

Revision Dates:

<b>Hutto Middle School</b> <b>Overall Action Plan 2017 -2018</b>							
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
<p><b>Current Reality:</b>                      Last year, 2016-2017                      - 4% of our students in 5<sup>th</sup> grade reached the proficient score of 3 for Narrative Writing.                      - 19% of our students in 6<sup>th</sup> grade reached the proficient score of 3 for Narrative Writing.</p> <p><b>Smart Goal:</b>                      This year, 2017-2018                      - 40% of our students in 5<sup>th</sup> grade will meet or exceed the target score of 3 on the Narrative Writing portion of the GMAS by improving writing across the curriculum</p>	Increase cognitive demand of tasks, implement effective teaching strategies, utilize technology as an instructional strategy, and implement new GSE.	October 2017	Grade level Teachers	Student Writing Samples  Teacher Rubrics  GMAS  GCA	Students' scores increase to proficient by 36% in 5 <sup>th</sup> grade, 21% in 6 <sup>th</sup> grade in Narrative Writing in 2017-18 school year.  GCA scores  Constructed responses rubrics  Common assessments scores	Students will improve GMAS scores in all subject areas, and constructed responses on formative assessments, and GCA scores.	

<p>- 40% of our students in 6<sup>th</sup> grade will meet or exceed the target score of 3 on the Narrative Writing portion of the GMAS by improving writing across the curriculum</p>						
<p>Smart Goal: HMS staff will increase cognitive demand of task with rigor, comprehension, and analytical thinking by increasing content mastery by 15% in each content area on the GMAS, while increasing students passing with Proficient or Distinguished by 10%.</p>	<p>Subject specific action plans based on data and needs of students, Blended Learning, STEM and tracking.</p>	<p>April 2018</p>	<p>Grade Level Teachers</p>	<p>Formative Assessments GMAS data Instructional Rounds Program assessment Common assessments</p>	<p>CCRPI Performance indicators will increase by 15% per content area.  CCRPI Performance indicator for students scoring Proficient/Distinguished will increase by 10%.</p>	<p>Students will improve on checkpoint scores and GMAS scores, common assessments, and formative assessment.</p>
<p>Smart Goal: HMS staff and administration will work to increase student</p>	<p>Review attendance reports, increase communication with parents, recognition of perfect attendance,</p>	<p>May 2018</p>	<p>Administration Teachers</p>	<p>CCRPI score Monthly Attendance Reports</p>	<p>Student attendance on CCRPI increases by 5%</p>	<p>Increase CCRPI score and increase academic achievement</p>

attendance by 5 % for the overall school year	implement attendance meetings				Monthly comparison data of attendance from 2016-17 school term	
Smart Goal: HMS administration will increase faculty and staff professional development training satisfaction rating by 9%.	Provide ongoing and relevant professional learning opportunities, book study, and provide support for staff.	Ongoing for the 2017-18 school year May 2018	Administration District Leadership	Implementati on of new programs GMAS data Instructional Rounds	School needs assessment survey indicates an increase of at least 9% for faculty and staff professional development satisfaction.	Improve or maintain highly qualified staff, and enhanced effective teaching for improved student growth
Notes and Revision:						

Revision Dates:

## Hutto Middle School// ELA Department Action Plan 2017 -2018

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
<p>Smart Goal: The HMS ELA Educators will improve comprehension and analytical thinking skills by decreasing students scoring Level I on the GMAS by 15% by increasing Lexiles scores through monitoring, and increasing EOY Benchmark scores by 5%.</p>	<p><b>Increase rigor and cognitive demand of learning tasks by using:</b></p> <ul style="list-style-type: none"> <li>• Higher order questioning</li> <li>• Student-led literature circles</li> <li>• Higher lexile-leveled reading passages for annotation</li> </ul> <p><b>Implement the following strategies for increased comprehension:</b></p> <ul style="list-style-type: none"> <li>• <b>Notice &amp; Note Signposts</b></li> <li>• UNRAVEL</li> <li>• Context Clues</li> <li>• Text-dependent questioning</li> <li>• Progress monitoring of</li> </ul>	<p>On-Going each 9 week period</p> <p>April 2018 May 2018</p>	<p>5<sup>th</sup> and 6<sup>th</sup> ELA Teachers</p>	<p>Lesson Plans</p> <p>Illuminate</p> <p>Student Growth Data</p>	<p>Students scoring Level 1 will decrease by 15%, consistent improvement on Lexiles scores throughout each 9 week period, and EOY benchmark scores with increase by 5%</p> <p>PB assesment</p>	<p>Improve comprehension and analytical thinking skills as evidenced by</p> <p>Improve program assessment scores</p> <p>Improved GMAS scores and student growth</p> <p>Increase in Lexile scores</p> <p>Increased participation in AR</p> <p>Increase in fluency rates</p> <p>Monitoring through:</p> <ul style="list-style-type: none"> <li>- Collections</li> <li>- Journey’s Assesments</li> </ul>	

	<p>Lexiles, AR records, and fluency checkouts (fluency-Journeys, Read 180 &amp; System 44)</p> <p><b>Implementation of Collections Y1 and Journeys Y2</b></p>					<ul style="list-style-type: none"> <li>- Quarterly RI student growth Reports</li> <li>- Read 180</li> <li>- System 44</li> <li>- RI Student Growth</li> <li>- GMAS scores and student growth</li> <li>- MobyMax</li> </ul>	
<p>Smart Goal: HMS will engage in work to improve student writings scores by</p> <ul style="list-style-type: none"> <li>- 40% of our students in 5<sup>th</sup> grade meeting or exceeding the target score of 3 on the Narrative Writing portion of the GMAS by improving writing across the curriculum</li> <li>- 40% of our students in 6<sup>th</sup> grade meeting or exceeding the target score of 3 on the Narrative Writing portion of the GMAS by</li> </ul>	<p><b>Increase level of rigor in writing assignments in each type of writing</b></p> <p><b>5th grade:</b> narrative, opinion, informative, constructed responses</p> <p><b>6th grade:</b> narrative, argumentative, informational/expository, constructed responses</p> <ul style="list-style-type: none"> <li>• Professional learning- Building a Culture of Writing/RESA- Nancy Slocomb</li> <li>• GMAS data review of levels</li> <li>• Use of GMAS writing exemplars</li> </ul>	<p>GCA Writing October 2017</p> <p>GMAS April 2018</p>	<p>5<sup>th</sup> and 6<sup>th</sup> grade ELA/Writing Teachers</p>	<p>Common Assessment</p> <p>GCA Writing Assessment</p> <p>GMAS scores in Writing</p> <p>Lesson Plans</p>	<p>Students' scores increase to proficient by 36% in 5<sup>th</sup> grade, 21% in 6<sup>th</sup> grade in Narrative Writing in 2017-18 school year.</p>	<p>Improved common assessment scores</p> <p>Improved GMAS scores</p> <p>Improved writing across the curriculum</p>	

<p>improving writing across the curriculum</p>	<p><b>Increase level of task in writing prompts</b></p> <ul style="list-style-type: none"> <li>● use multi-step prompts</li> <li>● use higher level DOK questions (explain, analyze, create)</li> <li>● GCA practice writing assesslets</li> </ul> <p><b>Implementation of the following</b></p> <ul style="list-style-type: none"> <li>● graphic organizers</li> <li>● GCA practice writing assessments</li> <li>● Student-friendly rubrics for self-assessment (Co-created rubrics)</li> <li>● Align all county rubrics with state writing rubrics</li> <li>● Review Journeys writing lessons</li> </ul>					
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Revision Dates:

## Hutto Middle School// Math Department Action Plan 2017 -2018

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
<p>Smart Goal: The HMS math educators will increase fluency in the areas of number sense with Math Facts and Place Value by increasing time in iLearn where each student completes 80% of Thinkfast and a 100% completion of Place value modules in MobyMax.</p>	<ul style="list-style-type: none"> <li>● Students will work towards mastery of number sense using:                             <ul style="list-style-type: none"> <li>● Thinkfast (iLearn)</li> <li>● MobyMax Fact Fluency</li> <li>● MobyMax Place Value Modules (4<sup>th</sup> and 5<sup>th</sup> grades as a pre-requisite) Morning math remediation will be provided for those students who do not score 85% or better in the MobyMax place value modules.</li> </ul> </li> <li>● Utilize technology as an instructional strategy in order to provide remediation/acceleration as needed using:                             <ul style="list-style-type: none"> <li>● iLearn</li> </ul> </li> </ul>	Ongoing per nine week period	Computer Lab Teachers 5 <sup>th</sup> and 6 <sup>th</sup> grade Math teachers	Thinkfast reports from iLearn  Moby Max Reports	<ul style="list-style-type: none"> <li>● ThinkFast reports (iLearn)</li> <li>● Student performance on state tasks, formative assessment lessons, and classroom observations</li> <li>● Common assessments</li> <li>● GMAS data iKnow data</li> </ul>	<ul style="list-style-type: none"> <li>● Completion of the ThinkFast program by at least 80% of the students at HMS</li> <li>● Completion of the Place Value Modules in MobyMax</li> <li>● Improved common assessment scores</li> <li>● Improvement in both GMAS Scores and student growth</li> <li>● Improvement in both iKnow scores and student growth</li> </ul>	

	<ul style="list-style-type: none"> <li>• Thinkfast</li> <li>• MobyMax</li> </ul>					Online practice for GMAS (typing constructed)	
<p>Smart Goal: HMS Math educators will decrease the number of students scoring a level 1 on the GMAS by 15% and increase the number of students scoring a level 3 on the GMAS by 10% by increasing the cognitive demand of the task (rigor).</p>	<ul style="list-style-type: none"> <li>• Continue to incorporate higher DOK questions in math instruction through the use of performance tasks, formative assessment lessons, quick writes and GOFAR (levels 3-5) questions (a minimum of three per 9 weeks)</li> <li>• Utilize technology as an instructional strategy in order to provide differentiated instruction:                             <ul style="list-style-type: none"> <li>• iLearn</li> <li>• MobyMax</li> <li>• Google classroom</li> <li>• Khan Academy</li> <li>• Learnzillion</li> </ul> </li> </ul>	<p>April 2018</p> <p>May 2018</p>	<p>5<sup>th</sup> and 6<sup>th</sup> grade Math teachers</p>	<p>Performance on Tasks</p> <p>Common Assessments</p> <p>GMAS Data</p> <p>iKnow Data</p> <p>Formative Assessments</p>	<ul style="list-style-type: none"> <li>• Performance on state tasks and formative assessment lessons</li> <li>• Common assessments</li> <li>• GMAS data iKnow data</li> </ul>	<ul style="list-style-type: none"> <li>• Improved performance on state tasks and formative assessment lessons</li> <li>• Improved common assessment scores</li> <li>• Improvement in both GMAS Scores and student growth</li> <li>• Improvement in both iKnow scores and student growth</li> </ul> <p>Online practice for GMAS (typing constructed responses, entering numerical answers, using a calculator, etc)</p>	



Revision Dates:

**Hutto Middle School//Science Department**  
**Action Plan 2017 -2018**

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
Smart Goal: HMS Science educators will improve the rigor of cognitive demand by incorporating multiple instructional strategies to increase the GMAS Science Performance on Indicator by 8% in 5 <sup>th</sup> grade and 10% in 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>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.</li> <li>Enhance reading skills and vocabulary with the use of non-fiction text in</li> </ul>	April 2018	HMS 5 <sup>th</sup> and 6 <sup>th</sup> grade Science Teachers	Common Assessments  Science Journal  Instructional Rounds  Science Units using 5 E Model  GMAS Science Assessment  EIE units	Students will show consistent improvement in cognitive development in Science journals.  Students will increase GMAS scores by 8% in 5 <sup>th</sup> grade and 10% in 6 <sup>th</sup> grade.	Students will improve GMAS Science and School Assessments scores.	

	<p>content area by using close reading strategies, incorporating vocabulary games with technology (Kahoot, Quizlet, Quizizz, Flocabulary, Picture Perfect Science), and the use of Spiral Review.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Extract, create, and interpret data taken from lab experiences and given charts/graphs to better link the standard to real world scenarios.</li> <li>● Incorporate the use of a performance based assessment each unit of study to determine the student’s knowledge of the standards.</li> <li>● Incorporate the use of common summative assessments to</li> </ul>			<p>Formative Probe Assessments</p>			
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	determine the student's knowledge of the standards.						
Smart Goal: HMS Science educators will improve the rigor of instruction to increase the average performance score on the formative post assessment by 10% in 5 <sup>th</sup> grade and 12% in 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>• Reevaluate common summative assessments to ensure high level questions are included that are correlated to the new GSE.</li> <li>• Reevaluate labs to blend multiple GSE standards to ensure cognitive demand of tasks within each lab.</li> <li>• Professional Development on new GSE: Crosscutting concepts, Scientific and Engineering practices, and Disciplinary Core Ideas.</li> </ul>	May 2018	HMS 5 <sup>th</sup> and 6 <sup>th</sup> grade Science Teachers	Common Assessments  GMAS Science Assessment  Instructional Rounds	Students will show an increase in scores on the Formative Post Assessment by 10% in 5 <sup>th</sup> grade and 12% in 6 <sup>th</sup> grade.	Students will improve School assessment scores and GMAS Science scores	

Revision Dates:

## Hutto Middle School//Social Studies Department Action Plan 2017 -2018

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress	Table
Smart Goals: HMS SS educators will improve rigor of instruction by increasing scores on the SS GMAS by 7% in 5 <sup>th</sup> grade and 19% in 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>Utilize graphic organizers to help students organize information and make connections with content.</li> <li>Reevaluate common assessments to ensure high level questions are included that are correlated to the new GSE.</li> <li>GOFAR high level tasks (levels 3-5)</li> <li>Inquiry-Based Instruction: 1 DBQ or Social Studies Lab per 9 weeks will be used which will require students to analyze and respond to</li> </ul>	April 2018	5 <sup>th</sup> and 6 <sup>th</sup> grade SS teachers	Rubric Scores  Common Assessment Scores  GMAS Social Studies Scores  Formative Assessment  EIE units	Students will increase GMAS Social Studies scores by 7% in 5 <sup>th</sup> grade and 19% in 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>Improved rubric scores</li> <li>Improved common assessment scores</li> <li>Improved GMAS scores and student growth</li> <li>Improved Formative Assessment scores and student growth</li> </ul>	

	<p>multiple documents in order to produce a high-level product.</p> <ul style="list-style-type: none"> <li>● Instructional Units/Frameworks will be used to require students to complete high DOK tasks.</li>   <li>● Professional Development on New GSE:             <ol style="list-style-type: none"> <li>1. Teacher Notes</li> <li>2. Content Screencasts</li> <li>3. Video Dictionary</li> <li>4. Virtual Specialists</li> <li>5. Instructional Activity Screencasts</li> <li>6. Online Instructional Activities</li> </ol> </li>   <li>● Enhanced Instruction with Technology:</li> <li>● Students will create content-specific digital products such as Power Points, Prezis, PowToons,</li> </ul>						
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	<p>Google Slides, and Websites</p> <ul style="list-style-type: none"> <li>Students will utilize online articles, webquests, interactive websites (i.e. Brainpop, Hands-On Banking), and Discovery Education to increase understanding and conduct research on standard-specific content.</li> </ul> <p>Utilize Blended Learning Rotation Model to provide differentiated instruction using resources such as MobyMax, Quizzit, Kahoot, Quizlet, and Google Classroom.</p>						
<p>Smart Goal: HMS SS educators will improve students literacy skills by increasing the average formative post assessment score by 3% in 5<sup>th</sup> grade and 6% in 6<sup>th</sup> grade.</p>	<ul style="list-style-type: none"> <li>Utilize strategies such as the Close Reading Strategy, UNRAVEL, Frayer Model, graphic organizers, technology (Google Classroom), DBQ Process, and Inquiry-Based Instruction</li> </ul>	<p>May 2018</p>	<p>HMS 5<sup>th</sup> and 6<sup>th</sup> grade teachers</p>	<p>Constructed Response rubric scores</p> <p>Common Assessments</p> <p>GMAS Social Studies scores</p>	<p>Students will increase by an average score of 3% in 5<sup>th</sup> grade and 6% in 6<sup>th</sup> grade on the formative post assessment.</p>	<ul style="list-style-type: none"> <li>Improved common assessment scores</li> <li>Improved Social Studies GMAS scores</li> </ul>	

	<p>with Social Studies Labs and Instructional Units/Frameworks</p> <ul style="list-style-type: none"> <li>● Utilize Teacher-Created Materials Leveled Readers to provide differentiated instruction using non-fiction text.</li> <li>● Incorporate daily writing through the use of journals.</li> <li>● Differentiated Paired Passages with GMAS format assignments</li> <li>● Integrate primary documents into instruction to improve understanding of the content</li> <li>● Differentiate instruction by providing leveled articles based on individual Lexile scores</li> </ul>			<p>Formative Assessment</p>		<p>and student growth</p> <ul style="list-style-type: none"> <li>● Improved Formative Assessment Scores and student growth</li> <li>● Improved Rubric Scores</li> </ul>	