



Barrow County School System

Boldly Committed to Student Success

Haymon-Morris Middle School

SCHOOL IMPROVEMENT PLAN 2018-2019

NAME OF SCHOOL PRINCIPAL: Dr. James Bowen

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

Schoolwide Title 1 School *Targeted Assistance Title 1 School* *Non-Title 1 School*

Comprehensive Support School *Targeted Support School*

	Type name below for plan approval	Approval Date
Principal	Dr. James Bowen	
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	David Beeland, Jr.	8/13/18
Superintendent	Dr. Chris McMichael	8/16/2018



Goal 1: Increase the percentage of HMMS students with a conditional growth percentile of 50 or greater in Reading EOY MAP by 7% from BOY to EOY.

- 6th grade cohort: 48.7% to 55.7%
- 7th grade cohort: 49.2% to 56.2%
- 8th grade cohort: 54.1% to 61.1%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>All teachers will use various strategies and environments to explicitly teach reading and writing.</p> <p>Explicit Instruction of Reading and Writing</p> <ul style="list-style-type: none"> ❑ Word of the Week- Power words of the week will be taught to students and emphasized throughout the year. (scrolling announcements, mini-lesson, content integration) ❑ Daily Language Goals for students- teachers will include language/literacy goals on lesson plans as well as planning for ways to make that goal visible to students (mini-lesson, dedicated section of the board, integrated in content activities) ❑ ELT reading and writing- all teachers will use Wednesday ELT to share the prepared Before/During/After reading strategy lesson developed by the ELA teachers. This will occur weekly and teachers will receive instruction on the lesson prior to Wednesday's ELT. Strategies will be added throughout the year that enhance the skills already taught. 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ✓ Rationale 	<p>One ELA teacher per grade level, instructional coach Administrators District literacy specialist</p>	<p>Weekly: August-May</p> <p>Pre-planning: Professional Learning for teachers on Data Team Protocols, MAP</p> <p>August-October: Examine MAP data, data team protocols</p> <p>November-May: MAP, common formative assessments: Monthly Literacy Team Meetings</p> <p>Weekly instruction for teachers and students in reading/writing strategies</p>	<p>Walkthroughs, lesson plans, Data Team Minutes, Rubrics, Observations,</p> <p>Instructional Rounds, review of student work</p>	<p>Mock writing MAP winter administration MAP spring administration</p> <p>Student performance on CFAs Teacher self reflection Write Score (spring administration)</p>	<ul style="list-style-type: none"> • GCA • Quill.org • Tech for mocks (netbooks) • Printer for student writing
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <p>Special education students in the resource setting will use Read 180 as a part of their weekly instruction completing 60 minutes weekly in the computer program</p> <p>EL students will use Rosetta Stone during ELT and during connections (non-english speakers)</p> <p>Reading Apps teacher will use MAP data to support reading instruction to targeted students</p> <p>Students placed in tiered ELT classes will use MAP skills 2-3 week to continue targeting individual areas of need</p> <p>The gifted PLC will meet once a month (2nd Tuesday) to monitor implementation of gifted cluster and advanced content</p> <p>Helen Ruffin Reading Bowl Team will be offered for students that excel and reading and wish to participate</p> <p>Reading and Math Apps will have two configurations this year to target the neediest students. Students that need support in both math and reading will take the class year long, while students that show a significant need in either math or reading will only take that class in the semester format.</p> <p>Moby Max software will be used to support struggling students in reading and monitor growth. Students in tiered ELTs and remedial classes will utilize the software 30 minutes a week.</p>						
<p>Professional Capacity building to support the above goal and action steps</p> <p>MAP Professional Learning to expand teacher's understanding of how to use MAP reports and scores in order to drive instruction (faculty meetings, PLC, collaboration meetings)</p> <p>Daily Language Goals will be present on teacher lesson plans and an active part of instruction</p> <p>Explicit POWER word of the week plan will be integrated into all classrooms each week (posted on the board, referenced during lessons)</p> <p>Utilize Data Driven Professional Learning Communities to examine evidence of explicit reading instruction and writing. Teachers will be an active part of content data teams. Protocols will be taught and modeled</p> <p>Implement an interdisciplinary Literacy Team to plan and deliver professional learning on reading and writing strategies across grade levels. The literacy team will meet once monthly to evaluate the progress of the reading and writing instruction through ELT and literacy instruction throughout the school. Teachers will use strategies throughout their lessons as well as during ELT lessons that are</p>						



implemented through the ELA teachers. All students will be using the before, during and after reading strategies in preparation for writing. The teachers will be provided text to support the implementation of the professional learning .

One or more teachers will complete in the gifted endorsement through the Barrow county cohort to better serve the needs of our gifted learners.

One or more teachers will complete in the ESOL endorsement through the Barrow county cohort to better serve the needs of our language learners.

Family and Community Engagement

Word of the Week on HMMS website

Communicate MAP scores and MAP growth with parents. Offer time at curriculum night to help parents understand what MAP score reports tells them about their student's progress over time

Engage parents with monthly reading strategies via website and weekly newsletter

Academic calendar with links to resources- All teachers will maintain a TeamUP calendar that allows parents to access important dates and link to information.

Leadership Capacity

Administration communicates clear expectations for including literacy strategies and language goals in daily lesson plan. Administration will support and protect ELT time in which reading/writing instruction takes place. Administration will also monitor the fidelity of ELT instruction with walkthroughs and monitor literacy/language goals through lesson plans and walkthroughs.



Goal 2: Increase the percentage of HMMS students with a conditional growth percentile of 50 or greater in Math EOY MAP by 7% from BOY to EOY.

- 6th grade cohort: 55.5% to 62.7%
- 7th grade cohort: 49.2% to 56.2%
- 8th grade cohort: 49.8% to 56.8%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Incorporate writing in mathematics instruction using instructional software, student math journals, and GCA math assesslets.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input checked="" type="checkbox"/> Rationale	One math content lead per grade level, Math content lead, District math content specialist	Preplanning: Assessment writing PL Monthly Math Vertical Content Team PLCs Preplanning: Examine MAP data and model data team protocols August-May: Examine common assessments and analyze student performance data	Math Journals		USA Test Prep GCA Assesslets
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students Hybrid Math APPs connections for differentiation with dedicated chromebooks for technology use Tiered ELT intervention Honors Algebra for 8th graders Advanced 6th math option</p>						
<p>Professional Capacity building to support the above goal and action steps Assessment writing-Math teachers will work with a consultant from GCA to write assessments that match the level of instruction and assess the standards as they are written. Math Instruction-Teachers will continue work with the district math specialist on strategies that increase student learning. GCTM GCA Professional Learning-Teachers will take part in assessment writing PL in order to align the level of assessments with the level of rigor in the curriculum. USA Test Prep Professional Learning MAP Professional Learning Utilize Data Driven Professional Learning Communities to align classroom instruction to higher level assessments. Teachers will use student data in order to determine which instructional strategies are effective in teaching the standards. Math teachers will participate in weekly collaborative PLCs by grade level that include discussion of assessments and student results on the common assessments. Teachers will also spend time in PLCs planning lessons that align with assessments created as a part of the Professional learning through GCA. Professional Learning at RESA related to Assessment Writing. Vertical PLCs will take place monthly where teachers will discuss results of newly aligned assessments. One or more teachers will complete in the gifted endorsement through the Barrow county cohort to better serve the needs of our gifted learners. One or more teachers will complete in the ESOL endorsement through the Barrow county cohort to better serve the needs of our language learners. Moby Max software will be used to support struggling students in math and monitor growth. Students in tiered ELTs and remedial classes will utilize the software 30 minutes a week.</p>						
<p>Family and Community Engagement Academic Calendar with links for parents Curriculum Night and Student Expo. Parent night will offer a look at MAP score reports and how to read the reports and follow student growth.</p>						
<p>Leadership Capacity RESA Data Dig GCTM Administration will preserve planning time for math teachers and support the work of the GCA PL.</p>						



Goal 3: Increase the certified staff retention rate from 78% to 85% (excluding retirements)

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Implement a differentiated induction program for teachers new to HMMS including TiP	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input checked="" type="checkbox"/> Rationale	Instructional Coach, mentors, leadership team, administration	July 24th: New Wildcat Orientation Preplanning: August-May: New Wildcats meet as needed August-May: Induction teachers meet with mentors, POP cycles with instructional coach	New Wildcat needs assessment survey, TIP feedback, log	End of year survey results	
Provide community building opportunities for faculty.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input checked="" type="checkbox"/> Rationale	Instructional Coach, Leadership Team, Administration	Monthly Faculty Meetings, Grade Level Meetings, Staff events	Faculty Meeting agendas	Surveys	
"Paws" and Reflect Videos	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input checked="" type="checkbox"/> Rationale		October, December and March	Reflection forms, peer feedback	Peer Reviews, Reflections	Media Specialist Swivl support
<p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u> Provide mentors for induction level educators</p>						
<p><u>Professional Capacity building to support the above goal and action steps</u> Culturize Book Study that looks closely at four core principles and how we will implement them for our school. Technology Support will be provided to help teachers use the reflection videos for growth, and avoid frustrations that often come with new technology.</p>						
<p><u>Family and Community Engagement</u> Business partners sponsor a teacher attendance drawing or some sort of recognition each month.</p>						
<p><u>Leadership Capacity</u> Mentors Faculty community building Administration will mentor first year teachers and make sure communication is open and clear throughout the year. Administration will also work to predict and meet teacher needs in a timely manner so all teachers feel supported in their work.</p>						



Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

Haymon-Morris works closely with both feeder elementary schools as well as Apalachee High School to insure a smooth transition between the grade levels. The transition from elementary school to middle school begins in the spring with counselor visits to the elementary school where students are able to video conference with current 6th graders at H-MMS. Students are able to ask questions about their new school and are told about the upcoming visit to H-MMS. All aspects of middle school are discussed. Students visit the school with their teachers in May and see the band and chorus perform. Students take a tour and go through the lunch line and ask any other questions they have about middle school. Parents are also supported in the transition when we offer parent information night. Parents see a presentation about what to expect in middle school and take a tour. They are able to ask questions of counselors, teachers, and administrators. To continue the transition, we offer sneak a peek to new sixth graders during teacher pre planning. Students come in for a two hour visit to the school where they meet their homebase teacher, practice with lockers, and take a tour of the school. All of this is communicated to parents through the elementary schools, parent link emails and our school website. Our school also recognizes the importance of assisting students with the transition to high school. Therefore, our school takes the following initiatives to assist students with transitioning from middle school to high school. Discussions about high school transition begin in January with our eighth grade students. During their Connections classes, students will be given information about the elective courses they can take at Apalachee and Sims Academy. The grade level coordinator for Connections coordinates guest speakers from local businesses to come to HMMS to talk about careers in agriculture, business, healthcare, and government. The grade level coordinator also works with the high school to bring students to HMMS to talk about the various career pathways that are offered at Apalachee. The high school presenters will bring items from their classes and tri-fold displays to show the students what they do in their classes. Students will also be given a copy of the high school registration card so they will be prepared to choose their classes when they complete the true registration process. In addition, Apalachee High School will host a Rising 9th Grade Parent Night. They will give parents information on graduation requirements, elective courses, attendance, career pathways, academic courses, and Title I. Eighth grade students will tour all of Apalachee's CTAE classes and Sims prior to 9th grade registration. Students will be able to observe the classes and speak with the teachers about their particular Pathway. This tour will help the students connect what they have been learning in class with a visual of the CTAE class. The proximity to Apalachee makes it easy for our students to walk to the high school. Students will get to see the cafeteria, gym, various classrooms, school offices, and watch a transition between classes. Students will meet the administration and get to ask questions they have about Apalachee. Eighth grade students will be encouraged to talk to their teachers, school counselor, and their parents about transition to the high school. Students will then complete the registration card for high school. They will choose their top three elective choices and then write in their three alternate elective choices. Teachers will register the students for their academic classes. Once the registration process is complete, students will receive a copy of their registration card to take home to their parents. If the parents are satisfied with all of the course selections, then they do not need to take further action. However, if parents are in disagreement with any course selection, they will sign the copy of the registration card, indicate their changes, and notify the Apalachee High School guidance department.

