



# CONTINUOUS SCHOOL IMPROVEMENT

**Student Performance Goal #1:**

Locust Grove Middle School will increase the percentage of students in grades 6 through 8 scoring proficient and above on the 2020 Georgia Milestones End-of-Grade assessment in English Language Arts from 40% to 50%. Additionally, we will increase the percentage of students reading on or above grade level in 6th grade from 56% to 61%, in 7th grade from 78% to 83%, and 8th grade from 74% to 80%.

**HCS Strategic Priority:**

*Strengthen our core business of student learning.  
Ensure a high performing environment for all students.*

**HCS Core Beliefs and Commitments:**

*We believe each student can learn at or above grade level and will have an equal opportunity to do so.  
Each student will learn at or above grade level and have an equal opportunity to do so.*

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Implement systematic collaborative planning structures and processes to ensure teachers are planning, developing assessments, and analyzing assessment results to guide instruction and improve student outcomes.	Teachers will collaboratively plan and develop lesson plans to ensure high levels of learning, alignment and balance of instruction to standards are within each lesson.		Feedback on Collaborative planning documents per unit.  Data Analysis protocols- Formative & Summative Assessments  Admin attendance at collaborative planning meetings



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Utilize Henry Units of Study which include instructional strategies and embedded core resources.	Students will learn at high levels and be taught utilizing appropriate grade level content and resources.	Training on HMH resource Henry Units of Study MAP report review/update	Collaborative Planning document review. 5X5 Walkthroughs Data Analysis Protocol Review Quarterly review of MAP Growth & Projected Proficiency Reports
Implement a balanced assessment system to include formative and summative assessments/performance tasks aligned to standards to monitor learning and guide instruction.	Students will be given both formative, summative assessments/performance tasks throughout each unit. Students will be able to track and monitor their progress toward mastery of the standard.	Review balance assessment system Review district formative assessment structure	Formative/Summative Assessment within planning documents.  District-provided weekly and &biweekly assessment results throughout each unit (Illuminate)
Utilize processes, practices, and protocols to collaboratively analyze assessment results to inform instruction and plan for remediation and acceleration.	Teachers will analyze student work and student progress to improve student outcomes. This data will allow teachers to accelerate or remediate learning based on	Illuminate Report review/update Continue with protocols	Data Analysis protocols- Formative & Summative Assessments LASW protocols for performance tasks



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Implement a balanced literacy framework to include application of reading and writing strategies throughout units of study across all content areas.</p>	<p>student need. Teachers will discuss next steps for students.</p> <p>Students will increase their reading comprehension and writing within each content area.</p>	<p>Math-annotating word problems, anticipation guide, think aloud, vocabulary, constructed response writing</p> <p>ELA-RACE, close reading strategy, constructed and extended response, vocabulary, anticipation guide</p> <p>Science-technical reading, analyzing charts and graphs, SS-analyzing primary and secondary resources, document based questions</p>	<p>Unit/lesson plans</p> <p>5x5</p> <p>formal/informal walkthroughs</p>



# CONTINUOUS SCHOOL IMPROVEMENT

**Student Performance Goal #2:**

Locust Grove Middle School will increase the percentage of students in grades 6 through 8 scoring proficient and above on the 2020 Georgia Milestones End-of-Grade assessment in Mathematics from 30% to 40%.

**HCS Strategic Priority:**

Strengthen our core business of student learning.  
Ensure a high performing environment for all students.

**HCS Core Beliefs and Commitments:**

*We believe each student can learn at or above grade level and will have an equal opportunity to do so.  
Each student will learn at or above grade level and have an equal opportunity to do so.*

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Implement systematic collaborative planning structures and processes to ensure teachers are planning, developing assessments, and analyzing assessment results to guide instruction and improve student outcomes.	Teachers will collaboratively plan and develop lesson plans to ensure high levels of learning, alignment and balance of instruction to standards are within each lesson.		Feedback on Collaborative planning documents per unit. Data Analysis protocols-Formative & Summative Assessments Admin attendance at collaborative planning meetings
Utilize Henry Units of Study which include instructional strategies and embedded core resources	Students will learn at high levels and be taught utilizing appropriate grade level content and resources.	Training on HMH resource Henry Units of Study MAP report review/update	Collaborative Planning document review. 5X5 Walkthroughs



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
			Data Analysis Protocol Review Quarterly review of MAP Growth & Projected Proficiency Reports
Implement a balanced assessment system to include formative and summative assessments/performance tasks aligned to standards to monitor learning and guide instruction.	Students will be given both formative, summative assessments/performance tasks throughout each unit. Students will be able to track and monitor their progress toward mastery of the standard.	Review balance assessment system Review district formative assessment structure	Formative/Summative Assessment within planning documents.  District-provided weekly and &biweekly assessment results throughout each unit (Illuminate)
Utilize processes, practices, and protocols to collaboratively analyze assessment results to inform instruction and plan for remediation and acceleration.	Teachers will analyze student work and student progress to improve student outcomes. This data will allow teachers to accelerate or remediate learning based on student need. Teachers will discuss next steps for students.	Illuminate Report review/update Continue with protocols	Data Analysis protocols- Formative & Summative Assessments LASW protocols for performance tasks



# CONTINUOUS SCHOOL IMPROVEMENT

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Implement weekly math strategies/skill building (reading, writing, and vocabulary) through flextime to meet the needs of all students.</p>	<p>Students will improve their math numeracy and fluency. Lexile growth will be tracked and monitored for each student using MAP and weekly formative and summative assessments.</p>	<p>Reciprocal teaching, annotating word problems,</p>	<p>Bi Weekly Formative Observations MAP Growth &amp; Projected Proficiency Weekly assessment results</p>



# CONTINUOUS SCHOOL IMPROVEMENT

**Student Performance Goal #3:**

Locust Grove Middle School will increase the percentage of Students with Disabilities meeting CCRPI performance targets in Math from 26.17% to 30%.

**HCS Strategic Priority:**

Strengthen our core business of student learning.  
Ensure a high performing environment for all students.

**HCS Core Beliefs and Commitments:**

*We believe each student can learn at or above grade level and will have an equal opportunity to do so.  
Each student will learn at or above grade level and have an equal opportunity to do so.*

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Provide differentiated and specialized instruction during an ESE math support class.	Support students in building their math skills and gaps in prior learning.	Math specific instructional strategies ESE instructional practices and support	formal/informal observation unit/lesson plans
Use formal and informal observation structures to ensure effective instructional strategies are being utilized in all classrooms to meet the needs of students with disabilities.	Students will receive timely feedback as to their progress of growth and mastery of the standards.	Training on active monitoring	weekly tracking sheets formal/informal observation
ESE teachers will use explicit instruction during ESE math classes.	Students will be taught at high levels and held accountable for their work.	Training/Refresher on explicit instruction	Illuminate assessments



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Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
	They will receive timely feedback on their progress.		Formal/informal observations Individual teacher conferences with feedback
ESE teachers will use scaffolding to support students.	Students will receive continued support on standards not mastered throughout the learning process.	Training/Refresher on scaffolding techniques	Formal/informal observations Individual teacher conferences with feedback