Focus Area 3: Student Achievement

Horace Mann Middle School will show growth in reading for all students with an emphasis on African American males. Teachers will collaborate in PLCs to research instructional strategies, create assessments, disaggregate data, differentiate lessons, and solicit parental involvement. The school has ten initiatives and programs underway to target this goal which includes an all male book club, a new Read 180 course, an afterschool program, and Literacy Night. Moreover, teachers are required to have two professional growth plans, one of which will focus on this goal. The school will continue to use the leadership team to identify instructional strategies to achieve this goal. With collaboration from the Little Rock School District (LRSD) administration and the school leadership team, a focus on disciplinary literacy and Webb's depth of knowledge (DOK) were implemented in the 2017-18 academic year. These will be an on-going focus for the 2018-19 school year. After each ACT Aspire interim, the leadership team analyzes the data for mastery of standards. The backward design model was implemented to create, reteach, and differentiate lessons.

We will use a continuous improvement cycle-- plan, do, and check-- to implement additional practices that are intended to improve student achievement and growth. Our timeline for implementing and monitoring our practices will be developed in Indistar. Classroom observations of researched-based reading strategies will also be used to monitor the progress.

Identified indicators include the following:

- FE11: The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.

- IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

- IF03: Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.

- IF11: The school provides all staff high quality, on-going, job-embedded, and differentiated professional development.

- IG01: Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.

- IID04: The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.

<u>Professional Development</u>:

Teachers will need ongoing training in DOK and Disciplinary literacy. Our school level data will determine the professional learning needs for our staff. The data sources include but are not limited to teacher surveys, student achievement data, and observations.

<u>Evaluation</u>:

We will monitor our implementation regularly by reviewing school data and monitoring the indicators using Indistar and the Shared Leadership Assessment Tool. Other tools to measure the achievement of this goal include ACT Aspire scores, the school's ESSA report, and Read 180 reports.