

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 with is 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

Another area our students need improvement with is analyzing data of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings). This was based off of the following identified areas of need trends via analysis of NWEA, Common Assessment and MStep data:

- Strengthening map skills
- Interpreting meaning from graphs, charts, timelines, diagrams
- Using text features
- Analyzing informational text

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

Area of Need 1: *All staff will utilize resources in order to link curriculum to previous knowledge, broader purpose, or transferable skills.*

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 2: *All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings).*

Target Goal: At least 75% of all students (6-8) will meet their growth targets in Mathematics (FA - SP) as measured by the NWEA Map Assessment.

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

Strategy 1: *All staff will utilize resources in order to link curriculum to previous knowledge, broader purpose, or transferable skills.*

Activities for Strategy 1:

- 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.
- Reach out to LESA College/Career Readiness Coordinator, Laura Hoehn.
- Create a bank of strategies for teachers to support students with activating schema.
- Provide time for cross-curricular collaboration communities.
- Instructional feedback provided by administration through 5D+ observation model.
- Access to Instructional Coach during cross-curricular collaboration, as well as prep-times and by appointment.
- Access to District Technology Coach.
- Provide student support of instructional programs including (but not limited to): Create U (31a), Program Success (31a), and Math Power Hour (31a).

Strategy 2: *All staff will implement the analysis of visual information from graphic data displays (i.e. charts, graphs, 2D & 3D models, and drawings).*

Activities for Strategy 2:

- Provide time to collaborate within grade-level content areas to identify applicable data display resources.

- Contact WISD/LESA Mathematics & Science Director/Coordinator, Andrea Pisani, and Coordinator of Instruction, Melissa Brooks-Yip, for possible staff training and resources regarding how to effectively teach graphing and data analysis.
- Provide resources to teachers for instructing graphic data displays within their content area.
- Identify critical verbs that pertain to graphic data displays in each content area.
- Utilize Patriot Time to support students with goal setting and monitoring through the use of graphic data displays.
- Access to Instructional Coach during cross-curricular collaboration, as well as prep-times and by appointment.
- Access to District Technology Coach.
- Provide student support of instructional programs including (but not limited to): Create U (31a), Program Success (31a), and Math Power Hour (31a).

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

The multiple future data points which will be used to determine if the goals are met are NWEA, Common Assessments, and IXL Math 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 the creation of strategy and real-world connection banks for staff to access, access to both the building Instructional Coach and District Technology Coach, provided time for collaboration both within grade-level content areas and across content areas, provided instructional feedback by administration through the 5D+ observation model, contact with WISD and LESA Directors and Coordinators, provided resources specific to strategies/activities in each content area, and ongoing communication to parents about strategies/activities through the Parker Press electronic newsletter. Additionally, support classes (i.e. Create U, Program Success, Math Power Hour) will continue to be provided, which will also address and help meet the strategies of our School Improvement Plan (31a).

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, and IXL Math data. Opportunities for goal tracking and progress will also be available during Patriot Time. Additionally, a student survey will be sent out.

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 (2016-17) was \$84,061.18, which represented roughly one third of the cost of the activities supported (i.e. Create U, Program Success, Math Power Hour). The other two thirds was paid for through the District's general fund (regular budget).

(Elson will get more information for us when we get closer to the consolidated grant application)

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.
No
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