

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 5D+ Teacher Evaluation Data, NWEA, MStep, Common Assessment results, and stakeholder survey data.

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

Based on 5D+ Teacher Evaluation Data, one area our teachers and students need improvement is in engaging in quality student talk that includes questioning one another to probe for deeper understanding. This was based off of the following identified areas of need trends:

- Teachers asking questions to probe and deepen student understanding to uncover misconceptions
- Teacher assisting students in clarifying and assessing their thinking with one another
- Students questioning one another to probe for deeper thinking
- Student talk predominantly student-to-student
- Student talk reflecting discipline-specific knowledge and ways of thinking
- Students providing evidence to support their thinking
- Students pressing on thinking to expand ideas for themselves and others

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 create opportunities for students to engage in quality student talk that includes students questioning one another to probe for deeper understanding.

ACTIVITIES:

Getting Ready Provide professional development focused on learning routines, student talk, and/or student questioning; Teachers select area of focus: student talk, learning routines, quality of questioning; Collaborate with Highlander Way Leadership Team to establish classroom observation protocols and opportunities

Implementing Provide teams with time to work on learning routines and protocols for areas of focus; Teachers use learning routines to facilitate student talk; Provide a variety of learning opportunities for staff to observe one another; Provide access to Technology and Instructional Coaches; Students engage in quality student talk, which includes probing for deeper understanding; Provide student support of instructional programs including, but not limited to, Create U (31a) and Math Power Hour (31a).

Monitoring/ Evaluating Provide administration instructional feedback to teachers through 5D+ observation model; Analyze student survey data on student talk perception

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. 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 at least twice a year; Maintain database of accommodations at each Tier; Implement the Positivity Project in Patriot Time differentiated by grade level; 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; Analyze results from parent perception survey regarding Patriot Time; Track parent and staff communication about MTSS

Strategy 3: All students will participate in college and career readiness opportunities.

ACTIVITIES:

Getting Ready Form community partnerships for Career and Reality Fair presenters; Identify dates and locations for Career and Reality Fairs; Create and communicate schedules for Career and Reality Fairs; Establish college partnerships; Provide opportunities for students to complete Educational Development Plans (EDPs); Plan activities to bring awareness to college and career opportunities; Train staff on compliance procedures for PSAT

Implementing Students will: Attend 6th and 7th grade Career Fairs; Participate in 8th grade Reality Fair; Participate in 7th grade college visit/presentation; Complete a 7th grade college and career pathway booklet; Complete an Educational Development Plan (EDP) during 7th and 8th grade years; Participate in College/Career Week; Take the PSAT in 8th grade

Monitoring/ Evaluating Discuss Career and Reality Fair with students; Reflect with students on college visit/presentation in 7th grade; Analyze PSAT data

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; Revisit Patriot Time mission and vision statements during a staff meeting

Implementing Complete Positivity Project lessons during Patriot Time; Reference character traits throughout all classes, as applicable; Update Patriot Time mission and vision statements based on staff feedback

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; Retain Technology Coach position; Retain Instructional Coach position

Implementing Provide availability to Technology Coach to all staff during their prep hour, at least one semester; Provide access Instructional Coach; Provide a variety of learning opportunities for staff (ie: professional development, pushing into classrooms, observations and feedback) from Technology and Instructional Coaches; 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; Analyze student, parent, and staff survey data

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: Provide professional development focused on learning routines, student talk, and/or student questioning; Teachers select area of focus: student talk, learning routines, quality of questioning; Collaborate with Highlander Way Leadership Team to establish classroom observation protocols and opportunities; Identify Tier 2 & Tier 3 strategies/interventions Identify Tier 2 & Tier 3 academic and social/emotional placement (i.e. 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; Form community partnerships for Career and Reality Fair presenters; Identify dates and locations for Career and Reality Fairs; Create and communicate schedules for Career and Reality Fairs; Establish college partnerships; Provide opportunities for students to complete Educational Development Plans (EDPs); Plan activities to bring awareness to college and career opportunities; and Train staff on compliance procedures for PSAT

Implementing: Provide teams with time to work on learning routines and protocols for areas of focus; Teachers use learning routines to facilitate student talk; Provide a variety of learning opportunities for staff to observe one another; Provide access to Technology and Instructional Coaches; Students engage in quality student talk, which includes

probing for deeper understanding; 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 at least twice a year; Maintain database of accommodations at each Tier; Implement the Positivity Project in Patriot Time differentiated by grade level; Attend MTSS meetings to review data, create, and document interventions/strategies; and Students will: Attend 6th and 7th grade Career Fairs; Participate in 8th grade Reality Fair; Participate in 7th grade college visit/presentation; Complete a 7th grade college and career pathway booklet; Complete an Educational Development Plan (EDP) during 7th and 8th grade years; Participate in College/Career Week; Take the PSAT in 8th grade.

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; Revisit Patriot Time mission and vision statements during a staff meeting

Implementing Complete Positivity Project lessons during Patriot Time; Reference character traits throughout all classes, as applicable; Update Patriot Time mission and vision statements based on staff feedback

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

Implementing Provide availability to Technology Coach to all staff during their prep hour, at least one semester; Provide access Instructional Coach; Provide a variety of learning opportunities for staff (ie: professional development, pushing into classrooms, observations and feedback) from Technology and Instructional Coaches; 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 allocation of our 31a funds represented the cost of the activities supported, such as Create U, Math Power Hour, and Instructional Coaching. Other areas were 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