GOAL 1 \star ALL STUDENTS WILL BE PROFICIENT IN LITERACY PRE-K-12

HOW WE WILL MEASURE IT

- ✓ The district target is that 41.9% of students will demonstrate proficiency in literacy (a 4% increase) as measured by the MSTEP for grades 3-7. The target for the PSAT-8 is that 67% of students will demonstrate proficiency on the PSAT (a 4% increase) and 51% on the SAT (EBRW) will be proficient (a 4% increase).
- ✓ The long-term district goal is for at least 80% of students to be in the low risk level as measured by FastBridge K-1 Early Reading Composite and Grades 2-12 aReading by the end of each school year, with student needs being met with effective Tier One core instruction.
- MTSS implementation will be monitored via staff perception and belief surveys, as well as fidelity checks.
- ✓ Elementary Tier 1 RTFI and Advanced Tiers data will also be examined to monitor implementation. Spring of 2025: Tier I score= 62% and Tier II= 48%

STRATEGY 1: Examine MTSS framework for literacy to ensure strong Tier 1 instruction and robust T2/T3 systems for intervention

- . Continue to review, revise, and make visible our MTSS framework, including documenting specific literacy interventions, ensuring they are administered with fidelity.
 - a. Develop a warehouse of Tier I literacy strategies to provide to teachers in Grades K-12.
 - i. Provide required professional development for chosen Tier 1 literacy tools
 - b. Identify and prioritize which data needs to be collected commonly to inform intervention needs based on skills.
 - c. Formalize, share throughout the district, and then train staff re: how the MTSS handbook can be used to help implement the MTSS framework.
 - d. Document decision-making tree at each building/district-wide for who gets intervention (including classroom assessment data and teacher input/how progress is monitored/what interventions are used/when it is monitored for effectiveness and what happens next? How and where is this all recorded?) Consider the use of eduClimber.
 - e. Finalize and publish Tier 2 interventions for each building
 - i. Use Tier 2 interventions to individualize group instruction
 - f. Develop a communication/celebration plan for the sharing of outcomes w/stakeholders.
- Grades 7-12 will pilot Lexia's Power Up Tier 2 literacy intervention in Special Education and Academic Intervention classes.

STRATEGY 2: Establish Evidence-based Literacy Strategies including Reading and Writing

Smith and Heritage Elementary Schools

- Continue skill-based differentiated small group instruction.
 - a. Utilize Tier I warehouse strategies.
 - i. Orton-Gillingham
 - ii. Wonders curriculum
- Further collaboration around newly established <u>K-6 writing rubrics</u> and explore writing programs/strategies.
 - a. Place rubrics in common vault/curriculum documents/MTSS handbook in LiveBinder.
 - b. Utilize SRSD writing rubrics and writing architect model to develop scope and sequence.
- Consider creating literacy partnerships between students across the district. Begin using protocols to discuss student work (tuning protocol) or problems of practice (consultancy protocol).
 - a. Reading Buddies
 - b. Links
- 4. Small Group Interventions
 - a. Title la Services
- Create intentional literacy partnerships with our families. Home to school reading connection involves
 parents, gives ownership to students, more reading experiences, rewards 'book bag'
- At Heritage, continue learning Adrea Truckenmiller's Writing Architect Strategy and implementation of Interactive Notebooks in Grades 3-6.
- 7. Professional learning and implementation of common essential literacy practices (Literacy Essentials PK-6)

JR/SR High

- Continue work towards establishing a Guaranteed, Viable Curriculum.
 - a. Ensure priority standards are clearly identified and collaboratively established in the department.
 - b. Ensure vertical alignment through collaborative planning meetings w/outcomes memorialized and shared.
 - c. Ensure clear learning targets are identified after receiving training.
 - d. Memorialize all progress in common Curriculum Vault (Live Binder)
- 2. Attend additional MAC training re: Disciplinary Literacy and implement vocabulary strategy that was introduced last year.
- C 3. Choose a book related to vocabulary instruction to further expertise to then share with staff.
- T 4. Create intentional literacy partnerships with our families. Home to school reading connection involves parents, gives ownership to students, more reading experiences, rewards 'book bag'
- D 5. Grades 7-9 are also implementing the Interactive Notebooks.
- N 6. Professional learning and implementation of common essential literacy practices (Disciplinary Literacy 7-12)



STRATEGY 3: Establish common academic language/building common background knowledge K-12 for all areas (except Math~their PIT Crew will do it)

1. Identify high frequency academic words and explicitly teach them to all students

- a. Leverage Orton-Gillingham training for Red words and Morphology
- b. Leverage Academic Vocabulary within Disciplinary Literacy
- c. Memorialize in Curriculum Warehouse

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STRATEGY 4: Guaranteed, viable curriculum with pacing guide and vertical alignment

- Finalize selection of new literacy curriculum for Grades K-5.
- 2. Explore any literacy curriculum needs for Grades 6-12.
- 3. Develop reading and writing pacing calendars after vertical alignment is complete.
- 4. Memorialize Curriculum Guides and MTSS processes in LiveBinder.

STRATEGY 5: Increase Parent Engagement in Literacy

- 1. Plan Parent Engagement Literacy Nights with support from IISD for Grades PreK-6.
- 2. Actively share resources and activities parents can do with students at home, particularly in areas of overall weakness.
- 3. Actively share resources for parents related to keyboarding to help meet Literacy Essentials standards at each grade level.
- 4. Consider engaging parents in helping to create a culture of literacy through immersion throughout the school, as a partnership with the arts and potentially parents.. (reading stations/prompts, etc.)
- 5. Work with parents to establish more MIRM-type activities throughout the school year.
- 6. Increase partnership with CADL to advertise activities and encourage engagement.

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GOAL 2 \star ALL STUDENTS WILL BE PROFICIENT IN MATHEMATICS PRE-K-12

HOW WE WILL MEASURE IT

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- ✓ The district target is that 45.9% of students will demonstrate proficiency in math (a 4% increase) as measured by the MSTEP for grades 3-7. The target for the PSAT-8 is that 26% of students will demonstrate proficiency (a 4% increase) and 36% on the SAT will be proficient (a 4% increase).
- ✓ The long-term district goal is for at least 80% of skills to be mastered by students (through either SpringMath classwide or individual intervention) at their grade level by the end of each school year.
 *In 2024-25: 86.25% of skills at Smith and 84.71% at Heritage were mastered.

STRATEGY 1: Monitor implementation of SpringMath K-8, which provides class-wide and individual intervention with research-based tools. Also support optional use of SpringMath in Grades 9-12.

Train new math teachers K-8 to use SpringMath and provide clear guidelines and expectations, including when to prohibit use of fingers/tricks, etc.
 Administrators and coaches provide support, feedback, and fidelity checks for all math teachers re:

- 3. SpringMath will be monitored district-wide at least monthly by a district team to ensure students are making progress
- 4. Math interventionists will be trained at each building to provide Tier 2/3 interventions for students identified via the SpringMath system and/or teacher/coach recommendations
- 5. Provide feedback to teachers and students re math talk and coaching/using peer-to-peer math talk.

STRATEGY 2: Teachers will continue to work to establish a Guaranteed and Viable Curriculum by ongoing vertical and horizontal alignment, including pacing calendar.

- l. Use priority standards and after training, create Clear Learning Targets and then consider scales.
- 2. Begin creation of quality common assessments with tiered questions.
- 3. Agree upon common language of math instruction and vocabulary K-12.
- 4. Continue to implement research-based strategies based on the Science of Learning.
 - Seek additional learning opportunities for interested staff members.
- Work on implementation of small group instruction in addition to whole group, using reteaching to offer students a "double dip" of instruction as needed as part of Tier 1.
- 6. Finalize K-12 Panther Math Expectations document.

SpringMath class-wide interventions

 Train secondary Math teachers in Desmos and TI-84 calculator uses, as well as when each calculator is best to be used on SAT questions

STRATEGY 3: Create intentional math partnerships with our families

- Create a home to school math connection involves parents, gives ownership to students
 Plan a Math focused family night share resources and ways to engage families in Math con
 - 2. Plan a Math focused family night share resources and ways to engage families in Math concepts, focusing on overall common weak areas, based on our data.
 - 3. Consider how to create more math immersion in partnership with the arts and potentially with parents, particularly in the elementary buildings.
- 4. Consider creating a MIRM-style month for Math K-12.



GOAL 3 \star ALL STUDENTS AND STAFF WILL DEVELOP HEALTHY RELATIONSHIPS, MENTAL HEALTH, AND A SENSE OF BELONGING AND SAFETY

HOW WE WILL MEASURE IT

- ✓ Student, parent and/or staff surveys will be created to evaluate the effectiveness of each strategy implemented. In addition, MiPHY, SAEBRS, MI-VOICE data and behavior data will be collected and analyzed to determine effectiveness of implementation.
- ✓ Improving chronic absenteeism by at least 2% each year, which was 23% as a district in 2023-24.
- Other specific data may be identified by the PIT Crew for ongoing measurement.

STRATEGY 1: Continue implementation of PBIS district-wide (Preschool- Grade 12) and explore use of other behavior supports.

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- Monitor implementation of PBIS with all staff, (including training of transportation and custodial staff) reviewing expectations and reward systems.
- 2. Train Jr/Sr High re: how to use SWIS, which establishes a K-12 data collection tool for behavior and then analyze building data weekly to establish building focus areas.
- 3. Train staff to create informal student behavior plans for implementation in classrooms.
- 4. Explore the use of restorative justice/restorative circles.
- 5. Monitor effectiveness of the Positivity Project as a character education program in Grades PK-6.
- 6. Explore Character Curriculum like Capturing Kids Hearts, TRAILS, and other potential SEL programs.

STRATEGY 2: Systematize Early Warning Data Collection and Interventions

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- 1. Finalize systems to intervene for attendance, behavior and academic struggle/failure
- Reflect on/make research-based suggestions for improving the We Want You Here Initiative (9 Days or Less for Panther Success/attendance magnets/letters w/info home 3x/year)
- Collect data to monitor attendance and discipline using tools such as PowerSchool, eduClimber, and SWIS. (Plan for full implementation of EWIMS by June of 2026)

STRATEGY 3: Revisit and re-establish student academic engagement strategies connectedness/sense of belonging

- A 1. Implement new Phone Free School policy to reduce student distractions.
 - 2. Train staff in how to use new Securly technology monitoring and accountability software. Consider the use of surveys to measure the impact of both of these on student engagement.
 - Increase student participation/expansion in these areas to increase sense of belonging and connectedness: Athletics, Extracurricular areas, LINKS, FFA, Livestream, Leadership, Student Section, etc

STRATEGY 4: Invite parents to participate in proactive training and other engagement opportunities

- 1. Utilize existing staff to provide training, both for other staff and parents/stakeholders.
- Potential Topics include: Technology Use, School Safety, Preparing for learning, Transitions, Parent training re: EWS, Accessing SCS info, Communication Plan, Coaching Training, Officiating Training, Other Parent Involvement Opportunities at each level
- A 3. Consider starting Parent Advisory Committees (consider starting at each building and district level)
 - 4. Consider establishing mentor programs that involve community partners. (ex: Reaching Higher/home-grown programs/partnering with Crossroads, etc)
 - 5. Consider establishing "Panthers Dream"/Career Exploration events for students that feature parents and/or Panther Alum
 - 6. Consider bringing families in by running morning programs that engage parents. (Donuts with Dear Ones, Muffins in the Morning, Breakfast with Buddies, etc.)
 - 7. Consider brainstorming ways to improve parent engagement at Parent-Teacher Conferences. Ex: At the Jr/Sr High, 25% of parents attended fall conferences, and 17% attended in the spring.

STRATEGY 5. Train staff/encourage self-care, engagement, relationship-building and sense of belonging within the school and community.

- 1. Explore www.opportunitythrive.org for possible use for Tiers 1-3.
- 2. Consider use of Fostering Resilient Learners, The Anxious Generation, and other associated resources
- 3. Provide de-escalation training for all staff members.
- C 4. Explore community partnerships for potential job shadowing/student internships
- T 5. Consider engagement with One Big Thing and Five Healthy Towns and explore possible partnerships.
 - 6. Implement Building Healthy Communities Grant w/staff liaisons at Smith and Heritage.
- O 7. Consider additional training that can be provided by Melea Belton at Eaton ISD.
- N 8. Consider establishing district social connections group to encourage group outings and activities (Ex: monthly birthday celebrations, group outings, etc.)
 - Create systems to keep the LionHeart themes and lessons alive in each building.

GOAL 4 \star ALL STUDENTS WILL REACH PROFICIENCY IN ALL CONTENT AREAS AND SPECIALS THROUGH IMPLEMENTATION OF BEST ASSESSMENT PRACTICES.

HOW WE WILL MEASURE IT

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- The district target is that 42.8% of students will demonstrate proficiency in science (a 4% increase) and 39.1% of students will demonstrate proficiency in social studies (a 4% increase), as measured by state assessments.
- ✓ The long-term district goal is for at least 80% of students to reach mastery of all priority targets identified at their grade level by the end of each school year.

STRATEGY 1: Continue to establish understanding of the formative assessment process and best student engagement strategies with all staff.

- Share out examples of the formative assessment process (videos, peer examples, etc.) with all staff using the new Panther Play Book featuring research, short clip of Panther example in action, etc..
- Catalog the Panther Play Book in Assessment Warehouse/Curriculum Warehouse documents.
- Continue district FAME team that meets monthly to help support PIT Crew and build best assessment practice expertise in team members.
- Establish instructional rounds to highlight best assessment and instructional practices across the district to be showcased in the Panther Play Book.
- 5. Learn and share out a variety of student engagement strategies from the Marzano Instructional Model, iObservation videos, and the Marzano Flipbook. Also consider referencing Explicit Instruction by Anita Archer and videos/publications by Kevin Feldman.
- 6. Explore how gamification, with embedded use of the formative assessment process, can be used to engage students.
- 7. Consider increasing student engagement by partnering with families by creating MIRM-type activities in the areas of science and social studies.

STRATEGY 2: Explore the development of alternative, non-paper/pencil summative assessments, including the use of assessments with an authentic audience and performance assessments.

- Use MAC resources to explore definitions and examples for consideration of alternate summative assessments. Consider Summative Assessment MAC training. C
 - Brainstorm and try authentic/performance assessments to collect summative data and share out impact on student performance, including monitoring student engagement and motivation.
 - Increase family engagement by inviting them to participate in authentic/performance assessment opportunities by considering how to showcase students and possibly hosting academic activity nights.

STRATEGY 3: Examine and Update Grading Practices K-12

- Read the Grading Fixes book by Ken O'Connor as a team.
- 2. Try research-based grading practices in your classroom and report out re: impact, including student motivation and engagement.
- Consider grade level team/department-wide consistent grading practice changes.
- Consider revisitions to building report cards based on best grading practices, including separating out work habits from proficiency, students self-assessing and tracking progress, etc.
- Consider using specific codes related to student behavior in Power School to improve parent communication while also explicitly teaching parents how to access/maximize PowerSchool. (Ex: Unprepared-pen/pencil/Chromebook/missing materials; Disengaged; Tech misuse etc.)

Outside of our PIT Crew: Establish a guaranteed, viable curriculum for all content areas and all specials, in all grade levels, K-12.

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- Continue to identify priority standards and work on vertical and horizontal alignment, outside of PIT Crew time.
- Train staff re: how to write Clear Learning Targets that match the taxonomy of the standard,, as part of "Identifying Critical Content", including impact on student outcomes.
- Explore the creation of scales.
- Establish an assessment blueprint.
- Train staff in other best grading and assessment practices as needed.



Key Terms:

MTSS= Multi-Tiered Systems of Support Title 1a= designed to help disadvantaged students w/reading

CLT= Clear Learning Target MAC= Michigan Assessment Consortium

SRSD= Self-Regulated Strategy Development FAME= Formative Assessment for MI Educators

LETRS = Language Essentials for Teachers of Reading and Spelling

IISD= Ingham Intermediate School District SAT=Scholastic Achievement Test
MIRM= March Is Reading Month CADL= Capital Area District Library

MIPHY=MI Profile for Healthy Youth SAEBRS= Social, Academic, and Emotional Behavior Risk Screener

MI Voice= student/staff perception survey SWIS=School Wide Information System to track behavior

MSTEP= MI Student Test of Educational Progress PIT Crew= Panther Improvement Team

PANTHER GUIDING PRINCIPLES FOR CHOOSING OF GOALS AND STRATEGIES

Must be aligned to our data/CNA

Must be research-based/vett ed to be considered for implemented including abandonment of existing non-research-based strategies Must create an implementation plan that includes monitoring, evaluation and system creation (including written guides/protocols), and a plan for new teacher training

 Goals and strategies are continued until they are fully implemented into Panther DNA