

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: 07070

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?

We used results from NWEA and M-STEP testing as well as common quarterly assessments. Additionally, we used the results of parent, student and staff surveys.

2. Based on the data, what area(s) needs improvement?
th, Science, Social Studies and ELA

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

All Highlander Way Middle School students will increase proficiency in Math. All Highlander Way Middle School students will increase proficiency in Science. All Highlander Way Middle School students will increase proficiency in Social Studies.. All Highlander Way Middle School students will increase proficiency in ELA. .

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

All staff will implement the formative assessment cycle. 1. Use scaffolded question stems to improve feedback cycle and differentiate; create question stem bank, link to FA Index 2. Participate in inquiry instructional rounds with feedback and planning time; include peer coaching and focus on FA 3. Nurture and encourage a growth mindset and goal setting for students, connect of P2 lessons, share LT checklist 4. Incorporate formative assessment collection systems and strategies; link to FA Index 5. Share examples of formative assessment with colleagues; link to FA Index **All staff will provide students with higher level learning opportunities through 1:1 technology access.** 1. Deliver school-wide lessons through Hawk Hour to strengthen student technology skills, connect to Citizenship Rubric 2. Staff share examples of higher level learning opportunities through 1:1 technology access at each level of SAMR 3. Teach unit incorporating 1:1 technology **All staff will consistently implement the components of a Multi-Tiered System of Support.** 1. Hold meeting as needed- Staffing, PBSP, discipline review; include parent grid and student participation 2.

Maintain database of accommodations and implement accommodations at each Tier 3. Implement strategies from “The Behavior Code”, especially in the core support classes **All staff will consistently cultivate school culture through Hawk Hour.** 1. All Hawk Hours will implement P2 twice a week (minimum) 2. Provide planning time for each team to preview materials for P2 enrichment lessons 3. Implement quarterly school wide events centered on #otherpeoplematter. 4. Give perception surveys at the beginning and end of first semester to students, staff and parents 5. Provide parent information for character traits through Hawk Happenings; include correlation between social emotional health and academics

5. What future multiple data points will be used to determine if the goals are met? We will use results from NWEA and M-STEP testing as well as common quarterly assessments. Additionally, we used the results of parent, student and staff surveys.

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

All staff will implement the formative assessment cycle. 1.Data analysis: Review Spring standardized test data from previous year; use data to create scaffolded question stems and differentiate 2.Instructional planning by department: Identify power standards, learning targets and success criteria, vertically align scope and sequence 3.Instructional planning by team for cross-curricular focus; Incorporate cross-curricular activities into quarterly units 4.Provide resources for types of inquiry; Model inquiry based learning experience for staff 5.Peer coaching structure for FA; Staff learns collection models, feedback practices, investigates strategies in FA cycle based on individual experience and need **All staff will provide students with higher level learning opportunities through 1:1 technology access.** 1.Review and update school wide protocols for Chromebook expectations and procedures; create ‘Tech Tip’ handbook for students, identify P2 connection 2. Provide ongoing training for monitoring technology use and utilizing software 3. Provide resources for technology implementation using the SAMR Model [Substitution, Augmentation, Modification, Redefinition] 4. Instructional planning to identify one unit that would support higher level learning through 1:1 technology **All staff will consistently implement the components of a Multi-Tiered System of Support.** 1. Update parent grid that explains the different tiers to be used during staffings or as needed 2. Review the MTSS process (documents, staffing, increased tiered support need, SE eval request) with all staff 3. Identify professional learning time to learn about “The Behavior Code” (Jessica Minahan) and team planning 4. Identify students for Tier 2 & Tier 3 interventions, review child-find requirements with staff 5. Review previous school year/team input 6. Update system for housing all documentation/forms **All staff will consistently cultivate school culture through Hawk Hour.** 1. Administer VIA self-assessment for students and staff 2. Preview updates to P2 materials and resources to become familiar with 2019-2020 materials 3. Share P2 materials with teams 4. Create quarterly school wide events centered on #otherpeoplematter 5. Include Hawk Hour and P2 questions in perception surveys for students, staff and parents

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

All staff will implement the formative assessment cycle. 1. Evidence of FA impact on NWEA and Common Assessment data using reports and learning continuum 2. Instructional Rounds staff

feedback through self-assessment 3. Evidence of increased cross-curricular activities 4. Evidence of student technology portfolios **All staff will provide students with higher level learning opportunities through 1:1 technology access.** 1. Perception data, staff feedback, damage report data, number of tech reflections 2. Give 1, Get 1 3. Student Digital Portfolios **All staff will consistently implement the components of a Multi-Tiered System of Support.** 1. Regularly analyze interventions; use the MTSS checklist document to show progress/continued need 2..Collect end of year data to pass to the next year's team 3. Collect student feedback and data about Break Box use **All staff will consistently cultivate school culture through Hawk Hour.** 1. Analyze data from perception surveys

8. Provide the budget showing alignment to the plan.
\$1500.00 [Positivity Project]

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