

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: 47070.

School Name: Howell High 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 high school uses assessment data including: PSAT, SAT, local assessments (common assessments), M-STEP, NWEA, attendance data, graduation rates, classroom observation, school improvement self assessments, stakeholder perception surveys,

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

According to NWEA Data: Mathematics: Both 9th & 10th grades demonstrate above average observed growth. According to the NWEA report, 65% of 9th graders met the projection and 68% of 10th graders met the projection. This growth places our students at the 60th and 62nd percentiles based on student norms.

Reading: 9th grade demonstrated above average observed growth. 56% of 9th graders met the projection and it places them at the 59th percentile based on student norms. 10th grade demonstrated below average observed growth. 44% of 10th graders met the projection, and this places them at the 54th percentile based on student norms.

Summary: In both reports, our school percentiles are much more pleasing, placing our school at the 74th percentile or above compared with school norms-- with one exception. The 10th grade Reading scores place our school at the 45th percentile.

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

Academic goal: English Language Arts

* All students will show growth in Reading. 100% of all students assessed will demonstrate growth and 60% will meet their growth target in reading in English Language Arts by 06/06/2019 as measured by the NWEA MAP Reading assessment.

Academic goal: Math

* All students will show growth in math. 100% of all students assessed will demonstrate growth and 60% will meet their growth target in Mathematics by 06/06/2019 as measured by the NWEA MAP Math Assessment.

Academic goal: Science

* All students will be proficient in science. Bottom 30% of will move from "red" to "orange" status in Science by 06/06/19 as measured by state assessment.

Academic goal: Social Studies

* All students will be proficient in social studies. Bottom 30% of will move from "red" to "orange" status in Social Studies by 06/06/19 as measured by state assessment.

Organizational goal: Culture / Climate

* All students and staff will participate in a Multi-Tiered System of Support for behavioral achievement and demonstrate a respect for self, others, and property. Stakeholder surveys will average at least 3 (out of 4) on those questions by 06/06/2019.

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

Strategy 1: 5D+

Implement an inquiry-based instructional improvement process based on the University of Washington Center for Educational Leadership (CEL) 5D+ Instructional Framework. This strategy aligns with all 5 standards of our District Accreditation AdvancED Quality Standards by providing a comprehensive framework that:

- * Sets the **Purpose and Direction** for teaching and learning (AdvancED Standard 1)
- * Focuses **Governance and Leadership** on improving student performance (AdvancED Standard 2)
- * Provides research-based guidance on best practices for **Teaching and Assessing for Learning** (AdvancED Standard 3)
- * Ensures support and accountability through professional development and teacher evaluation with the district's **Resources and Support Systems** (AdvancED Standard 4)
- * Engages all stakeholders in a growth process that **Uses Results for Continuous Improvement** (AdvancED Standard 5)

The 5 Dimensions of Teaching and Learning include **Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture**, with an essential "+" dimension of **Professional Communication & Collaboration**.

Research Cited: University of Washington CEL research bibliography:
<http://bit.ly/CElbibliography>

Activity 1: Evidence-based instructional practices and evidence-based interventions

Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:

- * 5D+: Assessment for Student Learning
- * 5D+: Classroom Environment and Culture
- * 5D+: Purpose
- * 5D+: Student Engagement
- * Capturing Kids Hearts
- * Next Generation Science Exemplar system
- * Positive Behavior Intervention and Supports
- * Reaching Higher
- * Youth Connection Groups

Structures will include:

- * Book studies
- * District-led support
- * Principal-led support and teacher evaluations
- * Professional Learning Communities
- * Release time
- * Staff meetings

Activity 2: Development, enhancement, and implementation of curriculum, formative or interim assessments

Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:

- * 5D+: Curriculum and Pedagogy
- * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative and interim assessments including Instructional Liaisons and Instructional Coaches
- * District-led curriculum work
- * Professional Learning Communities
- * Principal-led curriculum work
- * Release time
- * Staff meetings

Activity 3: Job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention

Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:

- * 5D+: Assessment for Student Learning

- * 5D+: Classroom Environment and Culture
- * 5D+: Curriculum and Pedagogy
- * 5D+: Professional Communication and Collaboration
- * 5D+: Purpose
- * 5D+: Student Engagement
- * Book studies
- * Capturing Kids Hearts
- * District-provided professional development
- * Next Generation Science Exemplar system
- * Positive Behavior Intervention and Supports
- * Principal-led professional development
- * Professional Learning Communities
- * Reaching Higher
- * Release time
- * START
- * Staff meetings
- * Technology integration
- * Workshops and conferences

Strategy 2: Multi-tiered system of supports that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs

Students will receive the key components of an effective Multi-Tiered System of Supports (MTSS) program:

- * effective instruction for all learners
- * early intervention
- * core curriculum and classroom classroom interventions available to all pupils that meet the needs of most pupils
- * targeted group interventions
- * intensive individual interventions
- * progress-monitoring to inform instruction
- * data-informed instructional decision-making
- * assessments including universal screening, diagnostics, and progress monitoring
- * engagement of families and the community
- * evidence-based, scientifically validated, instruction and intervention
- * implementation of instruction and intervention practices with fidelity
- * collaborative problem-solving

Research Cited:

- * Burns, M. & VanDerHeyden, A. (2010). Essentials of Response to Intervention. (5th edition)
- * Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to

achievement.

- * Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning
- * Marzano, R. (2012). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.
- * Section 388.1631a(3)(a-j) Michigan Compiled Laws

Activity 1: MTSS Academic and Behavioral Support

The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:

High school support including:

- * Highly qualified instructional staff to provide interventions including Intervention Teachers and Instructional Aides
- * Highly qualified instructional staff to provide job-embedded, ongoing, and need-based professional learning including Instructional Coaches
- * Counseling or behavioral intervention programs and services including Student Services Advisors with specialized training in behavioral intervention strategies
- * Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs
- * LINK crew
- * Reaching Higher
- * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice
- * TIES (Teaching, Interacting, Encouraging Students)

Activity 2: Progress Monitoring & Data Analysis

Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:

- * Classroom teacher assessments
- * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, SMI, and SRI)
- * Summative assessments (such as ACT, M-STEP, MI-ACCESS, PSAT, SAT, and WIDA)
- * Other performance data (such as attendance data, counselor referrals and interventions, disciplinary data, and graduation rates)
- * Perceptual data including classroom observations, pre-intervention and post-intervention assessments and surveys, and surveys of stakeholders

Structures will include (but are not limited to):

- * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders
- * Critical Friends Groups
- * District data analyses
- * Professional Learning Communities
- * Principals and School Data Team Leaders data analyses.
- * Release time

- * Staff meetings

Activity 3: Extended Learning Opportunities

Provide extended learning opportunities including:

- * Alternative education aligned to ensuring high school graduates are career and college ready
- * Credit recovery / high school completion
- * Summer school

Activity 4: Support English Learners (EL)

Provide support to EL students and parents in all content areas for proficiency, using programs and structures including:

- * Highly qualified instructional staff to provide interventions including Intervention Teachers and Instructional Aides
- * Critical Friends Groups
- * Professional development
- * Professional Learning Communities
- * Release time
- * Sheltered Instruction Observation Protocol
- * Staff meetings
- * Technology

Activity 5: Homeless and Foster Care

Support Homeless and Foster Care Students with comparable services.

Activity 6: Students with Disabilities

Support Students with Disabilities with research-based strategies, technology, and other programs.

Strategy 3: Continuous Improvement

Provide professional development in school improvement process, leadership, and state & federal mandates.

Research Cited:

- * Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

Activity 1: Professional Development in School Improvement

Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:

- * AdvancED
- * Livingston Educational Services Agency (LESA) programs and networks

- * Michigan Association of Secondary School Principals (MASSP)
- * Michigan Association of State and Federal Program Specialists (MAS/FPS)
- * Washtenaw Intermediate School District (WISD) programs and networks

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

The high school will use data from assessments such as:

- * Local assessments such as common assessments and district benchmark assessments
- * M-STEP
- * MI-Access
- * NWEA
- * PSAT and SAT
- * WIDA

Other student performance data such as:

- * Attendance data
- * Disciplinary data
- * Graduation rates

Perceptual data such as:

- * Classroom observations
- * Pre-intervention and post-intervention assessments and surveys
- * School Improvement self assessments and system diagnostics
- * Stakeholder surveys of staff, students, parents, and community members

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

Professional learning needs include job embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention. Teachers will participate in professional development aligned to the 5D+ Instructional Framework in focus areas and structures that will include:

- * 5D+: Assessment for Student Learning
- * 5D+: Classroom Environment and Culture
- * 5D+: Curriculum and Pedagogy
- * 5D+: Professional Communication and Collaboration
- * 5D+: Purpose
- * 5D+: Student Engagement
- * Highly qualified instructional staff to provide job embedded, ongoing, and need-based professional learning including Instructional Coaches
- * Book studies
- * Capturing Kids Hearts
- * District-provided professional development
- * Next Generation Science Exemplar system
- * Positive Behavior Intervention and Supports
- * Principal-led professional development
- * Professional Learning Communities

- * Reaching Higher
- * Release time
- * START
- * Staff meetings
- * Technology integration
- * Workshops and conferences

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

The high school School Improvement Team will meet regularly (monthly) throughout the year in a systemic approach to ensure quality and progress toward organizational goals by methodically and routinely monitoring the connection between the strategies underway and the outcomes sought. The plan and process will be monitored and evaluated using the 4 components of performance management:

- * Clarity of outcomes and theory of action
- * Alignment of resources
- * Collection and use of data
- * Accountability for results

8. Provide the budget showing alignment to the plan.

*see District Abbreviated Goals and Plans

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