# 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: Click here to enter text. District Name: Hancock Public School

School Code: Click here to enter text. School Name: Middle and 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](http://www.advanc-ed.org/sites/default/files/documents/state-resources/School%20Data%20Analysis%20Template%202015.docx).

1. What multiple data sources were used to determine need?
MSTEP and SAT Scores, Stakeholder Input, Program Evaluation Tool, Anecdotal
2. Based on the data, what area(s) needs improvement?
1) Disciplinary Literacy – Instructional Design, Distributive Leadership, Assessment 2)Engagement of Stakeholders – Input, Partnerships, Communication
3. Write a measureable goal for each area of need.
1) On the Statewide Assessements in 8th and 11th grade in all subjects and 7th grade in Science we see a 3% upward migration in proficiency level. 2)We will improve our Engagement as demonstrated by feedback from our School Improvement Team Stakeholders.
4. Describe the strategies and activities that will be used for each of the goals.
1) Teachers will be engaged in Professional Development on Disciplinary Literacy, including understanding assessment methodologies and differentiation of instruction and MTSS. 2) Teachers will demonstrate commitment to disciplinary literacy in their lesson plans. 3) Two stakeholder meetings will be held per school year to provided updates and gather feedback from members. 4) A program will be explored to provide for Middle School students the opportunities learn about different areas of interest. 5) Continue to work on and develop opportunities in the high school for special interests group. 6) Hold focus groups in the middle and high school to gather input on school climate. 7) Improve stakeholders’ access to communication through PowerSchool, Website, Announcements and local resources.
5. What future multiple data points will be used to determine if the goals are met?
MSTEP and SAT Scores, Stakeholder Input, Program Evaluation Tool, Anecdotal
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
Professional Development on Disciplinary Literacy, including understanding assessment methodologies and differentiation of instruction and MTSS.
7. Describe how the plan and process will be monitored and evaluated.
The School Improvement Team will monitor the plan based on: teacher feedback and evaluations, Stakeholder feedback, State Assessments.
8. Provide the budget showing alignment to the plan.
Professional Development Allocations for the year, Textbook Purchases, Renaissance Assessment, SIP Professional Development

## 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