

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: 03100

District Name: Hamilton Community Schools

School Code: 04975

School Name: Bentheim 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?
DIBELS Next, iReady, Fountas & Pinnell, M-STEP, Delta Math, Student/Parent/Staff Perception Surveys, Demographic Data, Teacher Evaluation Data
2. Based on the data, what area(s) needs improvement?
Reading: Fluency, decoding, and comprehension. Using and making inferences in informational and narrative texts. Identifying central ideas, key events, or procedures in informational texts. Using narrative text structures to obtain, interpret, explain, or connect information within text. Writing: Writing and revising narrative, informational, and opinion texts. Math: Fractions, decimals, place value, geometric measurement and shapes, and interpreting results in the context of a situation. Science: (Processes) Make purposeful observation of the natural world using the appropriate senses. Develop research strategies and skills for information gathering and problem solving. Social & Emotional Support: Low scores on staff and parent perception surveys regarding student support services. Low scores on student perception survey regarding student choice. Increased Rigor: Use modules in Modern Teacher to increase staff awareness of rigor.
3. Write a measureable goal for each area of need.
All students will be proficient in ELA and math as measured by the M-STEP. Perception data from students will show an increase of .25 or more in student choice provided. Increase teacher knowledge of rigor as measured by completion of Modern Teacher modules.
4. Describe the strategies and activities that will be used for each of the goals.
ELA: Provide EBLI coaching, utilize literacy coach to connect Lucy Calkins curriculum to EBLI and focus on literacy essentials, continue MTSS support, use MIBLSI process to

support learning, provide support for English Language Learners through intervention staff, and set individual goals for all students. Math: Utilize OAISD math consultant to develop mastery learning loop for Math Expressions, continue MTSS support, and utilize Interim Assessments developed by OAISD. Science: Implement Phenomenal Science curriculum. Social & Emotional Support: Increased SSW time at each elementary school. School-wide PBIS model implemented through MIBLSI participation, CICO. Rigor: Modern Teacher modules.

5. What future multiple data points will be used to determine if the goals are met?
DIBELS Next, iReady, Fountas & Pinnell, M-STEP, Delta Math, Student/Staff/Parent Perception Survey Data, Modern Teacher Rigor modules.
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
EBLI coaching, Phenomenal Science Training, Literacy Essentials, Lucy Calkins Units of Study training, Mastery Learning Loop with Math Expressions, MIBLSI training, and DIBELS Next training. Modern Teacher Rigor modules.
7. Describe how the plan and process will be monitored and evaluated.
Frequent reviews of data through Benchmark and Progress Monitoring assessments and meetings, M-STEP data, MIBLSI Tiered Fidelity Inventory, and perception data review. Completion of Modern Teacher Rigor modules.
8. Provide the budget showing alignment to the plan.
EBLI Coaching - \$3,000; Lucy Calkins Units of Study - \$75,000, iReady - \$5,000 per school.

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.

No

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