

# Building Goals 2022-2023



**Our Mission:** *Empower every learner to thrive.*

**Our Vision:** *Together, our strong relationships build inclusive, collaborative, and innovative environments that create agency and inspire a passion for learning, excellence, and discovery.*

## Data Teams Process

## Implementation Plan

<p><b>Analyze and Prioritize Data:</b></p>	<p><b>Academic Growth Data:</b> MAP score growth data</p> <p><b>Math</b> 57.4% met growth building wide</p> <ul style="list-style-type: none"><li>● 57.4 % 6th grade met growth</li><li>● 44.3 % 7th grade met growth</li><li>● 68.7% 8th grade met growth</li></ul> <p><b>Reading</b> 56.9 % met growth building wide</p> <ul style="list-style-type: none"><li>● 59.9 % 6th grade met growth</li><li>● 55.7 % 7th grade met growth</li><li>● 54.8 % 8th grade met growth</li></ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"><li>● <b>Math</b> - 59.3 % met growth</li><li>● <b>Reading</b> - 50.9% met growth</li></ul> <p><b>Target Subgroups:</b></p> <p><b>SES:</b></p> <ul style="list-style-type: none"><li>● <b>Math</b> - 50.4% met growth</li><li>● <b>Reading</b> - 55.1% met growth</li></ul> <p><b>Native American:</b></p> <ul style="list-style-type: none"><li>● <b>Math</b> - 52.6% met growth</li><li>● <b>Reading</b> - 58.9% met growth</li></ul> <p><b>Behavior:</b> All students will be surveyed three different times. The survey will focus on three areas. These areas will be supported and taught through homebase. The first survey will go out Friday, October 1st. The second survey will go out January 14th. The final survey will go out May 1st. The goal is to reach near 100% by years' end.</p> <p>1.) Do you feel a sense of belonging at Horizon Middle School?</p> <ul style="list-style-type: none"><li>● No data collected</li></ul> <p>2.) Do you feel cared for at Horizon Middle School?</p> <ul style="list-style-type: none"><li>● No data collected:</li></ul> <p>3.) Is there an adult that you can go to and count on at Horizon Middle School? (What areas at HMS do I feel the most connected to thus far?)</p> <ul style="list-style-type: none"><li>● BOY data: 83.1% of students felt they were connected to an adult in the building</li><li>● MOY data: data was not accessible</li></ul> <p>**No EOY survey was given to students.</p>
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<p><b>Set SMART Goals:</b></p> <p><b>Specific Measurable Attainable Result-Oriented Time bound</b></p>	<p><b>Academic Growth Goal:</b> During the 2022-2023 school year, at least 60% of students will meet or exceed their growth goal in Math and 60% of students will meet or exceed their growth in Reading as according to the fall to spring MAP data.</p> <p><b>Special Education Goal:</b> During the 2022-2023 school year, 60% of students will meet their growth goal in math and 60% of students will meet their growth goal in reading as measured by AIMSweb and MAP data.</p> <p><b>Low SES:</b> During the 2022-2023 school year, 60% of math students will meet or exceed their growth goal according to the fall to spring MAP data. During the 2022-2023 school year 60% of reading students will meet or exceed their growth goal according to the fall to spring MAP data.</p> <p><b>Native American:</b> During the 2022-2023 school year, 60% of math students will meet or exceed their growth goal according to the fall to spring MAP data. During the 2022-2023 school year, 60% of reading students will meet or exceed their growth goal according to the fall to spring MAP data.</p> <p><b>Behavior:</b> The number of SIRs will decrease in the classroom and hallways by 10% at the end of the school year following the action steps outlined below.</p> <p>Tier 1 Expectations</p> <ul style="list-style-type: none"> <li>● Teaching School Wide Expectations</li> <li>● Teaching Second Step Lessons with fidelity</li> <li>● Working with students to reflect on 2R scores</li> <li>● Staff being present during passing times</li> <li>● Provide more positive feedbacks through Husky Hellos and Postcards</li> </ul> <p>Tier 2 Expectations</p> <ul style="list-style-type: none"> <li>● SAIG (Social Academic Instructional Groups)</li> <li>● Reteaching prosocial skills</li> </ul> <p>2021-2022 Baseline Data: Classroom 337 Hallways 95</p>
<p><b>Activities and Implementation</b></p> <p><b>How will we meet the goal?</b></p>	<p><b>Academic Growth:</b></p> <p><b><u>Instructional Framework</u></b></p> <p><b><u>Disciplinary Literacy:</u></b></p> <ul style="list-style-type: none"> <li>● Effect Size: .40 - .75</li> <li>● Definition: Using reading and writing to learn</li> <li>● Examples:             <ul style="list-style-type: none"> <li>○ Utilize <a href="#">#HMS- Reading strategy</a></li> <li>○ Implement grade level summary writing strategies</li> <li>○ Implement the AVID focused note taking process (taking notes, processing notes, connecting thinking, summarizing and reflecting on learning, applying learning.) (Examples of note taking formats - Cornell notes, 2 column notes, sketch notes, interactive notebooks)</li> </ul> </li> </ul> <p><b><u>Collaboration:</u></b></p> <ul style="list-style-type: none"> <li>● Effect Size: 1.57</li> <li>● Definition: Working together to produce or create</li> <li>● Examples:             <ul style="list-style-type: none"> <li>○ Content area teams follow the <a href="#">PLC Process</a></li> <li>○ Students are engaged in purposeful student lead group learning activities</li> <li>○ Teachers provide a variety of collaborative groupings (AVID Strategies)</li> </ul> </li> </ul>



	<p><b><u>Teacher/Student Clarity:</u></b></p> <ul style="list-style-type: none"> <li>● Effect Size: .75</li> <li>● Definition: A deep understanding about what teachers intend for students to learn and what proficient student work looks and sounds like.n             <ul style="list-style-type: none"> <li>○ Post and intentionally discuss clear Learning Targets/Essential Questions</li> <li>○ Provide effective feedback for students</li> <li>○ Utilize organized and purposeful peer to peer feedback</li> <li>○ Include student self-assessment with progress monitoring tools- use proficiency scales/rubrics/reflections</li> </ul> </li> </ul> <p><b><u>Teacher/Student Relationships:</u></b></p> <ul style="list-style-type: none"> <li>● Effect Size: .72</li> <li>● Definition: Students are known and appreciated for who they are.</li> <li>● Examples             <ul style="list-style-type: none"> <li>○ Teachers will build relationships by utilizing Circles, SEL lessons, and team building activities.</li> <li>○ Teachers will teach, model and reinforce what it means to be a HUSKY</li> <li>○ Students will model what it means to be a HUSKY</li> </ul> </li> </ul> <p><b><u>Behavior Growth:</u></b></p> <ul style="list-style-type: none"> <li>● PLC Process- data digs</li> <li>● Students to complete Self-monitoring- self-assessments on the 2 Rs with reflection once every 2 weeks</li> <li>● MTSS-B lessons, videos, booster lessons- specific plan for booster lessons</li> <li>● Lunch and Learn (PBIS Lessons PBISworld.com)</li> <li>● Student Assistance Team (Tier 2/3)</li> <li>● Team representatives(grade level) will Review Early Warning Signs reports with ISF weekly</li> <li>● Differentiation/Engagement strategies/PBL</li> <li>● Descriptive feedback- PBIS language</li> <li>● Teaching monthly AVID strategies during homebase</li> <li>● Celebrations/recognition of positives per team</li> </ul>
<p style="text-align: center;"><b>Instructional Coach Support</b></p>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Support Content PLC work</li> <li>● Support Classroom Teacher - co-teaching, co-planning, observations and feedback</li> <li>● Differentiated professional learning based on specific action steps</li> <li>● DDDM - help facilitate data digs by analyzing MAP data based on building goals</li> <li>● AVID Site Team support</li> <li>● On-boarding new teachers and continued support</li> <li>● Classroom Observations using Framework Tool</li> </ul> <p><b><u>Behavior:</u></b></p> <ul style="list-style-type: none"> <li>● Support teaching strategies- student engagement</li> <li>● Observation data- student and teacher</li> <li>● Differentiated Learning options for inappropriate behavior interventions</li> <li>● Data review and implementation plans</li> <li>● AVID school-wide organization goal</li> </ul>

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<p><b>Monitor and Evaluate: What information will we use to monitor this goal?</b></p>	<p><b>Academic:</b></p> <ul style="list-style-type: none"><li>• MAP score results Fall, Winter, Spring to evaluate</li><li>• Instructional Framework learning walk data</li><li>• Data Reviews - shared with teams BOY, MOY, EOY</li></ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"><li>• Student Incident Reports</li><li>• Walk-through tool to monitor staff in hallway, Second Step fidelity, 2 R reflection</li><li>• Tracking the number of Husky Hellos and Husky Hello Postcards</li></ul>
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