Summary of District Improvement Plan for 2022-23

Dansville Schools has Four Main Areas of Focus:

1. Increase Academic Rigor for All Aggies by Implementing Best Teaching Practices Focusing on Accountability, Balanced Assessment and Reporting

Goal: All students will become proficient in all core content areas including science and math, through effective use of assessment best practices.

How we will measure it: The District target, as established by the state, is that 50% of students will demonstrate proficiency in science, and at least 60% of students will demonstrate proficiency in mathematics as measured by state assessments. Each building has the goal of meeting or exceeding the building level targets as established by the state.

In addition, we will strive to achieve the goal that at least 80% of our students, through class-wide or individual interventions, reach mastery of all high leverage skills at their grade level for science and math and that all students complete all interventions using Spring Math.

STRATEGY #1 Train Teachers/Implement Best Practices for Formative Assessment, including Publishing a Scaffolded Homework Expectations Document for Grades K-12

Action Steps

- Re-examine research re: homework, including what should be sent home and how much homework is appropriate for each grade level. Include examination of behavior research re: how students will be rewarded/experience consequences for homework **and FA** completion K-12 with attention to appropriate scaffolding across grades/buildings.
- Develop process for teachers to self-reflect and engage in peer review of CLTs to examine rigor of CLTs, including looking for appropriate use of Marzano's Taxonomic Levels in CLTs.
- Consider factors involved in moving "passing" for eligibility/credit to a 2 for Grades 6-12.
- Analyze Dansville Schools' rigor by examining student performance through a triangulation of the data, including standardized test scores and share findings at each building.
- Consider best practice re: the number of, quality of and evaluation of formative work in the classroom and develop guidelines for each building for the pilot.
- Develop a pilot to begin by second semester for formative assessment practices as appropriate and then, based on the data collected, develop an implementation plan. Update T&AEG as best practices are finalized by the end of the school year.
- Update the T&AEG when guidelines are finalized.

STRATEGY #2 Develop, Finalize & Post Assessment Tools for Parents & Teachers that Align w/ the T&AEG

Action Steps

- Create a parent assessment resources spot on the district website by the end of the year.
- Finalize and publish parent & student-friendly videos to roll out throughout the year to accompany the updated Parent Guide and post on the website as parent resources by the end of the year.
- Publish all CLTs for K-12, all content areas, on the website by the end of the year.
- Develop, finalize, post (on website) and distribute Parent Guide for Power School by Fall PTCs.
- Develop a paper observer walkthrough tool to give feedback re: T&AEG to be used by peers and/or administrators by the end of the year.
- Review the assessment resources currently available to teachers on the shared drive (that is available to staff from home) and work to make this resource more robust and ensure examples include different grade levels and content areas, including SE & specials. Create a system to review and add to this each year.
- Create flowcharts to accompany each section of the T&AEG throughout the year and share in each building prior to finalizing, as per the assessment flowchart adoption process.
- Finalize report card cover letter/explanation of the report card for parents and post on website for the fall report card.
- Annually review the contents of the Teaching & Assessment Expectations Guide for each building to ensure it reflects our current practice and best understanding of research on its contents; Entire AIT finalizes any changes prior to updating document.

STRATEGY #3 Finalize/Implement Systems for Aggie Achiever Traits(K-5)/Workplace Readiness Skills(6-12)

Action Steps	- Finalize how we will label work habits for Grades K-5 and 6-12 ASAP (work habits or as listed in strategy?). - Review with the staff the research/power of explicitly addressing work habits separate from academic proficiency ASAP. - To align with the social-emotional learning goals and district data review, consider how/whether to include attendance as an important work habit ASAP. - Attempt to add work habits to PowerSchool for K-5 ASAP. - Create resources for teachers that include explicit directions to ensure teachers: - explicitly teach each expected behavior as part of PBIS @ each building *For example: Teach what it looks like for an Aggie to "work as a member of a team" at each grade level; ensure consistent language/expectations for each trait, at each grade level - develop systems (how often? Using what form or google tool?) to intentionally monitor each expected behavior and give teacher feedback - develop systems for students to reflect, self-assess, track progress on each behavior - develop systems to give parents feedback re: student progress - Finalize, expand pilot and develop implementation plan for behavior checklists and feedback forms to be used by teachers and students by the end of the year. - Address how often/best way for secondary teachers to have students self-assess/for teachers to give feedback re: work habits - Decide at each building what data prompts parent contact and how parents can access this data throughout the year via PowerSchool - Develop a plan to celebrate strengths and growth in work habits in addition to identifying areas of improvement, narrowing student focus over the course of the year. - Develop a plan to celebrate Aggie Work Habits and growth in the classroom and as a building. - Update the T&AEG when work habits guidelines are finalized.

STRATEGY #4 Research/Implement Best Practices for Providing Feedback & for Summative Assessments

Action Steps	- Revisit how to give effective student feedback with staff, finalize guidelines for each building and add to the T&AEG by the end of the year. - Re-examine research re: tracking student progress on CLTs & self-assessment considering Google resources as tools for tracking and then pilot/reboot how best to incorporate student reflection and self-assessment in every class/content area ASAP. - Research the use of performance assessment: best practices for what/how, finalize guidelines for each building and add to the T&AEG by the end of the year. - Research best practices for assessing group work, share with staff, finalize guidelines for each building and add to the T&AEG by the end of the year. - Retrain, reboot, pilot, tweak and share out effectiveness of implementing this work in each building by the end of the year. Dedicate specific time at each building to ensure teachers understand how to implement these resources, on a timeline determined by the Rigor AIT leadership team. - Update the T&AEG as appropriate when new guidelines/resources are finalized.

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2. Be Intentional in Developing Healthy Relationships & Creating Relevance for All Aggies

Goals: All students will develop postsecondary dreams and goals by engaging in career/college awareness and character-building activities.

All teachers will engage students in 'pizza-esque" learning through a coordinated staff-wide effort, including the use of arts integration.

All students and staff will experience good mental health and social-emotional wellness in a system of articulated, intentional, evidence-based supports.

How we will measure it: Surveys will be created to evaluate the effectiveness of each strategy implemented with students, parents and/or staff. In addition, career survey data, MiPHY data, and behavior data will be analyzed over time to determine overall effectiveness of implementation.

STRATEGY #1: Develop K-12 Career and College Awareness Activities

Action Steps

- Examine the MI Career and Development Model and utilize CAPCAN resources to create activities/ experiences for students K-12 to be rolled out throughout the year. Develop systems and a multi-year plan/published annual calendar by the end of the year.
  - Plan Career Days and other district-wide activities such as Dream Boards, etc. to foster student establishment of long-term post-secondary goals and plans for implementation.
  - Incorporate job shadowing throughout the district.
  - Consider activities such as: a Reality Store, a college fair and organized visits to colleges and trade schools.
  - Continue to build resources for students and parents related to preparing for life after high school and distribute/post on our website to ensure all have access to information and resources when they are needed by the end of the year.

STRATEGY #2 Research/Create "Pizza," & Student Engagement Resources to Share w/ All Aggie Teachers

Action Steps

- Research and create resources for staff with activities and ideas for "being pizza" (making learning and teaching fun) with a focus on the "HOW" of teaching. Resources should be available ASAP and then built upon throughout the year and posted on the shared drive. Intentionally share out ideas and celebrations in this area to ensure all staff are learning/accessing these resources.
  - Continue to share ideas for arts integration into all core content areas/classes, as this is a perfect example of "being pizza".
- Revisit several years of work/research related to implementing student engagement strategies and put systems in place to ensure new staff also have these resources ASAP.
- Create a sensory walk for students by the end of the school year.
  - Continue to brainstorm ways to incorporate academic vocabulary, math facts, character-building, etc. into the visual spaces students occupy to achieve increased academic immersion and share plan with building principal to finalize location, content and how these pieces will be shared out with the entire staff to ensure utilization.
- Ensure continued effort by all specials/elective teachers to integrate reading, writing, math, social studies and science content into all elective courses through collaboration with core content teachers and a documented location for finding these resources for long-term use (on the shared drive, etc.) by the end of the year.
  - Ideas include: song selection, writing activities that hold students accountable to grade level writing standards, required reading or research to accompany an art project, etc.

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STRATEGY #3: Develop MTSS-like systems and use PBIS/7 Mindsets to address social-emotional learning that includes action steps to focus on the positive mental and physical health of students and staff.

- Create an MTSS-like system for our social-emotional health system that includes a way to examine data (mental health screening data, EWS data such as attendance, grades, behavior data, etc.) to ensure students are receiving appropriate supports by the end of the first semester. (Ex: Tier 1- 7 Mindsets/PBIS, etc.)
    - Consider how/whether this ties with the Rigor Team's work habit work/student self-assessing
    - Be intentional in making all interventions visible for staff via a pyramid, etc.
    - Post opportunities for families to access educational resources related to wellness by the end of the year.
- Ensure that systems are in place to train all staff in trauma-sensitive classroom research based on the book: *Fostering Resilient Learners* by the end of the year.
    - Plan for new teachers and staff related to trauma training and mental health resources and then systemize via New Teacher Orientation/mentors/principal meetings for new staff moving forward.
    - Revisit/reboot the 3 years of training we did around trauma for all staff by the end of the first semester. Consider purchasing ASCD 6-sided resource for all staff as a training tool and reminder.
- Every Aggie student will be intentionally connected with at least one staff member who has been trained to develop a trauma-sensitive classroom ASAP.
- Use past resources/research fresh pizza-esque kick-off events and activities for teachers to use to train students K-12 to learn and implement the 7 Mindsets and build character. Develop a year-long calendar of themes and roll out info to staff ASAP.
- Encourage class meetings in K-5 and develop house system (6-8)/advisory (9-12) to focus on student support via relationship-building, character-building and attending to ensuring positive school climate/culture. Timeline is specific to each building's journey.
- Establish a calendar and year-long plan for encouraging mental and physical wellness for students and staff and consider tying it with the 7 Mindsets. Ex: 30-day kindness challenges/30-day self-care challenges/30-day physical fitness challenges with teams/classes/advisories, etc.
- Implement *The Orange Frog* Positive Psychology

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3. Improve Student Outcomes in Literacy

Goal: All students will become proficient in literacy.

How we will measure it: The District target, as established by the state, is that at least 80% of students will demonstrate proficiency in literacy skills, as measured by state assessments.

Each building has the goal of meeting or exceeding the building level targets as established by the state. In addition, students will improve their risk level (levels are high, medium and low), as measured by the FastBridge benchmark screener or remain in the low risk level. The district goal, in alignment with MTSS research, is for at least 80% of our students to be in the low risk level by the end of each year, meaning their needs are being met in Tier One, with effective core instruction.

STRATEGY #1 Re-examine our MTSS framework thru the literacy lens

Action Steps	
	- Review, revise and make visible our MTSS framework, including specific interventions for literacy in each building ASAP. - Analyze all available literacy data, including what data triggers each intervention to ensure the data and the system are aligned. Share out at each building this fall and make adjustments to data triggers to align with MTSS pyramid, as needed. - Review the problem-solving model as part of this review and consider tweaking to increase usability for all stakeholders by the end of the year. - Continue to focus on implementation of robust small group literacy instruction in K-5 and ensure all staff are trained and collect any data re: effectiveness to share out at the end of the year.

STRATEGY #2 Instill a love of reading in our students and create an experience of immersion in a culture of reading throughout the entire district

Action Steps	
	- Read *The Book Whisperer* by Donalyn Miller and develop a plan to re-energize our passion to develop a love of reading in our students by the end of the year. - Intentionally plan to create a culture of reading in each building that we've learned about from the Reading Now Network including: encouraging habits such as: everyone carrying books they are reading/reading during wait times/decorating with reading nooks and reading prompts/classroom libraries/reading for pleasure, etc.(by the end of the year)

STRATEGY #3 Reboot building common background knowledge thru vocabulary instruction

Action Steps	
	- Ensure all teachers have vocabulary instruction binders with Marzano's 6 steps for effective vocabulary instruction and revisit with all staff ASAP. - Revisit and systematize plan to ensure we are using the 6-step process to teach agreed upon core vocabulary words in each content area, at each grade level by the end of the year. - Ensure all teachers know the high frequency academic words and are teaching them. - Roll out the posted words for staff to emphasize with students.

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4. Improve Student Outcomes in Social Studies

Goal: All students will become proficient in social studies.

How we will measure it: The District target established by the state is that at least 55% of students will demonstrate proficiency in social studies as measured by state assessments. Each building has the goal of meeting or exceeding the building level targets as established by the state.

STRATEGY #1 Improve alignment of social studies curriculum K-12

Action Steps

- Plan social studies curricular review meetings to examine current CLTs, curriculum, assessments and instruction in K-12 ASAP.
- Consider adoption of a district-wide social studies goal statement that aligns with our mission statement related to developing critical thinking skills in all students to ensure they are equipped to be knowledgeable, contributing citizens ASAP.
- Establish aligned CLTs, both vertically and horizontally during curricular review meetings.
- Examine curricular materials, research what is most effective and make a recommendation for piloting, if applicable this year.
- Share and give feedback about current FAs and SAs and establish shared, scaffolded expectations and best practices during curricular reviews.
- Share and give feedback about best practices for social studies instructional techniques that are aligned with research and establish a shared resource for use by social studies teachers K-12 during curricular reviews.

STRATEGY #2 Improve outcomes by ensuring common vocabulary, definitions and delivery of key terms such as equity, and examine curriculum with an agreed-upon equity rubric.

Action Steps

- Examine several different resources to help teachers better understand a variety of issues from different perspectives and choose articles/books to share building-wide and potentially district-wide.
    - Consider watching the docuseries: *America and Me* as a possible PD for social studies teachers in Grades 6-12 (10, 1-hour episodes with discussion questions).
- After establishing a shared understanding, consider the proposed shared definition of equity from the MAP Center.
- Evaluate and adopt an equity rubric to examine curriculum.
- Help develop a process for staff to be able to examine curricular materials on an ongoing basis using the adopted equity rubric.

Note: These action steps will be the focus of AIT time, with the hope of accomplishing all by the end of the year.