

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: 47070.

District Name: Howell Public Schools

School Code:01775.

School Name: Parker Middle 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?

The data sources used to determine our areas of need were NWEA, MStep, and Common Assessment results.

2. Based on the data, what area(s) needs improvement?

Based on the data, one area our students need improvement is with activating previous knowledge, and identifying broader purposes and transferable skills. This was based off of the following identified areas of need trends via analysis of NWEA, Common Assessment and MStep data:

- Connecting and applying two or more pieces of knowledge (integrate/synthesize)
- Applying knowledge to higher-level skills
- Applying knowledge across content areas and disciplines
- Connecting current concepts to previous concepts
- Connecting content/concepts to bigger picture/real world applications.

A second area our students need improvement is with developing a culture of respect. This was based off of identified areas-of-need trends via analysis of stakeholder survey data.

A third area our students need improvement is with being provided with powerful learning opportunities through the integration of technology. This was based off of analysis of stakeholder input via surveys.

3. Write a measurable goal for each area of need.

AREA OF NEED (GOAL) 1: *All Parker Middle School students will increase proficiency in math, science, and social studies with ELA integrated throughout all content areas.*

TARGET GOAL: At least 73% of all students (6-8) will meet their growth targets in reading (FA - SP) as measured by the NWEA Map Assessment.

AREA OF NEED (GOAL)2: *All Parker Middle school students will develop a culture of respect.*

TARGET GOAL: 75% or more of all students (6-8) will respond "Strongly Agree" or "Agree" to the following two statements:

- In my school, students treat adults with respect.
- In my school, adults treat students with respect.

AREA OF NEED (GOAL) 3: *All Parker Middle School students will engage in powerful learning opportunities through the integration of technology.*

TARGET GOAL: 75% or more of all students (6-8) will respond "All of my classes" or "Most of my classes" to following statement:

- I use technology to learn new content (access resources, complete assignments, be creative) in...

none of my classes

some of my classes

most of my classes

all of my classes

4. Describe the strategies and activities that will be used for each of the goals.

GOAL 1: *All Parker Middle School students will increase proficiency in math, science, and social studies with ELA integrated throughout all content areas.*

Strategy 1: All staff will utilize resources in order to link curriculum to previous

knowledge, broader purpose, or transferable skills.

ACTIVITIES:

Getting Ready Refresh teachers of the existing banks/resources on Parker Index (ex: activating and building schema); Create a bank of local community members who would serve as resources for real-world connections to be utilized during opportunities such as classes and Patriot Time Educating staff on where to find NWEA results, as well as basic knowledge around RIT language; Organize cross-curricular opportunities, including non-team grade-levels Determine 5D+ Growth Plan; Identify teachers' areas of strengths; Identify staff meeting time and structure for self-reflection of students' abilities to explain/apply previous knowledge, broader purpose, or transferable skills.

Implementing Provide access to PMS Instructional Coach during cross-curricular opportunities, as well as prep-times and by appointment; Provide availability to Instructional Technology Coach to all staff during their prep hour, at least one semester; Provide access to District Technology Coach; Provide PD opportunities for staff to demonstrate areas of strengths; Provide student support of instructional programs including, but not limited to, Create U (31a) and Math Power Hour (31a).

Monitoring/ Evaluating Provide opportunity for self-reflection of students' abilities to explain/apply previous knowledge, broader purpose, or transferable skills; Provide administration instructional feedback through 5D+ observation model.

Strategy 2: All staff will implement the key components of a Multi-Tiered System of Supports, including Patriot Time.

ACTIVITIES:

Getting Ready Identify Tier 2 & Tier 3 strategies/interventions Identify Tier 2 & Tier 3 academic and social/emotional placement (i.e. Reaching Higher, support groups); Provide parent education about MTSS through Parker Press; Provide strategies and systems for MTSS meetings; Revisit our vision and mission for Patriot Time

Implementing Communicate with parents and staff about MTSS through Parker Press; Maintain database of accommodations at each Tier; Implement the Positivity Project in Patriot Time; Attend MTSS meetings to review data, create, and document interventions/strategies.

Monitoring/ Evaluating Analyze results from student, staff and parent surveys to inform next steps; Track parent and staff communication about MTSS; Monitor participation in attendance, grades, log entries, and PBIS.

GOAL 2: All Parker Middle school students will develop a culture of respect.

Strategy 1: All students will develop positive relationships through Patriot Time.

ACTIVITIES:

Getting Ready Provide Patriot Time Committee training and structure for the Positivity Project; Download and create a bank of Positivity Project lessons/resources; Align provided Positivity Project calendar to HPS calendar.

Implementing Complete Positivity Project lessons during Patriot Time; Reference character traits throughout all classes, as applicable.

Monitoring/ Evaluating Analyze student survey data.

GOAL 3: All Parker Middle School students will engage in powerful learning opportunities through the integration of technology.

Strategy 1: All students will use technology to enhance their learning experience.

ACTIVITIES:

Getting Ready Provide a Chromebook for each student (1:1); Create and provide a staff survey of technology skills and needs; Hire an Instructional Technology Coach.

Implementing Provide availability to Instructional Technology Coach to all staff during their prep hour, at least one semester; Provide a variety of learning opportunities for staff (ie: professional development, pushing into classrooms, observations and feedback) from Instructional Technology Coach; Utilize the provided technology in classrooms to enhance the learning experience in various ways.

Monitoring/ Evaluating Retake staff survey of technology skills and needs; Provide observations and feedback

5. What future multiple data points will be used to determine if the goals are met?

The future multiple data points which will be used to determine if the goals are met are NWEA, Common Assessment, MStep, and stakeholder survey data.

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

The necessary professional learning needs for staff and parents to implement the strategies and activities are:

FOR GOAL 1, Getting Ready: Refresh teachers of the existing banks/resources on Parker Index (ex: activating and building schema); Create a bank of local community members who would serve as resources for real-world connections to be utilized during opportunities such as classes and Patriot Time Educating staff on where to find NWEA results, as well as basic knowledge around RIT language; Organize cross-curricular opportunities, including non-team grade-levels Determine 5D+ Growth Plan; Identify teachers' areas of strengths; Identify staff meeting time and structure for self-reflection of students' abilities to explain/apply previous knowledge, broader purpose, or transferable skills. Identify Tier 2 & Tier 3 strategies/interventions Identify Tier 2 & Tier 3 academic and social/emotional placement (i.e. Reaching Higher, support groups); Provide parent education about MTSS through Parker Press; Provide strategies and systems for MTSS meetings; Revisit our vision and mission for Patriot Time.

Implementing: Provide access to PMS Instructional Coach during cross-curricular opportunities, as well as prep-times and by appointment; Provide availability to Instructional Technology Coach to all staff during their prep hour, at least one semester; Provide access to District Technology Coach; Provide PD opportunities for staff to demonstrate areas of strengths; Provide student support of instructional programs including, but not limited to, Create U (31a) and Math Power Hour (31a). Communicate with parents and staff about MTSS through Parker Press; Maintain database of accommodations at each Tier; Implement the Positivity Project in Patriot Time; Attend MTSS meetings to review data, create, and document interventions/strategies.

FOR GOAL 2, Getting Ready Provide Patriot Time Committee training and structure for the Positivity Project; Download and create a bank of Positivity Project lessons/resources; Align provided Positivity Project calendar to HPS calendar.

Implementing Complete Positivity Project lessons during Patriot Time; Reference character traits throughout all classes, as applicable

FOR GOAL 3, Getting Ready Provide a Chromebook for each student (1:1); Create and provide a staff survey of technology skills and needs; Hire an Instructional Technology Coach.

Implementing Provide availability to Instructional Technology Coach to all staff during their prep hour, at least one semester; Provide a variety of learning opportunities for staff (ie: professional development, pushing into classrooms, observations and feedback) from Instructional Technology Coach; Utilize the provided technology in classrooms to enhance the learning experience in various ways.

7. Describe how the plan and process will be monitored and evaluated.

The plan and process will be monitored and evaluated through Staff Meeting data analysis

of NWEA, Common Assessment, MStep and stakeholder survey data (given three times a year).

8. Provide the budget showing alignment to the plan.

Parker Middle School uses a combination of general fund (regular budget) and At Risk 31a funds to support the activities listed in the School Improvement Plan. Parker Middle School's final allocation of at Risk 31a funds this past year (2017-2018) was \$48,000, which represented roughly one third of the cost of the activities supported (i.e. Create U, Math Power Hour, and Instructional Coaching). The other two thirds was paid for through the District's general fund (regular budget).

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