



Williamston Community Schools

District Improvement Plan (Goals Summary) for 2021-2022

As of April 28, 2021

District Improvement Priorities:

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

Mathematics:

Goal: All K-12 students will be college or career ready in mathematics
Objective 1: Every student will meet the math growth target as measured by state, local and/or benchmark assessments by June 2024
Strategy 1: K-12 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
Activity 1: Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment Activity 2: The math SEC will be completed by all district math teachers at least once every two years Activity 3: Two times per year, all district schools will utilize multiple data sources for the monitoring of student growth in math during their review of math data Activity 4: All district schools will provide tiered academic interventions in math utilizing the Multi-Tiered Systems of Support (MTSS) model
Strategy 2: K-8 math teachers will participate in professional development regarding the effective use of math curricular resources in accordance with Multi-Tiered Systems of Support (MTSS) interventions

Activity 1: The Teachers Learning Together (TLT) structure will be utilized to provide K-12 math teachers timely, non-evaluative feedback on math instruction and best practices

Activity 2: K-12 math teachers will utilize an instructional strategy from John Hattie's *Visible Learning for Mathematics*

Activity 3: The District will provide evidence based supplemental resources, equipment and materials for instruction and/or intervention for ELL students in math

Reading:

Goal: All K-12 students will be college or career ready in reading

Objective 1: Every student will meet the growth target as measured by state, 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 district Multi-Tiered Systems of Support (MTSS) model

Activity 1: Tier 1 literacy focused interventions will be provided for all students

Activity 2: Tier 2 and 3 literacy focused interventions will be provided to all students as determined by state assessment, screener, and classroom data

Activity 3: Two times per year, all district schools will utilize multiple data sources for the monitoring of student growth in ELA during their review of math data

Activity 3: All district schools will utilize a coaching model to enhance instruction.

Activity 4: Literacy coaches and administration at the elementary and middle schools will research and recommend new literacy intervention programming or structures as needed based on the results of the intervention effectiveness review

Activity 5: The District will provide evidence based supplemental resources, equipment and materials for instruction and/or intervention for ELL students in reading

<p>Strategy 2: Stakeholder familiarization and notification regarding the third grade reading and retention law requirements</p>
<p>Activity 1: Parents of grade K-3 students exhibiting a reading deficiency will be notified in writing within 30 school days of identification</p> <p>Activity 2: Individual reading plans (IRIP's) for students that are below benchmark will be documented to include a signed (if possible) acknowledgement by parents of the instructional model to support academic growth</p> <p>Activity 3: 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>Activity 4: A letter outlining the provisions and possible implications of the third grade reading and retention law will be drafted, reviewed by applicable stakeholders, and sent to parents of students in grades K-3</p>
<p>Strategy 3: 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>Activity 1: Reading and engagement strategies will be incorporated into all 6-12 content area instruction</p> <p>Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide 6-12 teachers timely, non-evaluative feedback on reading and engagement strategies</p>

Writing:

<p>Goal: All students will be college or career ready in writing</p>
<p>Objective 1: Every student will meet the ELA/writing (written expression) growth target as measured by state, local and/or benchmark assessments by June 2024</p>
<p>Strategy 1: Best practice writing strategies will be integrated into all content areas in accordance with the district Multi-Tiered Systems of Support (MTSS) model and interventions</p>
<p>Activity 1: Common writing strategies will be incorporated to demonstrate comprehension reading and engagement strategies in 6-12 content area</p> <p>Activity 2: Common writing rubric development will continue to be established and refined in grades K-5</p>

Activity 3: Teachers will participate in professional development around writing instruction and the use of academic vocabulary

Science:

Goal: All students will be college or career ready in science

Objective 1: All students will demonstrate an annual proficiency increase in Science as measured by state, local and/or benchmark assessments by June 2024

Strategy 1: Alignment of Michigan Science Standards (MSS), 6-12

Activity 1: Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment

Activity 2: The science SEC will be completed by 6-12 science teachers at least once every two years

Strategy 2: Instructional practices consistent with those recommended within the K-12 Framework for Science Education and the Next Generation Science Exemplar System (NGSX)

Activity 1: 6-12 science teachers will continue to utilize NGSX instructional practices

Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide 6-12 science teachers timely, non-evaluative feedback on NGSX science instruction and best practices

Social and Emotional Health:

Goal: Williamston Community Schools will provide comprehensive Mental Health supports for students and staff as measured by social and emotional indicators and/or rubrics

Objective 1: The District will continue to provide and improve upon social, emotional, behavioral and academic tiered supports for all students by June 2024

Strategy 1: The District will provide resources, staffing, and professional development for social, emotional and behavioral skill competencies

Activity 1: All district schools will integrate trauma informed practices

Activity 2: All district schools will implement a mental health initiative

<p>Activity 3: All district schools will implement a tiered positive behavioral interventions and support system</p> <p>Activity 4: All district schools will implement Restorative Justice practices</p>
<p>Objective 2: The District will continue to provide and improve upon social and emotional (SEL) support for all staff by June 2024</p>
<p>Strategy 1: The District will provide resources and professional development for social and emotional supports and competency</p>
<p>Activity 1: All District schools will incorporate self-care strategies to staff</p> <p>Activity 2: All District schools will integrate social emotional learning time (SEL) into staff meetings and/or professional learning communities</p>

Standardized Grading Practices:

<p>Goal: All schools will adopt and implement a common, evidence-based grading system that includes feedback on non-achievement factors</p>
<p>Objective 1: All buildings will improve upon the quality, timeliness, and consistency of feedback to students and parents by June 2024</p>
<p>Strategy 1: Instructional staff will receive professional development on best practice student assessment strategies</p>
<p>Activity 1: All buildings will utilize the research of Ken O'Connor and Thomas Guskey</p>
<p>Strategy 2: Instructional staff will universally implement established best practice grading measures to include feedback on student assignments and PowerSchool as determined by building principal</p>
<p>Objective 2: All buildings will implement a standardized reporting system by June 2024</p>
<p>Strategy 1: Each school will use a common reporting system to provide feedback to students and parents</p>
<p>Strategy 2: Each school will utilize common non-achievement factors that includes a descriptive rubric of non-achievement factors connected to student learning</p>

