


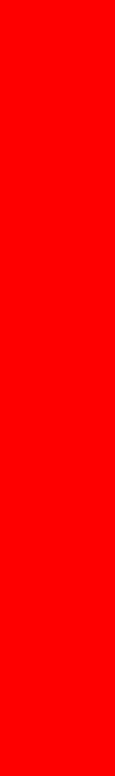
BACKGROUND INFORMATION				
Hilsman Middle School				
Principal Name: Utevia Tolbert			School Address: 870 Gaines School Road•Athens, GA 30605	
Title I Budget Amount:				
Vision Statement: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.				
Mission Statement: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom and for every child.				
Core Beliefs: Enter School Core Beliefs				
Enter number and percentage of students for each of the identified student groups			Enter number of teachers for each of the identified student groups	
Student Groups	Enrollment #	Enrollment %	Student Funding Categories	Teachers #
ALL	757		All	Enter #
Regular Education	583	77.0%	Regular Education	Enter #
Students with Disabilities	174	23.0%	Students with Disabilities	Enter #
English Learners	21	2.8%	English Learners	Enter #
Gifted Students	113	14.9%	Gifted Students	Enter #
REP	406	53.6%	REP	Enter #
Student Race/Ethnicity	Enrollment #	Enrollment %		
African American	465	61.4%		
Asian	13	1.7%		
Hispanic	95	12.5%		
White	145	19.2%		
Two or More Races	37	4.9%		
Other Student Information	Enrollment #	Enrollment %		
Direct Certified Poverty Students	371	49.0%		
Mobile Students	124	16.4%		
Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	70.5	70.3	66.8	70.5

ACTION PLAN for SMART Literacy GOAL						
Hilsman Middle School						
School Results Goal #1: Literacy	<i>By spring of 2020, Hilsman students in grades 6-8 will demonstrate proficiency in Literacy from 25.9% to 37.9% as measured by the Georgia Milestones.</i>				Cycle 1	<i>Enter Date of Approval</i>
					Cycle 2	<i>Enter Date of Review</i>
					Cycle 3	<i>Enter Date of Review</i>
					Cycle 4	<i>Enter Date of Review</i>
School-wide Strategy for Achieving this Goal	<p>Provide a narrative that describes the school-wide strategy selected for this goal and why it was chosen. In your narrative, include the research behind the selection of this strategy, your professional learning design and how each links to your School Results Goal. What are the possible reasons, causes or beliefs that will inspire organizational members to commit to implementing this strategy? Enter narrative here: Focused Note taking is a note taking strategy that supports study and recall by incorporating the five phases: taking notes, processing notes, connecting thinking, summarizing and reflecting on learning, and applying thinking. We chose this strategy to explicitly monitor and provide students with the necessary practice to develop mastery, proficient competencies, and achieve success in the classroom as well as on their Unit Post Assessments (UPAs), Common Formative Assessments (CFAs), and other assessments that will measure growth and/or proficiency (In literacy). Additionally, Marzano's research indicates that focused note taking yields a 34 percentile gain in achievement. As students engage in focused note taking, they learn to eliminate unnecessary information, substitute some information, retain important information, write / rewrite, and analyze information.</p>					
Action Steps (IF...)	<p>The administrators and Instructional Coaches have identified specific tasks and activities that will propel our staff towards academic success. We will administer a self-assessment of Critical reading strategies, specifically, Close Reading with Annotation (marking the text) to certified staff prior to delivering our tiered professional learning. After analyzing the data from the self-assessment, we will develop and deliver Professional Learning to certified staff. In addition, we will support the implementation of Critical reading strategies by conducting walkthroughs, providing constructive feedback, analyzing the data, and through the SMART coaching cycle.</p> <p>Action Step 1: If teachers participate in ongoing professional learning of Lucy Calkins and AVID Critical Reading strategies then they will have a better understanding of how to deliver rigorous, engaging, and quality instruction to all students.</p> <p>Action Step 2: If teachers incorporate the use of WICOR strategies then students will learn to question deeply, take responsibility for their learning, and work collaboratively in their classroom.</p> <p>Action Step 3: If teachers consistently monitor the learning outcomes of the students through the use of UPA/CFAs, then they will be able to adjust their instruction to meet the learning needs of the students to improve student achievement.</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: Tolbert & Forker (Admin) 2: AVID Site Team (C. Fassbender, Coordinator) 3: Instructional Coach: M.Skinner and ELA Content Leader: C.Page</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	Begin	End	Resource	Source	Amount	
	ETD: Sept 7	PL-June 2020 AVID Building	Summer Institute Teacher	Title 1	\$10,000.00	
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>				<i>Cycle 2 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 3:</i>				<i>Cycle 3 Enter Assessment/Source</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>				<i>Cycle 4 Enter Assessment/Source</i>	
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>				<i>Cycle 2 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>				<i>Cycle 3 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>				<i>Cycle 4 Reflection</i>	

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED			
Hilsman Middle School			
NUMERACY GAP ANALYSIS			
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above
2017-18	All Students	23.4%	26.3%
2016-17	All Students	25.0%	27.1%
2015-16	All Students	NA	24.4%
Accountability Target	All Students	25.7%	28.5%
Accountability GAP	All Students	-2.3%	-2.2%
Proficiency (100%) GAP	All Students	-76.6%	-73.7%
Change Over Time GAP	All Students	-1.6%	1.9%

NUMERACY STUDENT GROUPS DATA MATRICES			
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above
2017-18	Female Students	24.9%	27.8%
2016-17	Female Students	25.0%	29.7%
2015-16	Female Students	NA	23.0%
2017-18	Male Students	22.1%	24.9%
2016-17	Male Students	25.0%	24.8%
2015-16	Male Students	NA	24.0%
2017-18	Students with Disabilities	3.2%	6.9%
2016-17	Students with Disabilities	7.0%	7.3%
2015-16	Students with Disabilities	NA	4.8%
2017-18	English Learners	0.0%	0.0%
2016-17	English Learners	0.0%	11.8%
2015-16	English Learners	NA	7.1%
2017-18	Gifted Students	81.9%	81.8%
2016-17	Gifted Students	79.0%	82.6%
2015-16	Gifted Students	NA	77.6%
2017-18	Asian	88.9%	88.9%
2016-17	Asian	89.0%	72.7%
2015-16	Asian	NA	NA
2017-18	Black Students	11.0%	11.8%
2016-17	Black Students	12.0%	15.2%
2015-16	Black Students	NA	13.1%
2017-18	Hispanic Students	20.8%	26.9%
2016-17	Hispanic Students	21.0%	23.5%
2015-16	Hispanic Students	NA	22.5%
2017-18	MultiRacial Students	30.3%	42.9%
2016-17	MultiRacial Students	41.0%	22.2%
2015-16	MultiRacial Students	NA	20.0%
2017-18	White Students	56.0%	63.6%
2016-17	White Students	60.0%	61.1%
2015-16	White Students	NA	56.5%

School Zone Analysis (# of Reds)



NUMERACY STANDARDS & SKILLS DATA MATRICES								School Zone Analysis (# of Reds)	School Zone Analysis for 17-18 (% of Reds)	
SIXTH GRADE										
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Ratios & Prop Reason % Accel Learning	MATH-EOG Number System % Accel Learning	MATH-EOG Exp & Equations % Accel Learning	MATH-EOG Geometry % Accel Learning	MATH-EOG Stat & Prob % Accel Learning			
2017-18	26.8%	27.1%	13.1%	8.3%	13.89%	13.10%	16.27%	52%	14%	0-30%
2016-17	39.0%	19.0%	13.0%	10.0%	12.00%	10.00%	7.00%			31%-60%
2015-16	NA	16.0%	6.0%	7.0%	8.00%	6.00%	8.00%			61%-100%
SEVENTH GRADE										
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Ratios & Prop Reason % Accel Learning	MATH-EOG Number System % Accel Learning	MATH-EOG Exp & Equations % Accel Learning	MATH-EOG Geometry % Accel Learning	MATH-EOG Stat & Prob % Accel Learning			
2017-18	19.6%	26.0%	14.7%	13.7%	9.64%	16.75%	12.18%	48%	29%	0-30%
2016-17	17.0%	24.0%	12.0%	9.0%	8.00%	11.00%	15.00%			31%-60%
2015-16	NA	27.0%	11.0%	10.0%	9.00%	16.00%	16.00%			61%-100%
EIGHTH GRADE										
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Numbers, Exprns, and Equatns % Accel Learning	MATH-EOG Algebra & Functions % Accel Learning		MATH-EOG Geometry % Accel Learning	MATH-EOG Stat & Prob % Accel Learning			
2017-18	23.0%	25.5%	12.0%	14.4%		11.57%	11.11%	33%	50%	0-30%
2016-17	17.0%	38.0%	15.0%	16.0%		21.00%	10.00%			31%-60%
2015-16	NA	28.0%	11.0%	12.0%		14.00%	12.00%			61%-100%

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED								School Zone Analysis (# of Reds)	
Hilsman Middle School									
SOCIAL EMOTIONAL LEARNING GAP ANALYSIS									
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect		
2017-18	All Students	0.73	0.79	7.05	NA	NA	NA	50%	
2016-17	All Students	0.86	0.87	8.15	35.8%	50.5%	40.2%		
2015-16	All Students	0.52	0.83	6.12	39.5%	57.7%	44.9%		
Accountability Target	All Students	0.69	0.71	7.05	50.0%	50.0%	50.0%		
Accountability GAP	All Students	0.04	0.08	0.00	-14.2%	0.5%	-9.8%		
Proficiency (100%) GAP	All Students	0.00	-0.21	6.05	-64.2%	-49.5%	-59.8%		
Change Over Time GAP	All Students	0.21	-0.04	0.93	-3.7%	-7.2%	-4.7%		
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES								School Zone Analysis (# of Reds)	
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect		
2017-18	Female Students	0.49	0.59	7.17	NA	NA	NA	39%	
2016-17	Female Students	0.71	0.78	8.35	30.4%	58.7%	36.1%		
2015-16	Female Students	0.40	0.71	5.89	36.0%	70.0%	40.9%		
2017-18	Male Students	0.96	0.99	7.13	NA	NA	NA	50%	
2016-17	Male Students	1.05	1.02	8.43	40.4%	43.4%	43.8%		
2015-16	Male Students	0.65	0.97	6.51	42.9%	45.6%	48.8%	100%	
2017-18	Students with Disabilities	1.39	1.36	8.88					
2016-17	Students with Disabilities	1.24	1.21	9.46					
2015-16	Students with Disabilities	0.72	1.24	7.48					
2017-18	English Learners	0.57	0.19	6.90					
2016-17	English Learners	0.50	0.40	7.40					
2015-16	English Learners	0.57	0.86	5.00					
2017-18	Gifted Students	0.14	0.21	4.90					
2016-17	Gifted Students	0.16	0.10	5.85					
2015-16	Gifted Students	0.06	0.16	3.52					
2017-18	Asian	0.00	0.00	3.50	NA	NA	NA		
2016-17	Asian	0.06	0.06	4.38	42.9%	42.9%	50.0%		
2015-16	Asian	0.00	0.00	3.00	25.0%	50.0%	62.5%		
2017-18	Black Students	0.94	1.01	7.20	NA	NA	NA		
2016-17	Black Students	1.25	1.33	8.58	33.6%	48.6%	37.5%		
2015-16	Black Students	0.73	1.18	6.40	33.2%	54.1%	38.0%		
2017-18	Hispanic Students	0.25	0.34	7.60	NA	NA	NA		
2016-17	Hispanic Students	0.31	0.25	9.09	44.4%	55.6%	51.9%		
2015-16	Hispanic Students	0.25	0.63	5.70	62.2%	71.1%	60.0%		
2017-18	MultiRacial Students	0.81	1.41	7.70	NA	NA	NA		
2016-17	MultiRacial Students	0.79	0.88	8.73	26.8%	51.2%	36.6%		
2015-16	MultiRacial Students	0.41	0.59	8.80	33.3%	61.1%	50.0%		
2017-18	White Students	0.48	0.36	6.90	NA	NA	NA		
2016-17	White Students	0.29	0.15	7.81	38.5%	52.6%	40.7%		
2015-16	White Students	0.17	0.13	5.60	50.9%	61.8%	52.7%		
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES								School Zone Analysis (# of Reds)	School Zone Analysis for 17-18 (% of Reds)
SIXTH GRADE									
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect			
2017-18	0.64	1.01	6.66	NA	NA	NA		0-30%	
2016-17	0.81	0.79	9.16	42.8%	48.8%	47.0%	3.00%	31%-60%	
2015-16	0.65	0.81	6.14	43.1%	62.9%	65.3%		61%-100%	
SEVENTH GRADE								School Zone Analysis (# of Reds)	School Zone Analysis for 17-18 (% of Reds)
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect			
2017-18	0.90	0.79	8.74	NA	NA	NA		0-30%	
2016-17	1.35	1.11	8.07	30.5%	51.9%	36.9%		31%-60%	
2015-16	0.47	0.92	6.37	32.6%	53.7%	32.6%		61%-100%	
EIGHTH GRADE								School Zone Analysis (# of Reds)	School Zone Analysis for 17-18 (% of Reds)
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others	Relationship Skills: Know std I can talk to when I am sad or down	Relationship Skills: Teachers treat me w/ respect			
2017-18	0.70	0.57	6.16	NA	NA	NA		0-30%	
2016-17	0.47	0.80	7.94	34.7%	50.7%	36.8%		31%-60%	
2015-16	0.47	0.82	6.15	43.3%	56.7%	36.9%		61%-100%	

SCHOOL IMPROVEMENT FOCUS - Literacy			
Hilsman Middle School			
Insert link to SMART Goal Tree for Literacy			
Greatest Area(s) of Need (GAN)		<p>Based on your zone analysis, provide a narrative that describes the Greatest Area(s) of Need (GAN) for subgroups and standards/skills associated with this goal. In the narrative include the data logic that led you to identify your GAN.</p> <p>The staff of HMS wants to cultivate a community of learners where all of our students are competent in the area of Literacy. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts." Literacy is the greatest indicator of a student's ability to achieve in school. It is the degree to which the children develop in language, reading, and writing.</p> <p>As the staff has worked to implement reading instruction to meet the needs of every student, assessment data shows that our efforts have been unsuccessful. 2017-2018 Milestone data results indicated that 75.3% of students at HMS are NOT proficient in Literacy. In addition to Milestone data, Reading Inventory data demonstrated that 59% of students are NOT proficient in Literacy.</p> <p>As mentioned above, Literacy incorporates a student's ability to communicate using printed and written material. While disaggregating data, it was determined that the students scored significantly lower on the writing and citing textual evidence standards. While all of the Georgia Performance Standards of Excellence are important, an emphasis will be placed on providing direct instruction in these areas. This is to provide students with numerous opportunities to connect with the text and write coherently.</p> <p>Language and literacy development is a structure of cultural development, which is part of a socio-historic framework. Vygotsky's Social Development Theory suggests how individuals interact with others in their culture affects their mental abilities. Special Education data for HMS makes it evident that our black students, specifically those that are male, are experiencing great difficulty with mastering literacy standards. Data shows that 96.1% of our Special Education populations are not proficient in Literacy. 79% are the students have been identified as Black males. Perhaps it can be hypothesized that these students' culture and language differ from the ones presented in the curriculum, resulting in poor classroom and assessment performance.</p> <p>It is through the process of reviewing Reading Inventory and Milestone data along with doing additional research in the area of Literacy, the team found Literacy to be the greatest area of need in all grade levels for Hilsman.</p>	
Type of Goal	School Indicators	School Measures	School Targets
<p>By spring of 2020, Hilsman students in grades 6-8 will demonstrate proficiency in Literacy from 25.9% to 37.9% as measured by the Georgia Milestones.</p>	<p>ELAGSE8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	MAP assessments	<p>In Fall of 2018, 75% of students at HMS will have a RIT score of 6th: 217 or above, 7th: 220 or above</p> <p>In Winter of 2018, TBD of students at HMS will have a RIT score of 6th: _____, 7th: _____</p> <p>In Spring of 2018, TBD of students at HMS will have a RIT score of 6th: _____, 7th: _____</p> <p>In Fall of 2018, 75% of students at HMS will show growth by 10 points on their RIT score 6th: _____, 7th: _____</p> <p>In Winter of 2018, _____ of students at HMS will show growth by 10 points on their RIT score 6th: _____, 7th: _____, 8th: _____</p> <p>In Spring of 2018, _____ of students at HMS will show growth by 10 points on their RIT score 6th: _____, 7th: _____</p> <p>Year 2: In Fall of 2019, 75% of students at HMS will show growth by 10 points on their RIT score 6th: _____, 7th: _____</p> <p>In Winter of 2019, _____ of students at HMS will show growth by 10 points on their RIT score 6th: _____, 7th: _____, 8th: _____</p> <p>In Spring of 2019, _____ of students at HMS will show growth by 10 points on their RIT score 6th: _____, 7th: _____</p>
		Georgia Milestones	<p>Year 1: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment Year 2: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment</p> <p>In Fall of 2018, 75 % of students at HMS will show growth by 10 points on their RI score.</p> <p>In Winter of 2018, _____ of students at HMS will show growth by 10 points on their RI score</p> <p>In Spring of 2018, _____ of students at HMS will show growth by 10 points on their RI score</p> <p>Year 2 In Fall of 2019, 75 % of students at HMS will show growth by 10 points on their RI score.</p> <p>In Winter of 2019, _____ of students at HMS will show growth by 10 points on their RI score</p> <p>In Spring of 2019, _____ of students at HMS will show growth by 10 points on their RI score</p>
		RI (8th grade)	<p>Year 1: By May of 2018 80% of HMS students will be proficient on CFAs. Winter Spring Year 2: By May of 2019 80% of HMS students will be proficient on CFAs. Fall Winter Spring</p>
	CFAs	<p>Year 1: 70% of our students will be proficient or distinguished on UPAs as measured by the corresponding CFAs rubric. Fall Winter Spring Year 2: 80% of our student will be proficient or distinguished on UPAs as measured by the corresponding UPAs rubric. Fall Winter Spring</p>	
	UPAs	<p>Year 1: 70% of our students will be proficient or distinguished on CFAs as measured by the corresponding CFAs rubric. Year 2: 80% of our student will be proficient or distinguished on CFAs as measured by the corresponding CFAs rubric.</p>	
	CFAs	<p>Year 1: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment Year 2: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment</p>	
	<p>ELAGSE8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	Georgia Milestones	

SCHOOL IMPROVEMENT FOCUS - NUMERACY			
Hilsman Middle School			
Insert Link to SIFAS 1 and 2 on Numeracy			
Greatest Areas of Need (GAIN)			
Type of Goal	School Indicators	School Measures	School Targets
Greatest Areas of Need (GAIN)	Expressions and Equations: MSOE.EE.7 Solve linear equations in one variable	Math Inventory	Year 1: 6% of our students will increase 100 points on the MI during the academic school year Fall 28.8% of our students will have shown an increase of points by 33.3 Winter 30.8% of our students will have shown an increase of 33.3 points Spring 32.8% of our students will have shown an increase of 33.3 points Year 2: 6% of our students will increase 100 points on the MI during the academic school year (Assuming that 32.8% of our students have shown growth) Fall 34.8% of our students will have shown an increase of points by 33.3 Winter 36.8% of our students will have shown an increase of 33.3 points Spring 38.8% of our students will have shown an increase of 33.3 points
		Unit Post Assessments	Year 1: 70% of our students will be proficient or distinguished on UPAS assessments. Fall _____ Winter _____ Spring _____ Year 2: 75% of our students will be proficient or distinguished on UPAS Fall _____ Winter _____ Spring _____
By 2020, Hilsman's students in grades 6-8 will demonstrate proficiency in numeracy from 26.2% to 38.2% as measured by the Georgia Milestones Math assessments.	Expressions and Equations: MSOE.EE.4	Georgia Milestones	Year 1: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment Year 2: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment
		MAP	Year 1: _____% of our students to show growth on MAP. In Fall of 2018, 75% of students at HMS will show growth by 10 points on their RT score 7th: _____ In Winter of 2018, _____ of students at HMS will show growth by 10 points on their RT score 7th: _____ In Spring of 2018, _____ of students at HMS will show growth by 10 points on their RT score 7th: _____ Year 2: In Fall of 2019, 75% of students at HMS will show growth by 10 points on their RT score, 7th: _____ In Winter of 2019, _____ of students at HMS will show growth by 10 points on their RT score 7th: _____ In Spring of 2019, _____ of students at HMS will show growth by 10 points on their RT score 7th: _____
	Expressions and Equations: MSOE.EE.9	Unit Post Assessments	Year 1: 75% of our students will be proficient on UPAS. Baseline Winter Spring Year 2: 80% of our students will be proficient on UPAS. Baseline Winter Spring
		Georgia Milestones	Year 1: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment Year 2: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment
	Number Sense: 8th grade MSOE7.NS.1	MAP	In Fall of 2018, 75% of students at HMS will show growth by 10 points on their RT score 6th: _____ In Winter of 2018, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____ In Spring of 2018, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____ Year 2: In Fall of 2019, 75% of students at HMS will show growth by 10 points on their RT score 6th: _____ In Winter of 2019, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____ In Spring of 2019, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____
		Unit Post Assessments	Year 1: 75% of our students will be proficient on UPAS. Baseline Winter Spring Year 2: 80% of our students will be proficient on UPAS. Baseline Winter Spring
	Number Sense: 7th Grade MSOE7.NS.1	Math Inventory	Year 1: 6% of our students will increase 100 points on the MI during the academic school year Fall 28.8% of our students will have shown an increase of points by 33.3 Winter 30.8% of our students will have shown an increase of 33.3 points Spring 32.8% of our students will have shown an increase of 33.3 points Year 2: 6% of our students will increase 100 points on the MI during the academic school year (Assuming that 32.8% of our students have shown growth) Fall 34.8% of our students will have shown an increase of points by 33.3 Winter 36.8% of our students will have shown an increase of 33.3 points Spring 38.8% of our students will have shown an increase of 33.3 points
		UPAS	Year 1: 75% of our students will be proficient on UPAS. Baseline Winter Spring Year 2: 80% of our students will be proficient on UPAS. Baseline Winter Spring
	Number Sense: 6th Grade MSOE6.NS.4	Georgia Milestones	Year 1: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment Year 2: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment
		MAP	In Fall of 2018, 75% of students at HMS will show growth by 10 points on their RT score 6th: _____, 7th: _____, 8th: _____ In Winter of 2018, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____, 7th: _____, 8th: _____ In Spring of 2018, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____, 7th: _____, 8th: _____ Year 2: In Fall of 2019, 75% of students at HMS will show growth by 10 points on their RT score 6th: _____, 7th: _____, 8th: _____ In Winter of 2019, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____, 7th: _____, 8th: _____ In Spring of 2019, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____, 7th: _____, 8th: _____
	Unit Post Assessments	UPAS	Year 1: 70% of our students will be proficient on UPAS. Baseline Winter Spring Year 2: 75% of our students will be proficient on UPAS. Baseline Winter Spring
		MAP	In Fall of 2018, 75% of students at HMS will show growth by 10 points on their RT score 6th: _____ In Winter of 2018, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____ In Spring of 2018, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____ Year 2: In Fall of 2019, 75% of students at HMS will show growth by 10 points on their RT score 6th: _____ In Winter of 2019, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____ In Spring of 2019, _____ of students at HMS will show growth by 10 points on their RT score 6th: _____
	Georgia Milestones	Year 1: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment Year 2: Students at Hilsman will experience a 6% growth on the Georgia Milestone Assessment	

ACTION PLAN for SMART Numeracy GOAL						
Hilsman Middle School						
School Results Goal #1: Numeracy	By 2020, Hilsman's students in grades 6-8 will demonstrate proficiency in numeracy from 26.3% to 38.3% as measured by the Georgia Milestones Math assessments.				Cycle 1	Enter Date of Approval
					Cycle 2	Enter Date of Review
					Cycle 3	Enter Date of Review
					Cycle 4	Enter Date of Review
School-wide Strategy for Achieving this Goal	<p>We have chosen Focused Note Taking as our school wide strategy. Focused Note taking is a note taking strategy that supports study and recall by incorporating the five phases: taking notes, processing notes, connecting thinking, summarizing and reflecting on learning, and applying thinking. We chose this strategy to explicitly monitor and provide students with the necessary practice to develop mastery, proficient competencies, and achieve success in the classroom as well as on their Unit Post Assessments (UPAs), Common Formative Assessments (CFAs), and other assessments that will measure growth and/or proficiency (In mathematics). Additionally, Marzano's research indicates that focused note taking yields a 34 percentile gain in achievement. As students engage in focused note taking, they learn to eliminate unnecessary information, substitute some information, retain important information, write / rewrite, and analyze information.</p>					
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation. Enter a brief description of your action steps below:</p> <p>The administrators and Instructional Coaches have identified specific tasks and activities that will propel our staff towards academic success. We will administer a self-assessment of Focused Note Taking to certified staff prior to delivering our tiered professional learning. After analyzing the data from the self-assessment, we will develop and deliver Professional Learning to certified staff. In addition, we will support the implementation of Focused Note taking by conducting walkthroughs, providing constructive feedback, analyzing the data, and through the SMART coaching cycle.</p> <p>Action Step 1: Action Step 2: Action Step 3:</p>				<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: Tolbert & Forker (Admin) 2: AVID Site Team (C. Fassbender, Coordinator) 3: Instructional Coach: M.Skinner and Math Content Leader(s): M. Martin/Tonya Ward 4. Gifted Collaborator: Melanie Maxey</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	Begin	End	Resource	Source	Amount	
	Strategy PL (delivered October 10,	May 2020	Conference; CMP3 Update Training	Title I	\$10,000	
Evidence of Success (Then...)	Expected measurable outcome(s) for Cycle 2:				Cycle 2 Enter Assessment/Source	
	Expected measurable outcome(s) for Cycle 3:				Cycle 3 Enter Assessment/Source	
	Expected measurable outcome(s) for Cycle 4:				Cycle 4 Enter Assessment/Source	
Cycle Outcomes	Did you reach your measurable outcomes for Cycle 2:				Cycle 2 Reflection	
	Did you reach your measurable outcomes for Cycle 3:				Cycle 3 Reflection	
	Did you reach your measurable outcomes for Cycle 4:				Cycle 4 Reflection	

SCHOOL IMPROVEMENT FOCUS - SEL			
Hilsman Middle School			
SEL SMART Tree			
Greatest Area(s) of Need (GAN)		<p>Establishing a positive school culture is essential in a learning community. In order for students to be successful in their academics, it is imperative for students' social and emotional needs to be met. Our students need to feel safe, respected, and challenged in their classrooms. According to our school data, there has been increase in discipline referrals especially in regards to student incivility, physical altercations, and an increase of student absences. As a school, we are hoping to implement learning opportunities for our students to work not only with each other, but with a variety of teachers school-wide to provide all students with high engagement classrooms, respect towards self, peers, and teachers, and to ensure the safety of our learning community.</p> <p>It becomes clear that our students need opportunities to learn about how to self manage, and become more socially aware within their peer circles and when addressing adults throughout the building.</p> <p>Kids fighting, attendance issues, not treating each other with respect or fairly, students being disrespectful to adults and authority figures, students attending school not being fully prepared to learn, many students approach learning with a fixed mindset.</p>	
New Goal	School Indicators	School Measures	School Targets
<p>BY 2020, Hilsman Middle School will show growth towards developing a positive school culture that supports social emotional and academic learning, using results from the Georgia Student Health Survey.</p>	<p>Self - Management: the entire school community has and demonstrates skills to regulate emotions, thoughts, and behaviors to achieve personal and academic goals</p>	<p>GSHS (Mid/High) #36: Students at my school fight a lot.</p>	<p>By October of 5, 2018, we will collect baseline data via school based survey. Baseline Data _____</p> <p>By December of 2018, Students will show a 2% decrease in responses to GSHS Q# 36.</p> <p>By March of 2019, Students will show a 5% decrease in responses to GSHS Q# 36.</p> <p>Year 2 By October of 2019, Students will show a 7% decrease in responses to GSHS Q# 36.</p> <p>By December of 2019, Students will show a 9% decrease in responses to GSHS Q# 36.</p> <p>By March of 2020, Students will show a 10% decrease in responses to GSHS Q# 36.</p>
		<p>Attendance Data (Mid/High): % of students missing 10% or more of the school year for any reason: excused/unexcused/ suspensions</p>	<p>By 2019, Hilsman Middle School students will show a decrease in students missing 10 or more days of school from 11.98% to 10.24%.</p> <p>By 2020, Hilsman Middle School students will show a decrease in students missing 10 or more days of school from 11.98% to 8.5%.</p>
	<p>SOCIAL AWARENESS: The entire school community develops an awareness of the thoughts, feelings, and perspectives of others needed to establish and maintain positive relationships and demonstrate an awareness of cultural diversity. An awareness that school attendance impacts everyone.</p>	<p>GSHS (Mid/High) #36: Doing the right thing is important to me.</p>	<p>By October of 2018, we will collect baseline data via school based survey. By December of 2018, Students will show a 2% increase in responses to GSHS Q# 36 By March of 2019, Students will show a 5% increase in responses to GSHS Q# 36</p> <p>Year 2 By October of 2019, Students will show a 7% increase in responses to GSHS Q# 36 By December of 2019, Students will show a 9% increase in responses to GSHS Q# 36 By March of 2020, Students will show a 10% increase in responses to GSHS Q# 36</p>
		<p>GSHS (Mid/High) # 15: Students at my school treat each other with respect.</p>	<p>By October of 5, 2018, we will collect baseline data via school based survey.</p> <p>By December of 2018, Students will show a 2% increase in responses to GSHS Q#15 (M/H) and GSHS Q#10 (E).</p> <p>By March of 2019, Students will show a 5% increase in responses to GSHS Q#15 (M/H) and GSHS Q#10 (E).</p> <p>By October of 2019, Students will show a 7% increase in responses to GSHS Q#15 (M/H) and GSHS Q#10 (E).</p> <p>By December of 2019, Students will show a 9% increase in responses to GSHS Q#15 (M/H) and GSHS Q#10 (E).</p> <p>By March of 2020, Students will show a 10% increase in responses to GSHS GSHS Q#15 (M/H) and GSHS Q#10 (E).</p>
		<p>GSHS (Mid/High) #18: Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.</p>	<p>By December of 2018, Students will show a 2% increase in responses to GSHS Q#18 By March of 2019, Students will show a 5% increase in responses to GSHS Q#18</p> <p>By October of 2019, Students will show a 7% increase in responses to GSHS Q#18 By December of 2019, Students will show a 9% increase in responses to GSHS Q#18 By March of 2020, Students will show a 10% increase in responses to GSHS</p>

[Rough Narrative - Ideas](#)

[SEL SMART Tree](#)

[SEL Resource Menu](#)

[GA DOE Climate Survey](#)

Hilsman Middle School						
School Results Goal #1: SEL	<i>BY 2020, Hilsman Middle School will show growth towards developing a positive school culture that supports social emotional and academic learning, using results from the Georgia Student Health Survey.</i>			Cycle 1	<i>Enter Date of Approval</i>	
				Cycle 2	<i>Enter Date of Review</i>	
				Cycle 3	<i>Enter Date of Review</i>	
				Cycle 4	<i>Enter Date of Review</i>	
School-wide Strategy for Achieving this Goal	<p>Hilsman Middle School has selected Positive Behavior Intervention and Supports (PBIS) to achieve the SEL Goal. More specifically, Hilsman has used and will use school surveys, attendance, and discipline data to inform decision making for achieving SEL goals.</p> <p>According to the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), PBIS support schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups (PBIS.org/home).</p> <p>Hilsman staff and stakeholders will be inspired to commit to and implement this strategy based on the identified needs of staff and students in response to emperical and quantitative data. Staff and stakeholders will also be inspired to commit to implementing this stategy in response anticipate positive responses and behaviors within the school.</p>					
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation.</p> <p>Enter a brief description of your action steps below: Action Step 1: School based climate survey (10/5/18). Action Step 2: Professional Learning Sessions with Staff based on buidling Caring Climate Action Step 3: Advisement Sessions based survey data (1st: teachers w/ their grade levels, 2nd: teachers w/ respective houses; 3rd: to be determined) <i>List Additional Action Steps</i> Implementation of School Wide House System to promote positive relationships and decision making throughout the school. School, grade level, and house based incentives to promote postivie school culture.</p>			<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step: 1: Principal Tolbert 2: AP Forker 3: IC Skinner 4: Counselor Moore 5: All Teachers</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)
	Begin	End	Resource	Source	Amount	
	10/5/18	5/17/2020	Surveys, Lessons, Campus	School Based	Several	
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>			<i>Cycle 2 Enter Assessment/Source</i>		
	<i>Expected measurable outcome(s) for Cycle 3:</i>			<i>Cycle 3 Enter Assessment/Source</i>		
	<i>Expected measurable outcome(s) for Cycle 4:</i>			<i>Cycle 4 Enter Assessment/Source</i>		
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>			<i>Cycle 2 Reflection</i>		
	<i>Did you reach your measurable outcomes for Cycle 3:</i>			<i>Cycle 3 Reflection</i>		
	<i>Did you reach your measurable outcomes for Cycle 4:</i>			<i>Cycle 4 Reflection</i>		

[link](#)

[School Culture Survey](#) [HIL PBIS Timeline](#)