

 **VISION**

To prepare every student to thrive, adapt, and lead in an ever-changing world.

 **MISSION**

Empowering Every Learner, Every Day.

 **BELIEFS**

W.S. Hornsby Middle School believes that:
· student learning should be the chief priority of the school and should be the focus of all decisions;
· all students have the ability to learn and should be provided with a variety of instructional approaches and media and technology to support their individual learning styles;
· each student is a valued individual whose self-esteem and overall success is enhanced by positive relationships and mutual respect;
· students should demonstrate their understanding of essential knowledge and skills as well as be actively involved in solving problems and producing quality work;
· positive values, ethics and character should be incorporated into the classroom and modeled by educators to create well-rounded citizens;
· teachers, administrators, staff, parents, students and the community share the responsibility for advancing the school's mission

	Student Achievement: Literacy	Student Achievement: Math	Chronic Absenteeism	Student Achievement of Special Education students
 OBJECTIVE	By May 2027, 80% of ELA teachers at W. S. Hornsby Middle School will consistently implement evidence-based literacy strategies (e.g., explicit vocabulary instruction, close reading, and text-based writing), as evidenced by walkthrough and coaching data, resulting in at least a 10-percentage-point increase in students meeting or exceeding proficiency on the GMAS ELA assessment and a 10% increase in growth on the DRC Beacon assessment. .	By May 2027, the school will increase the percentage of students scoring at the Developing level or higher on the GMAS Math assessment from 26% to 36% through implementing evidenced-based mathematics strategies.	By May 2027, decrease the number of students who are chronically absent from 49.05% to 35.05% as measured by monthly attendance data and end of the year attendance reports.	By May 2027, 80% of students in the special education program will demonstrate one year's growth in reading and math as measured by iReady through the implementation of targeted intervention and differentiated instruction.
 CRITICAL INITIATIVES	- Implement small group differentiated instruction during ELA instructional and intervention blocks. - Increase student Literacy skills utilizing Science and Social Studies teachers, focusing on vocabulary and comprehension. (RACE, Gum Chart) - Participate in professional learning on high-impact strategies that increase literacy growth and knowledge, fostering a culture of shared responsibility for reading achievement.	- Monitoring the implementation of Tier 1 instruction through the use of math learning plans and manipulatives. - Strengthen Data-Driven Instruction during Collaborative Planning through explicit instruction surrounding lesson plans, assessments, instructional strategies, and modeling lessons with feedback. - Implement small group instruction to target specific needs of students during intervention block and grade level instruction.	- Monitor students with chronic absenteeism with fidelity to document the decrease in the number of absences among students and teachers. - Utilize the PBIS framework to create a positive school culture that promotes regular attendance, increases student engagement, and reduce chronic absenteeism of teachers and students. - Improve communication with stakeholders to bring awareness to the attendance concerns and plan to address the issues. - Utilize Communities in Schools to identify targeted student groups to support and monitor with chronic absenteeism or at-risk attendance patterns.	- Monitor the implementation of Corrective Reading and math interventions based on individual student diagnostic and progress monitoring data. - Provide and monitor professional learning on differentiated instruction and high-impact reading and mathematics strategies for students with disabilities. - Monitor student growth and progress.
 INTENDED OUTCOMES	- Students will receive targeted support based on individual learning needs and assessment data. - Students will improve reading comprehension, vocabulary development, and written responses across content areas. - Teachers will consistently implement literacy strategies across all content areas.	- Teachers will consistently deliver standards-based math instruction aligned to grade-level rigor and student learning targets. - Teachers will use assessment data to identify learning gaps and adjust instruction and interventions to improve student performance. - Students will receive targeted remediation and skill-based support to address identified math deficits.	- Attendance trends will be consistently monitored to identify concerns and reduce absenteeism among students and staff. - Students will be motivated to improve attendance through consistent recognition and incentives. - Families and stakeholders will have increased awareness and involvement in supporting student attendance. - Identified students will receive targeted support and monitoring to improve attendance habits.	- Students with disabilities will receive targeted reading and math interventions based on CR initial assessments and identified math skill deficits. - Teachers will demonstrate increased knowledge of implementation of evidence-based instructional and intervention strategies. - Teachers will regularly monitor student progress using iReady and CR to increase the number of students meeting annual growth goals.
 KEY MEASURES	- DRC Beacon growth data, I-Ready growth data, intervention folders - Lexile growth data, classroom writing samples, and DRC Beacon ELA performance. - Professional learning sign-in sheets, walkthrough data, and strategy implementation evidence.	- Classroom walkthrough data, lesson plans, and TKES observations. - Collaborative planning agendas, data meeting notes, and DRC Beacon/GMAS data analysis. - Intervention folders, progress monitoring assessments, and student growth on DRC Beacon, I-Ready and GMAS.	- Daily attendance reports, attendance tracking logs, and chronic absenteeism data. - Monthly attendance percentages, incentive participation records, and reduction in absences. - Parent communication logs, meeting agendas, and stakeholder participation records. - CIS referral data, attendance improvement plans, and student attendance progress reports.	- SPED students will demonstrate 1+ year of reading growth. - SPED students ill. demonstrate 1+ year of math growth. - Students will receive documented targeted interventions. - Students will receive differentiated instruction. - Progress monitoring every 4-6 weeks - SPED data collection pacing guides/Panorama