

Haymon-Morris Middle School

2018-2019 School Improvement Plan Overview

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

All teachers will use various strategies and environments to explicitly teach reading and writing.

Explicit Instruction of Reading and Writing

- 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.

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.

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- 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
- EL students will use Rosetta Stone during ELT and during connections (non-english speakers)
- Reading Apps teacher will use MAP data to support reading instruction to targeted students
- Students placed in tiered ELT classes will use MAP skills 2-3 week to continue targeting individual areas of need
- The gifted PLC will meet once a month (2nd Tuesday) to monitor implementation of gifted cluster and advanced content
- Helen Ruffin Reading Bowl Team will be offered for students that excel and reading and wish to participate
- 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.
- 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.



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%

Incorporate writing in mathematics instruction using instructional software, student math journals, and GCA math assesslets.

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

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.

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

Tier 1 Action Steps

- Implement a differentiated induction program for teachers new to HMMS including TiP
- Provide community building opportunities for faculty.
- "Paws" and Reflect Videos

Additional supports for accelerated or academically struggling (Tiers 2-4) students

Provide mentors for induction level educators

Family and Community Engagement

Business partners sponsor a teacher attendance drawing or some sort of recognition each month.