

School Improvement Plan 2013-2014

School:	Hickory Ridge Middle			
Accountability status	Priority Reward School			
Analysis of last year's final results:	2012-2013 Data			
	Reading Language Arts		Mathematics	
		2012	2013	2013 AMO
	6th grade	34.90%	27.40%	
	7th grade	11.40%	21.20%	16.90%
8th grade	17.40%	19.90%		
School	20.80%	22.90%	25.80%	
A Comprehensive needs assessment of the entire school using data analysis of NCLB subgroups	Science		Social Studies	
		2012	2013	
	6th grade	21.70%	16.20%	73.20%
	7th grade	17.10%	32.30%	52.90%
	8th grade	34.40%	31.30%	66.00%
School	24.10%	26.40%	63.70%	

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Subgroup Data					
% Proficient or Advanced Students with Disabilities (SWD)			% Proficient or Advanced English Language Learners		
	2012	2013		2012	2013
Math (Gap Size)	20.5% (-1.5)	18.4% (4.9)	Math (Gap Size)	22.3% (-3.4)	23.9% (-1.4)
RLA (Gap Size)	29.5% (-9.9)	25.4% (-2.5)	RLA (Gap Size)	22.2% (-1.5)	18.8% (5)
Areas of Greatest Progress:			Areas of Greatest Challenge:		
<u>Mathematics</u>			<u>Reading/Language Arts</u>		
<ul style="list-style-type: none"> Increase of 13.5% for ALL students scoring advanced and proficient Largest gains in 7th grade (+19.2%) <p style="text-align: center;"><u>7th Grade</u></p> <ul style="list-style-type: none"> AMO goals for 7th grade were surpassed for both ELA and Mathematics Substantial gains were made for all 4 content areas: <p style="margin-left: 40px;"><u>Math</u>-gain of 19.2%</p> <p style="margin-left: 40px;"><u>RLA</u> gain of 9.8%</p> <p style="margin-left: 40px;"><u>Science</u>-gain of 15.2%</p> <p style="margin-left: 40px;"><u>Social Studies</u>- gain of 12.4%</p> <p style="text-align: center;"><u>Subgroup ELL</u></p> <ul style="list-style-type: none"> Gap closure goals were met for both ELA and Mathematics Number of students scoring proficient and advanced increased for mathematics. Gain of 1.6% <p style="text-align: center;"><u>Growth for students in all content areas</u></p> <ul style="list-style-type: none"> This growth was evident in TVAAS levels. The overall school composite score was 5. The Literacy composite increased from a level 1 to a level 3. 			<ul style="list-style-type: none"> Minimal increase in the number of ALL students scoring advanced and proficient-gain of 2.1% Failed to reach 2013 AMO goal of 22.7%- 1.9% deficit Decrease in percentage of students scoring proficient and advanced for 6th grade and subgroups <ul style="list-style-type: none"> 6th grade- 7.5% deficit SWD- 4.1% deficit ELL- 3.4% deficit <p style="text-align: center;"><u>Meeting AMO goals for Language Arts and Mathematics</u></p> <ul style="list-style-type: none"> HRMS did increase the percentage of students scoring proficient and advanced on state assessments, but fell short of meeting AMO goals. <ul style="list-style-type: none"> ELA- 22.9% AMO- 25.8% Math-22.2% AMO 24.2% <p style="text-align: center;"><u>6th Grade and Current 7th grade enrollment</u></p> <ul style="list-style-type: none"> Based on 6th grade 2013 test data, this group of students failed to make gains in all subject areas- RLA, Math, Science, and Social Studies. These results suggest that this group of students, 6th and 7th grade teachers will need extra support. <p style="text-align: center;"><u>6th grade math</u></p> <ul style="list-style-type: none"> Only 10.1% of 6th grade students demonstrated mastery on TCAP assessments 		
Source of Progress:			Source of Challenge:		
HRMS can attribute progress due to the following: <p style="text-align: center;"><i>Instructional Strategies-</i></p> HRMS teachers utilized a minimum of 3 different strategies per lesson in an effort to reach students at different levels and with multiple learning styles. This practice was evident in teachers' lesson plans and			<p style="text-align: center;"><u>Reading/Language Arts</u></p> Based on data from successful implementation of the MCS district intervention, Reading Plus, we understood why ELA was a great challenge for HRMS. Most students at HRMS received this intervention daily. The Reading Plus teachers		

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<p>through observation. Also 7 teachers attended the Association for Middle Level Education conference and presented additional strategies and resources to all staff.</p> <p>The implementation of Technology Tuesdays and Thursdays enabled teachers to incorporate technology in the classroom and track progress on a weekly basis. All content area teachers utilized CPS remotes to track progress on common assessments. All content area classrooms were not only equipped with CPS systems, but ceiling mounted projectors to incorporate Discovery streaming, brain pop, and other media. All math, science, and social studies teachers also utilized Ignite! Torch sticks to supplement lessons via technology.</p> <p>PowerPlay Tuesdays and Wednesdays (Block schedule) was implemented with all classes one day a week as an intervention block.</p> <p>Social Studies teachers also implemented Writing Wednesdays to support English/Language Arts</p> <p style="text-align: center;"><i>Monitoring of Data</i></p> <p>All teachers maintained a data notebook. This data notebook contained copies of common assessments along with the CPS reports of the results. Teachers also disaggregated data using a school created template. Teachers would then present this data each week during Data Talks. Teachers created a PowerPoint presentation with specific information about the test results (i.e. Overall results, Item Analysis) as well as a reflective portion regarding why students may have missed a questions, what strategies were used to prepare for assessment, and teacher next steps.</p> <p>Discovery data was also closely monitored and utilized by teachers and administration. Discovery assemblies were held with students after each assessment. Students were able to view their personal progress while administrators explained the scores and expectations.</p> <p style="text-align: center;"><i>Instructional support</i></p> <p>HRMS offered afterschool tutoring and Saturday test prep second semester. Participating students were identified based on TCAP, report card, and Discovery data. Attendance rates were closely monitored as well. HRMS utilized the services of educational consultants to provide feedback and support for all teachers. Title I funds were used to purchase instructional materials in the classroom such as supplies to fund a Science lab, Scholastic magazines, SCOPE and ACTION, were used as supplemental non-fiction reading in ELA, ESL, and SWD classes.</p> <p>Approximately 905 of the student population received</p>	<p>presented their data weekly during Data talks. Based on this data, we recognized a source of challenge was caused by insufficient reading skills. All content area teachers on the team were also made aware of this challenge during weekly data talks.</p>
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	Reading Plus intervention. Also, a literacy initiative to promote reading was implemented-Wildcat Page Turners.	
Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)	
	<ol style="list-style-type: none"> 1. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Reading/Language Arts, increase the percentage of all students scoring proficient and advanced from 23.2% to 28.0% in 2013-2014. <i>(Stretch Goal 33.2%)</i> 2. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Mathematics, increase the percentage of all students scoring proficient and advanced from 22.7% to 27.5% in 2013-2014. <i>(Stretch Goal 32.7)</i> 3. Increase the percentage of all students scoring proficient and advanced in Science from 26.4% to 33% in 2013-2014. 4. Increase the percentage of all students scoring proficient and advanced in Social Studies from 67.0% to 83.75% in 2013-2014. 	
	Subgroup Goals: (List each subgroup individually)	
	<ol style="list-style-type: none"> 1. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Reading/Language Arts for 7th Grade, increase the percentage of all students scoring proficient and advanced from 21.9% to 26.8% in 2013-2014. <i>(Stretch Goal 31.9%)</i> 2. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Reading/Language Arts for the subgroup of students with disabilities (SWD), increase the percentage of all students scoring proficient and advanced from 25.4% to 27.94% in 2013-2014. 3. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Reading/Language Arts for the subgroup of English Language Learners (ELL), increase the percentage of all students scoring proficient and advanced from 18.8% to 20.68% in 2013-2014. 5. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Mathematics for 7th grade, increase the percentage of all students scoring proficient and advanced from 35.7% to 39.7% in 2013-2014. <i>(Stretch Goal 45.7%)</i> 4. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Mathematics for the subgroup of Students with Disabilities (SWD), increase the percentage of all students scoring proficient and advanced from 18.4% to 20.24% in 2013-2014. 5. In an effort to reach Annual Measurable Objectives (AMO) benchmarks in Mathematics for the subgroup of English Language Learners (ELL), increase the percentage of all students scoring proficient and advanced from 23.9% to 26.29% in 2013-2014. 	
Other Required Goal Areas:		
<ol style="list-style-type: none"> 1. To increase the overall attendance rate for all students from 94% to 95% in 2013-2014. 2. Increase home-school connections (parental involvement) participation by 20% through the use of family based activities and parent-teacher-student communications by May 2014. 		
	Key strategies to achieve goals:	

**Plan for
this
school
year:**

1. **Instruction will continue to be provided by highly qualified staff as addressed in NCLB.**
 - a. Implementation Plan: Administrators will utilize effective hiring and retention practices.
 - b. Desired Outcome: Student Achievement will increase as a result of instruction by highly qualified teachers.
 - c. Projected Costs and Funding Sources: Approximately \$200,000 (Site-based and Title I funds)
 - d. Correlation with goals: Additional Site based and Title I funds will be used to hire additional teachers for small-group academic intervention in Language Arts and Mathematics.
2. All teachers must regularly and effectively implement a variety of researched-based strategies to engage all learners.
 - a. Implementation Plan: Administrative team members will conduct regular walk-throughs, evaluations, and lesson plan checks as a means to monitor and provide feedback to teachers. HRMS will utilize educational consultants to provide additional support for teachers in the implementation of a various research-based strategies. HRMS will implement a school-wide weekly intervention (Wildcat Weekly Engagement (W.W.E.)) during the school day. ***strategy for providing timely additional assistance to students experiencing difficulties mastering standards* W.W.E. is one of the *School wide reform strategies with emphasis on improved achievement of the lowest achieving students.***
 - b. Desired Outcome: Decrease in classroom disruptive behaviors, increase in attendance, and increase in student achievement.
 - c. Projected Costs and Funding Sources: Assistance from Educational Consultants to provide in-depth professional development-\$5,000 (Title I)
 - d. Correlation with goals: This strategy directly correlates to all of our goals which involve student achievement. Effectively incorporating various research based strategies should directly impact student achievement of all HRMS students, especially those in our target subgroups.
3. All teachers will incorporate Reading and Writing in their class instruction.
 - a. Implementation Plan: Teachers will meet regularly during PLCs to create team S.M.A.R.T. goals, discuss student work, and collaborate on selecting informational texts in all content areas and writing prompts in all content areas. All content areas will incorporate Reading/Language Arts skills within daily lessons. (i.e. warm-ups, class assignments, supplemental reading)
 - b. Desired Outcome: Increase in students scoring proficient on Discovery benchmark and TCAP assessments in writing and reading/language arts.
 - c. Projected Costs and Funding Sources: Supplemental classroom magazines for ELA, ESL, SWD, Science, and Math classrooms-\$1000.00 (Title I) Dry erase student thinking boards for ELA classrooms- \$3000.00 (Title I) Supplemental reading and writing resources to support PLC goal-\$3000.00 (Title I) Discovery Formative Assessment administered on paper- \$6000 (Title I) Document cameras for content area classes-\$10,000 (Title I) School-wide reading incentives/ materials(Title I, PTO)
 - d. Correlation with goals: This strategy is a school wide action step to improve our greatest area of challenge-Reading/Language Arts.
4. All teachers must closely track students' progress towards mastery of skills by effectively utilizing data, re-teaching skills, and reflecting on practices. (Data-driven decision making) Teachers will actively participate in professional learning communities bi-weekly to create common assessments, plan, and discuss student learning. These are measures to **include teachers in assessment decisions regarding the use of assessment in improving student performance and instructional programs.**
 - a. Implementation Plan: Teachers will meet in Content Area PLCs every 2nd and 4th Wednesday afterschool.

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- b. Desired Outcome: Increased collaboration of teachers centered on student learning will result in use of more effective practices in the classroom to increase student achievement.
 - c. Projected Costs and Funding Sources: Data Notebook Supplies-\$700.00 (Title I)
 - d. Correlation with goals: This strategy will help us monitor and assess our accomplishment towards our goals.
5. High quality and on-going professional development activities will be provided to increase the effectiveness of teachers.
- a. Implementation Plan: The PLC Coach and Instructional Facilitator will plan, suggest, and provide professional development based on individual and group teacher needs.
 - b. Desired Outcome: Increased effectiveness of instructional practices will positively impact student achievement.
 - c. Projected Costs and Funding Sources: PD Plan budgeted amount- Approximately \$8000.00
 - d. Correlation with goals: This strategy will have a direct impact on all of our goals involving student achievement in all content areas.
6. HRMS will continue to utilize strategies to attract highly qualified teachers to our high needs school. This includes continuing to maintain a safe school environment and utilizing funds effectively to equip teachers with ample materials to meet the academic needs of students.
- a. Implementation Plan: Administrators will strategically work to create a safe, positive working environment. The Title I PLC coach will utilize Title I funds to supply needed instructional and professional development materials for teachers.
 - b. Desired Outcome: Retain and recruit effective teachers.
 - c. Projected Costs and Funding Sources: Site based/Title I funds/ Promethean boards for all 7th grade classrooms-\$30,000.00 (Title I)
 - d. Correlation with goals: Staffing our school with highly qualified, effective teachers, who have supplies needed to meet the needs of our students, will ultimately increase student achievement.
7. HRMS will continue to offer various parental activities during flexible times that keep parents informed and engaged. We will also try to schedule parental involvement activities in conjunction with other school events. HRMS will utilize these and other strategies to increase parental involvement.
- a. Implementation Plan: HRMS will continue to regularly communicate with parents via weekly week-at-a-glance newsletters, monthly school calendars, Parent Link, and monthly parental involvement activities.
 - b. Desired Outcome: Informed and involved parents will stay abreast of academic information and monitor their child's academic progress more closely.
 - c. Projected Costs and Funding Sources: Approximately \$3000.00 (Title I funds)
 - d. Correlation with goals: Increasing parental attendance is one of HRMS' SIP goals.

Benchmarks for Progress	Benchmark:	Timeline:
	RLA, Math, and Science teachers will identify target students based on 2013 TCAP data.	September 2013
	Students will be placed in weekly intervention groups based on data. This intervention is called W.W.E. (Wildcat Weekly Engagement) Math intervention, ELA intervention with ELA and Social Studies teachers, Science intervention, ELL intervention, SWD intervention, and enrichment.	Every Friday from 8:10-10:05 am
	All teachers will meet in content meetings twice a month to review data and gain additional professional knowledge.	Every 2 nd and 4 th Wednesday of the month
	All teachers will review Discovery Assessments results and create an Action Plan based on data results.	November 2013 January 2014 March 2014
	Bi-weekly common assessment results will be review during biweekly PLCs.	October 2013 –March 2014 Bi-Weekly-Tuesdays