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: 63290   District Name: Walled Lake
School Code: 0721   School Name: Clifford H. Smart 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?
   M-step, iReady scores, local benchmark assessments.

2. Based on the data, what area(s) needs improvement?
   Math and English Language Arts

3. Write a measurable goal for each area of need.
   The 7th grade cohort will show a 10% increase of students scoring at or above proficient on the 2019 M-Step. Math: 56% will increase to 66% and ELA: 55% will increase to 65%.

4. Describe the strategies and activities that will be used for each of the goals.
   - Teams will create and administer local, common, formative assessments.
   - Teams will develop team drives to house data for each priority standard.
   - Teams will implement pedagogical improvements and measure impact using LCFA – Math students will be administered iReady diagnostic three times a year and spend one hour per week using iReady online learning.

5. What future multiple data points will be used to determine if the goals are met?
   Local formative assessment data disaggregated by priority standard.
   iReady Data – standards mastery in Math and diagnostic in Math and ELA.
   M-Step – disaggregated by bands, year over year cohort growth.

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
   1. How to identify priority standards. (Ainsworth)
   2. How to write and implement common formative assessments. (Guskey)
3. How to create data chart and have a productive conversation. (Many)
4. Training related to new pedagogical steps. The School Improvement Team will focus on Visible Learning (Hattie).
5. How to administer iReady diagnostic.
6. How to develop class plans that allow for iReady one hour per week.

7. Describe how the plan and process will be monitored and evaluated.
   - All data charts and local common formative assessments and results will be posted to the team drive.
   - Department chairs will ensure that all teachers are administering LCFA and reporting data. Administrators will monitor team drives for completion.
   - Staff skill at formative conversations will increase. Each core team will meet with administration to discuss data four times a year.
   - Evaluation will rest with improved student learning in the power standards. iReady test completion and student growth will be monitored by teachers, department chairs and administrators.

8. Provide the budget showing alignment to the plan.
   - The time for training and implementation is built into prescheduled PD and PLC time. No additional funds are needed at this time.
   - iReady and technology infrastructure is paid for at the district level.
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