

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?

Student achievement data sources included NWEA, District Common Assessment, eProve survey responses, M-STEP growth and proficiency results, as well as teacher determined assessments.

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

Based on the data, our areas of need mirror the state and district, in particular social studies and science.

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

All Highlander Way Middle School students will increase proficiency and show growth in social studies, science and math.

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

At the district level, science and social studies 6-12 will be included in the first wave of our adopted 5 year curriculum review cycle. This cycle will include review and disaggregation of data, alignment of curriculum, review of resources, and professional learning. In addition, our building will implement inquiry based instruction and implement the key components of a multi-tiered system of support. Activities include: 1. Utilizing student initiated questions and student strengths to guide the creation of learning opportunities. 2. Utilizing teacher initiated questions to extend meaning. 3. Providing students with real-world opportunities to apply content (ex.: Service day, student discipline board, project-based learning, Hawk Hour, etc.). 4. Communicating with parents and staff about MTSS. 5. Maintaining a database of accommodations at each Tier. 6. Implementing CKH 15 sec intervention in Hawk Hour. 7. Implementing Parent follow-up for social-emotional needs. 8. Providing students with real-world opportunities to apply content (ex.: Service day, student discipline board, project-based learning, Hawk Hour, etc.).

5. What future multiple data points will be used to determine if the goals are met?
We will continue to analyze results of student achievement data sources including NWEA, District Common Assessment, eProve survey responses, M-STEP growth and proficiency results, as well as teacher determined assessments. In addition, we will monitor parent and staff participation in MTSS and extra-curricular activities, student GPA, attendance and discipline referrals. We will also administer a pre- and post- assessment to determine and address lagging inter-personal and study skills.
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
All professional learning time will be centered around the SIP strategies and activities. Our professional learning includes 20 hours of staff meeting time, 18 PLC meetings and 21 hours of PD time per year. In addition, our SI Steering Committee and SI Team will meet monthly to implement the strategies and activities. Time will be focused on learning about MTSS and Inquiry-based instruction. Faculty will also have opportunities to research best practices, collaborate with an instructional coach, and observe peers in Instructional Rounds, all relative to the strategies and activities.
7. Describe how the plan and process will be monitored and evaluated.
We will: 1. Analyze results from student, staff and parent surveys to inform next steps. 2. Utilize check-in points throughout the implementation of the inquiry-based learning. 3. Gather teacher examples of inquiry-based learning and analyze for strengths and opportunities. 4. Track parent & staff communication about MTSS. 5. Monitor participation in extra-curricular activities, attendance, GPA, log entries, PBIS. 6. Analyze results of pre and post assessments to determine growth.
8. Provide the budget showing alignment to the plan.
Our School Improvement Plan contains two strategies: 1. All staff will implement inquiry-based instruction; and 2. All staff will implement the key components of a Multi-Tiered Systems of Supports. In Strategy 1, we will allocate \$500 to provide professional learning time for researching inquiry-based instructional practices. We will also allocate \$500 to provide students with real-world opportunities to apply content. In strategy 2, approximately \$250 will allow us to provide parent education about MTSS, while \$1250 will provide professional learning time for researching MTSS criteria. In addition, we will require \$300 to implement parent follow-up for social-emotional needs. Finally, we will also allocate \$400 to provide students with real-world opportunities to apply content such as student discipline board. In total, \$3200 will be used to support the school improvement plan.

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