

**HAMMOND MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2017 – 2018**



HAMMOND MIDDLE SCHOOL: VISION AND MISSION

Vision:

At HMS our vision is to build positive relationships with our students in order to inspire them to become life-long learners and responsible citizens.

Mission:

We, the Hammond Middle School community, are committed to:

- Promoting academic excellence in a safe, nurturing environment.
- Developing educated young women and men of character to be responsible, contributing citizens in a diverse and ever changing world.

***HCPSS STRATEGIC CALL TO ACTION
LEARNING AND LEADING WITH EQUITY
THE FIERCE URGENCY OF NOW***

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

SCHOOL TARGETS AND STRATEGIES

Focus Area: Literacy

Baseline to Target, include student groups:

- The target will be based on MAP performance (Spring 2017 to Winter 2018)
- The percentage of students meeting HCPSS benchmarks will increase three percent.
 - 58% to 61%
- The percentage of our focused student groups will increase five percent.
 - African American 34% to 39%
 - Hispanic 50% to 55%
 - SPED 16% to 21%

Strategies:

1. In order to impact language arts performance, staff will receive and implement content-specific professional development on:
 - a. Implementation of informational texts and skills that reflect PARCC and MAP skills (incorporating literacy practice into instruction)
 - b. In-depth analysis of MAP and PARCC data in order to drive instruction and make data based decisions
2. In order to impact language arts performance, reading specialist and special educators will provide specialized instruction during Viking Time to practice key reading and test-taking strategies.
3. In order to impact language arts performance, staff will conduct MAP Goal setting sessions with students aligned with students' needs and upcoming instruction. Staff will offer a parent education night on how parents can support the test taking process, as well as how it is used and why it matters.
4. Using the University Model of professional development, courses on UBD will be offered to staff and content team leaders will work with their teams to organize collaborative planning and common performance assessments.
5. At the end of each semester of the professional learning model the staff will complete a reflection on the courses they have taken and complete a survey on how they have used the information learned through PL.

HCPSS OVERARCHING COMMITMENTS

Value- Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.

Achieve- An individual focus supports every person in reaching milestones for success.

Connect- Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.

Empower- Schools, families and the community are mutually invested in student achievement and well-being.

Focus Area: Mathematics

Baseline to Target, include student groups:

From Spring 2017 to Winter 2018, MAP scores will increase as follows:

- For students overall, increase the number of MAP math students meeting or exceeding the benchmark from 23% to 27% (16 students*) 4.0% increase
- For African American students, increase the number of MAP math students meeting or exceeding the benchmark from 13.3% to 19.3% (8 students**) 6.0% increase

The data above reflects our student population from the 2016-2017 school year, excluding our 7th and 8th grade GT Mathematics students.

Strategies:

Through monthly professional learning:

1. In order to impact mathematics performance, staff will be given dedicated collaborative planning time with the purpose of understanding the standards and aligning them to create rigorous formative and summative common assessments. These assessments will be aligned to Partnership for Assessment of Readiness for College and Careers Assessment and the data will be used to inform future instruction. *(UbD Stages 1 and 2; TP8)*
2. In order to impact mathematics performance, during the collaborative planning process teachers will focus on including strategies that provide quality first instruction by ensuring lessons are based upon a balance of conceptual understanding, procedural fluency and application. *(UbD Stage 3; TP1, TP2, and TP6)*
3. In order to enhance their professional practice, teachers will participate in professional learning focused on the Understanding by Design framework and the 8 Effective Mathematics Teaching Practices. *(UbD Stages 1-3; TPs 1-8)*