

## 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: 06118

School Name: Highlander Way 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?  
NWEA, M-STEP, Common Assessments, Attendance data, Counselor Referrals and interventions, Disciplinary data, Classroom observations, Pre and Post surveys, School Improvement assessments and system diagnostics, Stakeholder surveys of staff, students and parents
2. Based on the data, what area(s) needs improvement?  
Math, Science, Social Studies, Classroom Climate and Culture
3. Write a measureable goal for each area of need.  
All students will show growth in Math. 100% of all students will increase student growth and 60% will meet their growth target in Mathematics by 6/6/2019 as measured by the NWEA MAP Math Assessment. All students will show growth in Science. 30% of all students will demonstrate a proficiency in Science by 6/6/2019 as measured by state assessment. All students will show growth in Social Studies. 30% of all students will demonstrate a proficiency in Science by 6/6/2019 as measured by state assessment. All students and staff will demonstrate respect for self, others, and property. Stakeholder surveys will average at least 3 (out of 4) on those questions by 6/6/2019.
4. Describe the strategies and activities that will be used for each of the goals.  
***All Highlander Way Middle School students will increase proficiency in Math, Science, and Social Studies, with ELA integrated throughout all content areas. All Highlander Way Middle School students will cultivate a culture that embodies rigor, respect, and responsibility. Strategy All staff will implement inquiry-based instruction 5D+ Codes Strategy All staff will implement inquiry-based instruction Implementing*** Utilize student initiated questions and student strengths to guide the creation of learning opportunities. Utilize teacher initiated questions to extend meaning. Provide students with real-world opportunities to apply content (ex.: Service day, project-based learning, Hawk Hour, interdisciplinary experiences, etc.). Participate in inquiry instructional rounds with feedback and planning time. Nurture and encourage student individual and collective capacity for a growth mindset and tolerating uncertainty. Incorporate formative assessment collection systems and strategies. PCC1, PCC3, CP1, CP2, CP3, CP4, CP5, SE1, SE2, SE4, A1, A2,

A3, A4, A5 CEC1, CEC2, CEC3, CEC4, CEC5 **Strategy All staff will provide students with powerful learning opportunities through 1:1 technology access 5D+ Codes Implementing** Implementation will look different in each department/class Provide students with real-world opportunities to apply content through technology Utilize student initiated questions and student strengths to guide the creation of learning opportunities. Develop more interdisciplinary projects More access for students who are not physically here Student technology portfolios SE1, SE3, SE4, P2, P3, P4 PCC1, PCC2, CP3, CP4 A2, A5 **Strategy All staff will implement the key components of a Multi-Tiered System of Supports 5D+ Codes Implementing** Maintain database of accommodations and implement accommodations at each Tier. Provide parents with the grid that explains the different tiers and follow up on individual student needs. Implement strategies from “The Behavior Code” P2, C4, PCC3, P5 **Strategy All staff will build school culture through Hawk Hour 5D+ Codes Implementing** Teach P2 lessons through Hawk Hour Create quarterly school wide events centered on #otherpeoplematter P2, CEC5, SE4, PCC4

5. What future multiple data points will be used to determine if the goals are met?  
 NWEA, M-STEP, Common Assessments, Attendance data, Counselor Referrals and interventions, Disciplinary data, Classroom observations, Pre and Post surveys, School Improvement assessments and system diagnostics, Stakeholder surveys of staff, students and parents

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

**Strategy All staff will implement inquiry-based instruction 5D+ Codes Getting Ready** Continue to survey students and staff on inquiry based instructional survey. Identify staff who can serve as a resource or mentor. Provide staff with resources that provide background information into the 4 types of inquiry. Provide professional learning time at the building level that provide staff the opportunity to experience the 4 types of inquiry in a hands on atmosphere. Provide planning time for teachers within grade level and content areas to incorporate inquiry into their quarterly units aligned to learning targets, success criteria, and curriculum and pedagogy. Create a structure that provides opportunity for instructional round observations with feedback time, coaching, mentoring, training and assessment. Coaching sessions Formative assessment training Instructional rounds Feedback P1, P2, P4, P5, CP1, CP2, CP3, CP4, CP5, A1, A3, PCC1, PCC4 **Strategy All staff will provide students with powerful learning opportunities through 1:1 technology access 5D+ Codes Getting Ready** Develop school wide protocols for Chromebook expectations and procedures.(Learning targets, Performance Tasks, Success Criteria) Provide a system for monitoring what students are doing on the devices from the teacher station and training for how to use it. Provide training/support on software Create and administer a teacher and student self-assessment to determine needs Provide parent/student orientation sessions CEC1, CEC2, CEC3, CEC5, CP1, CP2, CP3, CP4, CP5 P1, P3, P4, P5 **Strategy All staff will implement the key components of a Multi-Tiered System of Supports 5D+ Codes Getting Ready** Draft parent grid that explains the different tiers. Identify professional learning time to learn about “The Behavior Code” (Jessica Minahan) and team planning. Identify staff members and students for Tier 2 & Tier 3 interventions, review the data points, and academic and social/emotional placement and review the tiers. Review information about previous school year supports (Core support, behavior plans, etc.). Provide a central location for housing all documentation/forms and a systematic way of generating data. PCC1, PCC2, PCC4, CEC4 **Strategy All staff will build school culture through Hawk Hour 5D+ Codes Getting Ready** Administer VIA self-assessment for students and staff. Preview the P2 materials and resources to become familiar with each of the 24 character traits. Explore #otherpeoplematter for examples of how schools are using P2 Provide whole group professional learning time to initiate roll out of P2 before school starts. Share P2 materials with teams. Provide planning time for each team to develop activities for P2 enrichment lessons. A1, A2, PCC1, PCC4

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

**Strategy All staff will implement inquiry-based instruction 5D+ Codes Monitoring/ Evaluating** Students and staff will take a post test to determine progress. Students will create a digital portfolio to track formative assessment and inquiry based activities. SE2 CP3, CEC3, A1,A2, A3, A4, A5, **Strategy All staff will provide students with powerful learning opportunities through 1:1 technology access 5D+ Codes Monitoring/ Evaluating** We will take a post assessment to determine progress. Student technology self-assessment Student technology portfolios A1, A2, A3 **Strategy All staff will implement the key components of a Multi-Tiered System of Supports 5D+ Codes Monitoring/ Evaluating** Regularly analyze results from student: survey data, attendance, engagement, assessment, and behavior. Review MTSS data to assess impact of interventions PC3, PC4 **Strategy All staff will build school culture through Hawk Hour 5D+ Codes Monitoring/**

**Evaluating** Students and staff will complete a follow-up VIA self-assessment We will record documentation of the school wide events centered on #otherpeoplematter

A1, A2, A5, SE3

8. Provide the budget showing alignment to the plan.

Inquiry: Getting Ready 6a.=\$400, 6b.=\$2000 / MTSS Getting Ready 2.=\$300, 3.=\$800/Implementing 1.=\$1000 / Culture (Hawk Hour) Getting Ready 3. And 4.=\$1000  
Total Budget=\$5500

## 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.  
Yes
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