

Williamston High School

School Improvement Plan (Goals Summary) for 2022-2023

Mathematics:

Goal 1: All 9-12 students will be college or career ready in mathematics
Objective 1: Every student will meet the math growth target as measured by state, local and/or benchmark assessments by June 2024.
Strategy 1: 9-12 math curriculum will be revised to ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS) interventions.
Activity 1: Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment Activity 2: The math SEC will be completed by all 9-12 math teachers at least once every two years (up again in 2022-23) Activity 3: Two times per year, all 9-12 math teachers will utilize multiple data sources for the monitoring of student growth in math during their review of math data Activity 4: Williamston High School will provide tiered academic interventions in math utilizing the Multi-Tiered Systems of Support (MTSS) model
Strategy 2: 9-12 math teachers will participate in professional development regarding the effective use of curricular resources in accordance with Multi-Tiered Systems of Support (MTSS) interventions
Activity 1: The Teachers Learning Together (TLT) structure will be utilized to provide 9-12 math teachers timely, non-evaluative feedback on math instruction and best practices Activity 2: 9-12 math teachers will utilize a coaching model to enhance instruction (Tara from Ingham ISD). Activity 3: 9-12 math teachers will utilize an instructional strategy from John Hattie's <i>Visible Learning for Mathematics</i>

Reading:

Goal 1: All 9-12 students will be college or career ready in reading
Objective 1: Every student will meet the growth target as measured by state, local and/or benchmark assessments by June 2024.
Strategy 1: Instructional support/intervention will be provided for all identified students not reaching grade level proficiency or growth targets per the district Multi-Tiered Systems of Support (MTSS) model
Activity 1: Tier 1 literacy focused interventions will be provided for all students Activity 2: Tier 2 and 3 literacy focused interventions will be provided to all students as determined by state assessment, screener, and classroom data. Activity 3: Two times per year, Williamston High School will utilize multiple data sources for the monitoring of student growth in ELA Activity 4: Williamston High School will utilize a coaching model to enhance instruction.
Strategy 2: Incorporate technical reading into content areas
Activity 1: Explicit instruction that includes analysis of author’s purpose, claim, evidence, and vocabulary.
Strategy 3: Best practice reading strategies will be integrated into all content areas in accordance with Multi-Tiered Systems of Support (MTSS) interventions.
Activity 1: Reading and engagement strategies will be incorporated into all 9-12 content area instruction. Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide 9-12 teachers timely, non-evaluative feedback on reading and engagement strategies.

Writing:

Goal 1: All 9-12 students will be college or career ready in writing
Objective 1: Every student will meet the ELA/writing (written expression) growth target as measured by state, local and /or benchmark assessments by June 2024.

<p>Strategy 1: Best practice writing strategies will be integrated into all content areas in accordance with Multi-Tiered Systems of Support (MTSS) interventions.</p>
<p>Activity 1: Departmental common writing strategies will be incorporated to demonstrate comprehension reading and engagement strategies in 9-12 content areas.</p> <p>Activity 2: Explicit instruction that includes command of evidence, words in context, expression of ideas, standard English conventions.</p> <p>Activity 3: Teachers will participate in professional development around writing instruction and the use of academic vocabulary.</p>

Science:

<p>Goal 1: All 9-12 students will be college or career ready in science</p>
<p>Objective 1: All students will demonstrate an annual proficiency increase in Science as measured by state, local and/or benchmark assessments by June 2024</p>
<p>Strategy 1: Alignment of Michigan Science Standards (MSS), 9-12</p>
<p>Activity 1: Survey of Enacted Curriculum (SEC) data will be used to initiate and monitor curricular alignment</p> <p>Activity 2: The science SEC will be completed by 9-12 science teachers at least once every two years</p> <p>Activity 3: Two times per year, Williamston High School will utilize multiple data sources for the monitoring of student growth</p>
<p>Strategy 2: Instructional practices consistent with those recommended within the 9-12 Framework for Science Education and the Next Generation Science Exemplar System (NGSX)</p>
<p>Activity 1: 9-12 science teachers will continue to utilize NGSX instructional practices</p> <p>Activity 2: The Teachers Learning Together (TLT) structure will be utilized to provide 9-12 science teachers timely, non-evaluative feedback on NGSX science instruction and best practices</p>

Social Studies:

Goal 1: All 9-12 students will be college or career ready in social studies
Objective 1: All students will demonstrate an annual proficiency increase in Social Studies as measured by state, local and/or benchmark assessments by June 2024
Strategy 1: 9-12 social studies teachers will ensure vertical and horizontal alignment with state standards and appropriate levels of cognitive rigor in accordance with Multi-Tiered Systems of Support (MTSS) interventions
<p>Activity 1: The Teachers Learning Together (TLT) structure will be utilized to provide 9-12 social studies teachers timely, non-evaluative feedback on reading and engagement strategies</p> <p>Activity 2: Two times per year, Williamston High School will utilize multiple data sources for the monitoring of student growth in reading and writing</p>

Behavior and Social Emotional Health:

Goal 1: Williamston High School will provide comprehensive Mental Health supports for students and staff as measured by social and emotional indicators and/or rubrics
Objective 1: Williamston High School will continue to provide and improve upon social, emotional behavioral and academic tiered supports for all students by June 2024
Strategy 1: Williamston High School will provide resources, staffing and professional development for social, emotional and behavioral skill competencies
<p>Activity 1: Williamston High School will integrate trauma informed practices</p> <p>Activity 2: Williamston High School will implement the Be Nice mental health initiative</p>
Strategy 2: Williamston High School will implement a tiered positive behavioral and interventions support system
<p>Activity 1: RTI team meets regularly to support Tier 2/Tier 3 behavioral needs. This includes collecting, monitoring, analyzing and problem solving students' attendance and academic progress.</p> <p>Activity 2: Teachers will support the RTI system through accurate records of attendance and grades and documentation of strategies implemented with students.</p> <p>Activity 3: RTI team and instructional staff will collaborate and communicate with stakeholders.</p>

<p>Activity 4: Williamston High School will provide tiered academic interventions (AOT, homework lab, Saturday Academic School)</p> <p>Activity 5: Williamston High School will continue to implement Restorative Justice practices.</p>
<p>Objective 2: Williamston High School will continue to provide and improve upon social and emotional (SEL) support for all staff by June 2024</p>
<p>Strategy 1: Williamston High School will provide resources and professional development for social and emotional supports and competency</p>
<p>Activity 1: Williamston High School will incorporate self-care strategies to staff</p> <p>Activity 2: Williamston High School will integrate social emotional learning time (SEL) into staff meetings and/or professional learning communities</p>

Standardized Grading Practices:

<p>Goal 1: Williamston High School will adopt and implement a common, evidence-based grading system that includes feedback on non-achievement factors</p>
<p>Objective 1: Provide quality, timely, and consistent feedback to students and parents</p>
<p>Strategy 1: Instructional staff will receive professional development on best practice student assessment strategies</p>
<p>Activity 1: The instructional staff will utilize research based studies including Ken O'Connor and Thomas Guskey.</p> <p>Activity 2: The grading committee will research best practice grading measures and provide timely updates to instructional staff.</p> <p>Activity 3: Speakers from schools currently using a common, evidence-based grading system will be brought in to talk with instructional staff.</p>
<p>Strategy 2: Instructional staff will universally implement established best practice grading measures as determined by the building principal</p>
<p>Activity 1: Instructional staff will develop and implement school wide best practice grading procedures that separate academic grading practices from non-achievement factors</p> <ul style="list-style-type: none"> Examples of grading procedures that will be examined include, but are not limited to, extra-credit, late grades, re-takes, weighting of formative/summative assessments, zeros

Objective 2: Standardized reporting
Strategy 1: Williamston High School will use a common reporting system to provide feedback to students and parents
Activity 1: Comments in PowerSchool based on a standardized reporting system. Activity 2: Teachers will include formative feedback to communicate students' readiness for summative assessments. Activity 3: Implement a standardized semester reporting system of student academic achievement.
Strategy 2: Williamston High School will utilize common non-achievement factors that includes a descriptive rubric of non-achievement factors connected to student learning
Activity 1: Implement a standardized semester reporting of student non-achievement factors, including a descriptive rubric.