

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: 08890.

School Name: Hamilton 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?

STANDARDS BASED GRADING: Curriculum Maps, proficiency scales, student report cards
READING: SRI, Dibels, M-STEP, Student, Parent, and Teacher Perception Data, PSAT 8/9
PROBLEM SOLVING: Delta Interim Assessments, Delta Readiness Assessments, M-STEP, PSAT 8/9, Student, Parent and Teacher Perception Data. SOCIAL/EMOTIONAL SUPPORT FOR STUDENTS: Student, Parent, and Teacher Perception Data. Student Discipline Data (Suspension/Detention/Referral)

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

Reading Proficiency with all students. Problem Solving Ability with all students. Increased support for students with emotional and social needs. Revisit of SBG through focus on proficiency scales and student report cards.

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

100% of HMS students will demonstrate proficiency in reading as determined by the ELA M-Step. 100% of HMS students will demonstrate proficiency in Math as determined by the M-Step. We will increase the number of HMS students supported emotionally and socially based on their specific needs. 100% of all standards taught in the middle school will have an appropriate proficiency scale to match.

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

STANDARDS BASED GRADING: Collection and revision of existing proficiency scales, matching with curriculum maps, collection in a common landing spot (Shared Google Folder) READING: Implement building wide Academic Vocabulary learning strategies, purchase and implement Lucy Calkins Writing/Reading Curriculum. Implement building-wide reading comprehension learning strategies through Lucy Calkins, make Reading data

available for all teachers, re-structure the 7th and 8th grade Read 180 and Strategic, re-structure 5th grade Reading programs, have ELL support services available. Implementation of iReady data system to measure student growth and make curriculum and instructional decisions. PROBLEM SOLVING: Focus on performance tasks and Rigor Framework through Modern Teacher. Phenomenal Science units for 5th grade. Continued work with the ISD for 5th and 6th grade math curriculum to reflect mastery learning loop best practice, Utilize Delta and Interim Assessment data to identify gaps in instruction and students in need of targeted remediation, implement building wide research based questioning sequences, have data available for all staff. SOCIAL/EMOTIONAL SUPPORT FOR STUDENTS: Implementation of MIBLSI system of support, addition of .5 FTE guidance counselor/school social worker, continued use of Dean of Students.

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

STANDARDS BASED GRADING: Shared Google Folder will reflect the extent of our work, which will include folders for grades and subject areas. READING: SRI, M-STEP, PSAT 8/9, Teacher & Student Perception Data. PROBLEM SOLVING: Delta Math, Interim Assessments, and M-STEP, Teacher Progress through the Rigor Framework in Modern Teacher, teacher, student, and parent perception data. SOCIAL/EMOTIONAL SUPPORT: MIBLSI/SWIS data (student discipline and behavior data), teacher, student, and parent perception data.

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

STANDARDS BASED GRADING: Continued work on proficiency scales, revision and creation of scales for all standards. READING: Instruction practices for teaching and learning Academic Vocabulary, Research based comprehension reading strategies, Data Dialog Days for each department. PROBLEM SOLVING: Instructional practices for teaching and learning questioning strategies, Book Study with Math Department (Five Principles of the Modern Mathematics Classroom), Interim Assessment Data Dialog Days for Math department, continued for 5th grade math curriculum implementation with Robyn Decker, and continued coaching throughout the school year to ensure proper implementation. SOCIAL/EMOTIONAL SUPPORT: Communication of new roles and staff in place for support, and communication of resources available to staff.

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

Data Dialog Meetings, Staff and Professional Development Agendas and Notes, Program Evaluation Tool.

8. Provide the budget showing alignment to the plan.

READING: Lucy Calkins curriculum purchase (\$120,000) iReady data tool (\$5000) Two Data Dialog Days for ELA department (substitute teachers 8 *\$100=\$800), PROBLEM

SOLVING: Data Dialog Days for Math Teachers ($8 \times \$100 = \800) Phenomenal Science unit purchase (\$400) SOCIAL EMOTIONAL SUPPORT: Continued support for part time guidance counselor. **insert payroll information here**

Section Two – Assurances

1. The school has evidence of a mission statement.

Yes

The school has evidence of completing a comprehensive needs assessment.

Yes

2. 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

3. The school has evidence of a process to evaluate our school improvement plan.

Yes

4. The school has evidence that technology is being integrated into the curriculum to improve learning.

Yes

5. 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

6. 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

7. The school has evidence of building-level decision making.

Yes.