

DSIP
GOALS AREAS
Standish-Sterling Community Schools
2018-2023

Goal 1: *All Students at Standish-Sterling Community School District will be proficient on state ELA standards.*

Objective: 60% of all students, including Economically Disadvantaged, Special Education, Homeless, and Male/Female subgroups will demonstrate a proficiency in the area of ELA on the state assessment by June 2020.

Strategy: Explicit, small group, supplemental instruction for students needing intervention through the MTSS model.

Activities:

1. Literacy Coach will provide support to the K-6 educational staff based on the CNA.
2. Interventionist will provide small group instruction to students in need of intervention based on their individual needs.
3. Literacy professional learning will be provided to teachers, coaches, interventionist, and paraprofessionals to build explicit, small group instructional capacity.
4. Special education support will be provided to those students who qualify with an IEP using specialized materials and technology to engage students differently to increase/accelerate skill development. Special education teachers will use the Common Core best practices.
5. Data Analysis: Data from various sources (NWEA/Fountas & Pinnell/M-STEP) will be disaggregated to inform teacher instruction

as well as identify students who need further instruction in ELA standards. This includes sub pay for teachers to review data.

6. K-12 continue to develop MTSS model, implement and provide professional learning to staff.

Strategy: Use of parent involvement to support students who are behind academically.

Activities:

1. Family Literacy Night: Parents and students will become acquainted with the reading curriculum according to the CCSS in an engaging non-threatening environment. Teachers will introduce strategies to support these standards and give parent handouts with appropriate standards.
2. Parent Education Newsletter: Parents will receive a monthly newsletter that will provide them with homework tips and resources for support of ELA success as well as specific reading strategies that can be used at home.
3. Parent Involvement Meetings: Parents will have opportunities to analyze and understand student reading scores in a parent-friendly format. This will include BAS parent reports, NWEA reading reports, and state standardized test reports. Meetings will also include information on access to Skyward Family Access.
4. Build Relationships with local Kindergarten/Preschool Programs: A working relationship will be developed between our elementary staff and local preschool/kindergarten programs. This relationship will help staff work to develop a more comprehensive plan for incoming kindergarteners and may include visits by preschoolers/kindergarteners/parents to the elementary building.
5. Parent Communications: Communication with parents will include classroom and school newsletters, Kindergarten Camp, orientation,

parent meetings, parent-teacher conferences, IRIP meetings, child study meetings, school website, and school-wide call-outs.

6. Parent Involvement Evaluation: Parent attendance at conferences and/or open house/orientations, and parent surveys will be evaluated to show parent involvement.

Strategy: Reading and Writing Across the Curriculum

Activities:

1. Leveled Book Room: The book room is utilized to implement and support balanced literacy including guided reading as well as individual and/or small group instruction for all students in all grades.
2. Read Aloud Kits will be available for Young 5's through Third grade to support students in answering higher order level questions.
3. Classroom Libraries and Novel Sets and Support Lessons/ELA Resources: Novel sets/support lessons/ELA resources will be provided for the upper elementary grades to enhance ELA instruction.
4. Adoption of PreK-8th curriculum to support MTSS plan
5. Implementation and training for the career standards at the grade bands.

Strategy: ELA Technology

Activities:

1. Teachers will use classroom EBeams, computer lab, classroom Chromebooks, including Rubicon Atlas and Illuminate to enhance and improve learning instruction. This will include using programs such as Read Works, NEWSELA, Map Skills, Accelerated Reader, M-STEP online resources and other like materials/resources.

2. Curriculum Mapping: All teachers will participate and complete mapping grade-level CCSS based curriculum using Rubicon Atlas.
3. Illuminate Implementation: Staff will use the Illuminate program to assign higher order test questions to assess students' understanding of concepts taught.
4. Progress Monitoring: Teachers will assess, monitor, and benchmark students using data from NWEA, BAS, Phonics Diagnostics, and M-STEP in addition to classroom performance to guide instruction and provide the highest quality opportunities in reading/writing.

Goal 2: *All students at Standish-Sterling Central Elementary School will be proficient in math and science.*

Objective: 47.55% of all students, economically disadvantaged, special education, homeless, and male/female subgroups will demonstrate a proficiency in the area of Math on the state assessment by June 2020.

Strategy: Explicit, small group, supplemental instruction for students needing intervention.

Activities:

1. Math Coach will provide support to the K-6 educational staff based on the CNA.
2. Math professional learning will be provided to teachers, coaches, and paraprofessionals to build explicit, small group instructional capacity.
3. Special education support will be provided to those students who qualify with an IEP using specialized materials and technology to engage students differently to increase/accelerate skill development. Special education teachers will use the Common Core best practices.
4. Data Analysis: Data from various sources (NWEA/M-STEP) will be disaggregated to inform teacher instruction as well as identify students who need further instruction in math standards. This includes sub pay for teachers to review data.

5. K-12 continue to develop MTSS model, implement and provide professional learning to staff.

Strategy: Use of parent involvement to support students who are behind academically.

Activities:

1. Family Math Night: Parents and students will become acquainted with the math curriculum according to the CCSS in an engaging non-threatening environment. Teachers will introduce strategies to support these standards and give parent handouts with appropriate standards.
2. Parent Education Newsletter: Parents will receive a monthly newsletter that will provide them with homework tips and resources for support of math success as well as specific reading strategies that can be used at home.
3. Parent Involvement Meetings: Parents will have opportunities to analyze and understand student reading scores in a parent-friendly format. This will include NWEA math reports, state standardized test reports, and supplemental resource reports (Map Skills/ST Math/DreamBox). Meeting will also include information on access to Skyward Family Access.
4. Build Relationships with local Kindergarten/Preschool Programs: A working relationship will be developed between our elementary staff and local preschool/kindergarten programs. This relationship will help staff work to develop a more comprehensive plan for incoming kindergarteners and may include visits by preschoolers/kindergarteners/parents to the elementary building.
5. Parent Communications: Communication with parents will include classroom and school newsletters, orientation, parent meetings, parent-teacher conferences, child study meetings, school website, and school-wide call-outs.

6. Parent Involvement Evaluation: Parent attendance at conferences and/or open house/orientations, and parent surveys will be evaluated to show parent involvement.

Strategy: Eight Mathematical Practices/Scientific Process

Activities:

1. Supplemental Materials: Teachers will be provided with math manipulatives/materials to aid instruction in their differentiated math groups. This will also include math application and/or science tasks into the math curriculum.
2. Math Workshop: Teachers will use the best practice of math workshop in their math classroom. Students will be grouped and instructed according to their needs. This will also include visits to other classrooms to see the process in action.
3. Science Curriculum: Teachers will be provided with a hands-on math/science curriculum (FOSS) that involves investigations and following the scientific process. Materials will be provided through the kits for the science labs.
4. Implementation and training for the career standards at the grade bands.

Strategy: Math/Science Technology

Activities:

1. Teachers will use classroom EBeams, computer lab, classroom Chromebooks, including Rubicon Atlas and Illuminate to enhance and improve learning instruction. This will include using programs such as DreamBox, ST Math, Prodigy, IXL Math, Happy Numbers, My Math, Khan Academy, Map Skills, M-STEP online resources and other like materials/resources.

5. Curriculum Mapping: All teachers will participate and complete mapping grade-level CCSS based curriculum using Rubicon Atlas.
6. Illuminate Implementation: Staff will use the Illuminate program to assign higher order test questions to assess students' understanding of concepts taught.
7. Progress Monitoring: Teachers will assess, monitor, and benchmark students using data from NWEA, math screeners, and M-STEP in addition to classroom performance to guide instruction and provide the highest quality opportunities in math/science.

Goal 3: *All staff and students at Standish-Sterling Central Elementary School will foster an environment of positive behavior.*

Objective: All staff and students will demonstrate a behavior that fosters appropriate interactions with peers through character and kindness by June 30, 2020 as measured by a decrease in discipline referrals.

Strategies: Social and Emotional Health

Activities

1. Various functions and activities throughout the year will be held to increase student achievement and behavior.
2. Elementary counselor for grades 1st-6th to support the MTSS plan.
3. Michigan Model Health Class: The Positive Behavior Intervention and Support (PBIS) system will be taught using a positive approach for behavioral interactions. The lessons will be focused on PBIS. A refresher course for all staff will be offered. This also includes extra PD, materials, reward system, etc.
4. Implement a SEL curriculum to support the MTSS plan. K-12 continue to develop MTSS model, implement and provide professional learning to staff.

Strategies: Classroom Support - Character and Kindness

Activities:

1. Teachers and/or staff will participate in a common lesson/activity based on PBIS.
2. Peer to Peer: ISD support staff (social work) will train and monitor upper elementary students that are selected to participate in a peer program that fosters modeling good behavior and school habits to lower elementary students. This will include peer mentoring and peer support of students struggling with behavior in school.
3. PBIS School Visits: Staff will visit other successful PBIS schools to gain information, ideas, and suggestions for implementation into our district.

Strategies: Parent Involvement

Activities:

1. Parents will receive a monthly newsletter that will provide them with social and emotional health tips that educate and inform them on how to support their students at home and at school.
2. Parent Resources: Parent resources for PBIS will be provided to parents including pbis.org, school website, and/or school Facebook page, among others. Cost includes price for materials and resources.
3. Parent meetings and workshops to support Reading and 3rd grade law.

Goal 4: *School leaders will provide positive and worthwhile support to staff and students.*

Objective: School leaders will develop skills and practices conducive to a positive learning environment for staff and students. (Learning for All)

Strategies: Professional Learning

Activities

1. MEMSPA Conferences: School leaders will attend the MEMSPA Conference to receive updates and training for classroom practices, and teacher evaluation for all content areas.
2. Conference attendance: School leaders will attend conferences to receive updates and various trainings as they arise and are deemed necessary.
3. PLC Meetings: Staff and administration will meet to make decisions for the building and learning environment for all students. This will include school improvement meetings, leadership team meetings, staff meetings, curriculum meetings, data meetings, and grade level meetings. This will include release time and sub pay, when necessary.

Note: 85% proficient by 2022