriate.

### Goal 4 (Social Studies):

Strategy 1 - To improve students' reading comprehension in social studies.

Activity 1a - Teachers will continue using SQ3R as a reading strategy during lessons at least once per month.

Activity 1b - Teachers will incorporate a minimum of 10 essential grade level vocabulary terms to be taught using explicit vocabulary instruction.

Activity 1c - Use cross curricular instruction between social studies and language arts when appropriate.

Strategy 2 - Students will be taught how to cite text evidence, analyze informational text and use additional literacy supports.

Activity 2a - Teachers use Read Works to support this in the social studies classes that it

has content available for.

Activity 2b - Provide students with practice for this skill using available primary resources in the text.

Strategy 3 - Teachers will incorporate new instructional materials as appropriate with the updated social studies standards.

Activity 3a - Teachers will incorporate new social studies texts in grades 3-5, 10 and 11 in 2019-20 and other grades in 2020-21 and update curriculum maps appropriately.

Activity 3b - Teachers will incorporate Michigan Open Books lessons as appropriate.

Goal 5 (Language Arts)

Strategy 1 - Teachers will provide interventions for students that are not making benchmark in reading.

Activity 1a - The students will receive additional assistance from Title 1 teacher and At Risk teachers and aides which included the use of research-based strategies such as Phonics for Reading, Rewards, Exact Path, ECRI and Six Minute Solution, etc.

Activity 1b - Students will be progress monitored using DIBELS and NWEA and data will be collected and evaluated at least 2-3 times per year at grade level meetings.

Strategy 2 - Support for strong Tier 1 reading instruction in the regular classroom.

Activity 2a - Enhanced Core Reading Instruction training for new staff.

Activity 2b - Continued implementation of MTSS for interventions.

Activity 2c - Teachers will increase student exposure to informational text.

Strategy 3 - Students will be encouraged to read materials of interest to them in addition to regular classroom assignments.

Activity 3a - Use the Kids Read NOW program with specific elementary grade levels over the summer.

Activity 3b - Students will have access to the Accelerated Reader program in each elementary grade to read at their appropriate level and then assess their comprehension.

Strategy 4 - To provide special education students instruction that will include all aspects necessary to improve on standardized assessments.

Activity 4a - Implement a co-teaching model for inclusion of special education students where appropriate and possible.

Activity 4b - To use NWEA results during IEP meetings as appropriate.

Strategy 5 - Designate grade level individualized learning time in the school schedule.

Activity 5 - Use the designated time to provide individualized learning with a goal of providing the neediest students with highly qualified instructors.

5. What future multiple data points will be used to determine if the goals are met?

Goal 1: Student achievement data on standardized tests (M-STEP, NWEA and MME).

Goal 2: Skyward will be used to analyze number of referrals from year to year. Student,

staff and parent annual survey results.

Goal 3: M-Step, NWEA, PSAT and SAT math scores.

Goal 4: M-STEP scores and MME scores.

Goal 5: Dibels, M-STEP, NWEA, PSAT and SAT scores.

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

Goal 1: NGSS PD and department meetings to review data and update curriculum maps.

Goal 2: Grade level team meetings to review data. PD on classroom management, PBIS and MTSS as available. PD for Trauma Informed Practices.

Goal 3: NWEA PD (especially for new staff), Strategic Intervention Systems PD and/or coaching, PD to support Exact Path.

Goal 4: Teachers to attend social studies prof dev at ISD that supports implementing the new social studies standards. PD on SQ3R, citing text evidence, explicit vocabulary instruction and cross curricular learning between social studies and ELA.

Goal 5: Grade level meetings to review data, continued ECRI PD for Journeys in K-2 as needed, time to plan for reading intervention

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

Data listed on #1 will be reviewed by administration and the school improvement team as it becomes available throughout the year. NWEA assessment results will be used to monitor student growth in the targeted areas. Goals, plans and strategies will be updated as needed. Grade level meetings will submit a data summary and updated action plan after each meeting. The District Improvement teams with stakeholder representation will meet several times per year. Progress toward the goals will be given as feedback on administrative evaluations.



## 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.