



Barrow County School System

Boldly Committed to Student Success

Haymon-Morris Middle School

SCHOOL IMPROVEMENT PLAN 2019-2020

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	8/13/2019
School Governance Team Chairperson	Adrienne Wages	9/24/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/24/2019



Goal 1: Increase the percentage of HMMS students with a conditional growth percentile of 50 or greater in Reading EOY MAP by 4% from BOY to EOY.

- *6th grade cohort: 49% to 51%
- *7th grade cohort: 57% to 61%
- *8th grade cohort: 58% to 62%

**(Cohort percentages are reflective of last year's growth for that same group of students. Baseline will be established, updated, and monitored starting with MOY administration.)*

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 research-based strategies to explicitly teach reading and writing at the appropriate depth of knowledge as dictated by the standards.</p> <ul style="list-style-type: none"> ❑ ELT reading and writing- all teachers will use Wednesday ELT to share the prepared Guiding Reading Strategies lesson developed by the literacy team. 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. ❑ Teachers will utilize the strategies modeled and practiced in ELT to support content area literacy throughout all subject areas. These conversations will take place in PLCs on the grade level and be reflected in teacher lesson plans through the use of daily literacy goals. ❑ Teacher will conference with students prior to MAP to increase student awareness of growth goals as well as strategies to improve performance when testing. 	<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, training on deconstructing standards, Literacy team introduction</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, PLC Minutes, Rubrics, Observations,</p> <p>Instructional Rounds, review of student work</p> <p>Student conference documents</p>	<p>Mock writing MAP winter administration MAP spring administration</p> <p>Student performance on CFAs Teacher self reflection Write Score</p>	<ul style="list-style-type: none"> • GCA- deconstructing standards PL • Quill.org • Tech for mocks (chromebooks) • Write Score online assessment • USA Test Prep • Various supplies for student use
<p>Implement data and vertical PLC's to drive instructional planning and ensure instruction and assessment are at the appropriate DOK levels.</p> <ul style="list-style-type: none"> ❑ Deconstructing Standards ❑ Developing Common Assessments ❑ Planning Differentiated Instruction ❑ Implementing Literacy Across the Curriculum 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ✓ Rationale 	<p>Instructional Coach, Data Leaders, and Administrators</p>	<p>Weekly: August-May</p>	<p>PLC Minutes, Instructional Rounds, Walkthroughs,, Student Work Analysis</p>	<p>MAP winter administration, MAP spring administration, Student performance on CFAs, Write Score</p>	<ul style="list-style-type: none"> • GCA- deconstructing standards PL • Quill.org • Tech for assessments (chromebooks) • Write Score • USA Test Prep • Various supplies for student use



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 based on student need
- EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction.
- Reading Apps teacher will use MAP data to support reading instruction to targeted students
- Students placed in tiered ELT classes will use Edmentum Exact Path 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 be used as a Tier 2 intervention based on need. They will be scheduled based on need and will take both math and reading apps over the course of the year if scores and performance indicate a need.
- USA Testprep to increase rigor in test creation and enhance literacy in all subject areas.
- Ellevation supports for EL students available to all teachers

Professional Capacity building to support the above goal and action steps

- All teachers will participate in professional learning with the GA center for assessment on how to deconstruct standards. Teachers will continue the work of deconstruction in data PLCs.
- 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).
- Use of literacy strategies will be present on teacher lesson plans and an active part of instruction.
- 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.
- 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 implemented through the ELA teachers. All students will be using the guided reading strategies in preparation for writing. The teachers will be provided text to support the implementation of the professional learning.
- ELA teachers will participate in PL facilitated by our District K-8 Literacy Specialist that is focused on the use of research-based instructional strategies for reading instruction
- Support will be provided for teachers on how to utilize the feedback provided from Write Score in the classroom
- Digital coach will offer PL on USA Testprep and teachers will work within PLCs to utilize the subscription effectively.
- One or more teachers will complete the gifted endorsement through the Barrow county cohort to better serve the needs of our gifted learners.
- One or more teachers will complete the ESOL endorsement through the Barrow county cohort to better serve the needs of our language learners.
- One or more teachers will complete the instructional conversations training through CLASE.
- Rosetta Stone for EL's in need of supplemental English language support
- Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks.
- Ensure that EIP/ESOL students receive supplemental rather than replacement instruction.
- Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders
- Teachers will analyze data to determine effective implementation and areas to further support EL students.

Family and Community Engagement

- Teachers will participate in professional learning twice each semester to build capacity for parent engagement
- Teachers and administration will communicate MAP scores and MAP growth with parents and offer time at curriculum night to help parents understand what MAP score reports tells them about their student's progress over time.
- Teachers and web administrator will engage parents with monthly reading strategies via website and weekly newsletters.
- Academic calendar with links to resources- All teachers will maintain a TeamUP calendar that allows parents to access important dates and link to information.
- Homework will be provided in a weekly format when possible.
- Rosetta Stone accounts will be provided to parents as needed to support their English language development.
- All parents of ELs will be provided an opportunity to enroll in literacy classes to learn the English language

Leadership Capacity

- Administration communicates clear expectations for including literacy strategies and literacy 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 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 4% from BOY to EOY.

- *6th grade cohort: 52% to 56%
- *7th grade cohort: 57% to 61%
- *8th grade cohort: 61% to 65%

**(Cohort percentages are reflective of last year’s growth for that same group of students. Baseline will be established, updated, and monitored starting with MOY administration.)*

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 math teachers will use various strategies to increase student learning and depth of knowledge of the math standards.</p> <ul style="list-style-type: none"> ❑ Teachers will implement the 5 math language routines of the Open Up math program. ❑ Math PLCs will meet as a grade level multiple times weekly and work together to implement and refine the Open Up strategies. ❑ Vertical math PLCs will meet monthly to discuss the alignment between grade levels throughout Open Up. ❑ Teachers will conference with students prior to MAP to increase student awareness of growth goals as well as strategies to improve performance when testing. 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ✓ Rationale 	<p>One math content lead per grade level, Math content lead, District math content specialist</p>	<p>Preplanning: Deconstructing Standards 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</p>	<p>Walkthroughs, lesson plans, Data Team Minutes, Observations Instructional Rounds Student conference documents</p>	<p>MAP winter administration MAP spring administration Student performance on CFAs Teacher self reflection</p>	<ul style="list-style-type: none"> • USA Test Prep • GCA- deconstructing standards PL • Open Up virtual coach • Various math manipulatives as determined by Open Up • Sending 2 math teachers to GCTM state conference
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <ul style="list-style-type: none"> • Math APPs connections for differentiation with dedicated chromebooks for technology use • Tiered ELT intervention • Honors Algebra for 8th graders 						



- Advanced and accelerated 6th grade math options
- Ellevation supports for EL students-- available to all teachers
- Students placed in tiered ELT classes will use Edmentum Exact Path 2-3 week to continue targeting individual areas of need

Professional Capacity building to support the above goal and action steps

- Math Instruction-Teachers will continue working with the district math specialist on strategies that increase student learning, including virtual coach through Open Up.
- GCTM conference
- 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. Vertical PLCs will take place monthly where teachers will discuss results of newly aligned assessments.
- One or more teachers will complete the gifted endorsement through the Barrow county cohort to better serve the needs of our gifted learners.
- One or more teachers will complete the ESOL endorsement through the Barrow county cohort to better serve the needs of our language learners.

Family and Community Engagement

- Academic Calendar with links for parents--TeamUp calendar
- Parent night will offer a look at MAP score reports and how to read the reports and follow student growth. Teachers will examine the parent aspects of Open Up on curriculum night. MAP score reports will be sent home.
- [Teachers will participate in professional learning twice each semester to build capacity for parent engagement](#)

Leadership Capacity

- GCTM
- Administration will preserve planning time for math teachers



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.

