

Revisions:

<h2 style="text-align: center;">HMS Overall Short Term Action Plan 2018 - 2019</h2> <p style="text-align: center;"><i>SMART GOAL #3 Increase Professional Learning opportunities bi-weekly to include professional development of best practices in teaching and learning, and providing behavior management strategies to decrease classroom behavior issues by 8% for both 5th and 6th grade.</i></p>							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
HMS will increase Professional Development of Best Practices in teaching and learning with bi-weekly and monthly meetings	<p>Bi-Weekly Meetings during Planning Time</p> <ul style="list-style-type: none"> - Teachers will share strategies linked to best practices of teaching and learning - Analyze data from the following: <ul style="list-style-type: none"> - iLearn - Journeys - Collections - Ready Math - Moby Max - Reading Counts - Data Spreadsheets <p>Parent and Family Engagement Modules</p> <p>Department Meetings</p> <ul style="list-style-type: none"> - Review STAP - Review Smart Goals - Vision and Mission - TKES Best Practices 	FY19 Bi-weekly and monthly	Admin Teachers	iLearn Journeys Collections Ready Math Moby Max Reading Counts Data Spreadsheets TKES	<p>School Leaders Demonstrate:</p> <p>Collaboration with teachers to assist in best practices of teaching and learning</p> <p>Teachers Demonstrate:</p> <p>The ability to analyze the data to make adequate adjustments to differentiation of lesson plans and grouping of students</p>	<p>Sign In sheets documenting meetings</p> <p>TKES observations</p> <p>Students will show progress on weekly, 4 ½ and 9 week, semester, and EOY assessments</p> <p>Students will improve GMAS scores Overall</p> <p>GMAS overall score will increase to >60%</p>	
HMS will decrease classroom behavior incidents by 8% for both 5th and 6th grade by providing behavior management strategies to teachers and administration to support student learning.	<ul style="list-style-type: none"> ● RESA Trainings ● Sharing out behavior strategies ● TKES best practices 	FY19 Aug -May	Admin Teachers	<p>Classroom Observations</p> <p>Collaborative Meetings</p>	<p>Behavior Referrals decrease per 9 week</p>	<p>Decrease of 9 week behavior incidents</p> <p>Decrease of yearly behavior incidents by 8% for 5th and 6th grade.</p>	

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<p style="text-align: center;">HMS ELA Short Term Action Plan 2018 - 2019</p> <p style="text-align: center;"><i>SIP SMART GOAL #1 This year, 2018- 2019, 20% of our students in 5th and 6th grade will meet or exceed the target score of 3 on the Extended Writing portion of the GMAS by improving writing across the curriculum.</i></p>							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
The percentage of students in the remediate domain in Reading, Vocabulary, and language of the GMAS will decrease by 3%.	<ul style="list-style-type: none"> • Morning remediation • Do Now based on targeted needs 	5th-weekly 6th grade-every 4 weeks	Grade level teachers	Journeys and Collections Assessments and work samples	Journeys weekly tests data Collection Unit Assessment data GMAS	Students will show progress on weekly Journeys tests and Collection Unit tests. Students will improve GMAS scores in Reading, Vocabulary, and Language	
20% of student will meet or exceed the target score of 3 on Extended Writing of the GMAS by writing across the curriculum.	<ul style="list-style-type: none"> • Writing across the curriculum • Journeys and Collections Performance Assessments • Journeys and Collections Performance Tasks • GCA Writings • School Wide Writing Meetings • Student models & State Rubrics 	Weekly Selection based writings Performance Assessment- every 9 weeks November- GCA	Grade level teachers	Journeys and Collections Performance Assessments and Tasks. GCA Data	Journeys and Collections Performance Assessment and Tasks Data GCA Data GMAS	Students will show progress within the Journeys and Collections selection based writings and Performance Assessments Students will meet or exceed the target score of level 3.	

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<h2 style="text-align: center;">HMS Math Short Term Action Plan 2018 - 2019</h2> <p style="text-align: center;"><i>SIP SMART GOAL #2 Increase cognitive demand of tasks with rigor, comprehension, and analytical thinking by increasing content mastery by 5% in each domain area on the Spring 2019 GMAS while increasing students passing with proficient and distinguished levels by 5%.</i></p>							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
HMS math educators will increase fluency in the areas of number sense/system with Math Facts by completing 80% of the Moby Max and/or Ilearn Fluency modules/lessons	Students will work towards completion of number sense/system modules using the following tools/strategies: <ul style="list-style-type: none"> - weekly technology days - Moby Max - Ilearn - Morning Remediation - Bi-Weekly Fact Drills/Fact Practice 	May 2018	5th and 6th grade teachers HMS students EIP Math Instructors	Iknow Data Moby Max Data Bi-weekly fact drills/practices work samples Progress monitoring data reports	Teachers Demonstrate: Weekly technology days in order to utilize programs. Implementation of biweekly data reports to track progress. Students Demonstrate: 80% mastery of Moby Max fluency by May 2019.	<ul style="list-style-type: none"> • Improve fluency by 10% every 2 weeks. • Completion of number sense/system Moby Max and/or Ilearn Fluency modules/lessons 	
HMS math educators will decrease the number of students scoring a level 1 on the Spring GMAS 2019 by 5% and increase the number of students scoring a	<ul style="list-style-type: none"> • Educators will continue to incorporate higher DOK questions in math instruction through the use of performance tasks, formative 	April 2018	5th and 6th grade teachers HMS students	Performance on tasks READY common assessments GMAS data	Teachers Demonstrate: Weekly technology days in order to utilize programs.	<ul style="list-style-type: none"> • Improve performance by 10% on each Iknow Test • Improvement in both GMAS 	

<p>level 3 on the Spring GMAS 2019 by 5% by increasing the cognitive demand of the task (rigor) by implementing Ready Math, ILearn and Moby Max curriculum programs.</p>	<p>assessments, READY Common Assessments, READY curriculum</p> <ul style="list-style-type: none"> ● Teachers will utilize technology as an instructional tool in order to provide differentiated instruction. <ul style="list-style-type: none"> ○ Moby Max ○ Google Classroom ○ Ilearn ○ READY interactive tutorials ○ Illuminate 				<p>Implementation of biweekly data reports to track progress.</p> <p>Spiral reviews starting in September.</p> <p>Increase student exposure to real world content.</p> <p>Students Demonstrate:</p> <p>Move 5% of students from level 1 to level 2 in Number Sense/System, Geometry, and Fractions(5th)</p>	<p>scores and student growth.</p>	
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<p style="text-align: center;">HMS Science Short Term Action Plan 2018 - 2019</p> <p style="text-align: center;"><i>SIP SMART GOAL #2 Increase cognitive demand of tasks with rigor, comprehension, and analytical thinking by increasing content mastery by 5% in each domain area on the Spring 2019 GMAS while increasing students passing with proficient and distinguished levels by 5%.</i></p>							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
<p>HMS Science Educators will improve the rigor of cognitive demand by incorporating multiple instructional activities to increase the GMAS Science Performance Indicator by 8% in 5th grade</p>	<p>Incorporate the use of writing in science journals/writing folders on a weekly basis using GO FAR Task, inclusion of constructed response questions on each common assessment, construct an argument to support science concept/concepts(refer Evidence of Learning science framework), and inclusion of writing summaries for each lab experiences.</p> <p>Enhance reading skills and vocabulary with the use of non-fiction text in content area by using close reading strategies, incorporating vocabulary games with technology(Kahoot, Quizlet, Quizizz, Flocabulary, Picture Perfect Science), and the use of SWAGulary/SWAG daily.</p>	<p>Actions will be implemented weekly.</p> <p>Illuminate tests will be taken at the end of each unit.</p>	<p>HMS 5th and 6th grade students and teachers</p>	<p>Common assessments</p> <p>Science Journals</p> <p>Instructional Rounds</p> <p>Science Units using 5-E model</p> <p>GMAS science assessment</p> <p>EIE units Formative Probe Assessments</p> <p>I-Claim statements</p> <p>Google Form Reports, lexile reports,</p>	<p>Students will show a consistent improvement in cognitive development in Science Journals</p> <p>GMAS scores at the end of 18/19 school year</p>	<p>improvement of MobyMax and Illuminate assessments</p>	

	<p>Utilized the Blended Learning Rotation Model to provide differentiated instruction using resources such as Mobymax, Quizizz, Kahoot, Quizlet, and Google Classroom, Google Forms, and Flocabulary.</p> <p>Extract, create, and interpret data taken from lab experiences and given charts/graphs to better link the standard to real world scenarios.</p> <p>Incorporate the use of a performance based assessment each unit of study to determine the student's knowledge of the standards.</p> <p>Incorporate the use of common summative assessments to determine the student's knowledge of the standards.</p>			<p>illuminate, lab reports, formative discussions, MobyMax reports, etc.</p> <p>Formative scores, interactive notebooks, daily grades</p>			
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<p style="text-align: center;">HMS Social Studies Short Term Action Plan 2018 - 2019</p> <p style="text-align: center;"><i>SIP SMART GOAL #1 This year, 2018- 2019, 20% of our students in 5th and 6th grade will meet or exceed the target score of 3 on the Extended Writing portion of the GMAS by improving writing across the curriculum.</i></p>							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
Smart Goal: Increase GMAS scores in 5th and 6th Grade ELA writing by 5% to create total of 20% level 3 achievers	5th and 6th grade will implement 1 Data Based Question (DBQ) each 9 weeks to correlate with the standards.	1 per 9 weeks	5th and 6th grade SS teachers	Rubric Scores Common Assessment Scores in Illuminate GMAS ELA Scores	Increase in GMAS scores in ELA Writing by 5%	<ul style="list-style-type: none"> ● Improved rubric scores- 1 per 9 weeks ● Improved common assessment scores- Illuminate and Studies Weekly totalling 4 tests ● Improved GMAS scores and student growth 	
Smart Goal: 5th Grade scores on SS GMAS will increase by 7%.	Studies Weekly Program	Daily work and Weekly assessments	5th Grade Teachers	Common Assessment scores Daily assignments	Increase in GMAS scores by 7%	Daily Studies Weekly work and weekly assessment	

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