

## 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: 03100

District Name: Hamilton Community Schools

School Code: 01547

School Name: Hamilton 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?  
SAT/PSAT, MStep, Staff/Student/Parent Perception Survey.
2. Based on the data, what area(s) needs improvement?  
Academic Success, Social Emotional Success, Post/Secondary Awareness. Rigor Framework, Standards Based Grading, PBIS / MTSS
3. Write a measureable goal for each area of need.

All Hamilton High School students will achieve academic success as measured by SAT college and career readiness benchmarks a composite score of 1100.

All Hamilton High School students will achieve social emotional success as measured by staff/student/parent perception data of 3.75.

All Hamilton High School students will achieve postsecondary success as measured by staff/student/parent perception data of 3.75.

All Hamilton High School staff will complete the expected Rigor framework modules as outlined

All Hamilton High School staff will achieve increased understanding as measured by staff perception data of 3.0

All Hamilton High School students, staff, & stakeholders will achieve increased understanding of PBIS / MTSS as measured by perception data of 3.0

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

Academic Success: Instructional Strategies-SAT Activity, Identifying greatest needs, Identifying high yield strategies. Data Strategies-SAT Activity, Department Data Meetings, Survey of Staff wishes/wants, Clarity in student growth goals, Identifying subgroups.

Social Emotional Success: Introduce strategies focusing student social emotional needs.

Post Secondary Success: Identify resources and community connections as related to postsecondary opportunities.

Rigor Framework: The use of Modern Teacher Framework and PD

Standards Based Grading: District wide process of professional learning

PBIS / MTSS: MiBLSI structure of activities

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

National/State Normed Assessments and Staff/Student/Survey perception data, SWIS & MiBLSI structures.

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

Academic Success: Focus on Marzano iObservation D1, D2, D3, D4, D5 instructional strategies. Social Emotional Success: Raise overall awareness for staff/parents as to possible social/emotional needs of students. Post Secondary Success: Work collaboratively with OAISD support services and community resources to provide internal PD opportunities for staff. Modern Teacher Framework. Continued SBG Learning. MiBLSI PD

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

Academic Success: Observe staff usage of new/different instructional strategies. Observe staff usage of student growth data. Social Emotional Success: Evaluate the number of student referrals for discipline/counseling office. Post Secondary Success: Survey students/parents as related to post secondary interaction/opportunities. Rigor: Reviewing and monitoring Modern Teacher. SBG: Administrative review process to monitor progress. PBIS / MiBLSI: SLT & DIT review of criteria and expectations.

**8. Provide the budget showing alignment to the plan.**

Funds to create / train MiBlsi staff, sub coverage for PD time, books/resources/materials

for academic content, instructional strategies, data delivery, social/emotional awareness and post secondary opportunities

## 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