

## STUDENT/STAKEHOLDER FOCUS

Based on an analysis of Hoover's MSA reading data, the School Improvement Team noticed that even though our identified subgroups' (FARMS, special education, African American) performance have improved from 2008 – 2009, an achievement gap still exists. 90.6% of AA students, 84.8% of special education students, and 89.3% of FARMS students scored at the Proficient/Advanced level in reading compared to the average rate of 98.2% for white students, 92.1% for Hispanic students, and 97.7% for Asian students.

In 6th grade, 28.6% of AA students and 33.3% of Hispanic students, 33.3% of FARMS students, and 19.2% of special education students scored at the Advanced level in reading compared to 80.7% Asian and 70.4% white. In 6<sup>th</sup> grade, the overall percent of students scoring at the Advanced level dropped from 2008 to 2009.

In 7th grade, 52.2% of AA students, 69.2% of Hispanic students, 77.8% of FARMS students, and 43.6% of special education students scored at the Advanced level in reading compared to 84.9% of Asian students and 86.0% of white students. In 7<sup>th</sup> grade, the overall percent of students scoring at the Advanced level dropped from 2008 to 2009; however, gains were made in the AA, Hispanic, and FARMS subgroups.

In 8th grade, 50.0% of AA students, 28.6% of FARMS students, and 35.0% of special education students scored at the Advanced level in reading compared to 71.9% of Asian students, 64.7% of Hispanic students, and 73.0% of white students. In 8<sup>th</sup> grade, the overall percent of students scoring at the Advanced level dropped from 2008 to 2009; however gains were made in the FARMS subgroup.

## FACULTY AND STAFF FOCUS

With support from OOD and the Diversity Team, the administrators, the ILT, the SDT, and the reading specialist will provide ongoing training for the staff in the following areas:

### Focus Areas:

- Critical Thinking
- Student Engagement
- Equitable teaching strategies
- Different ways to assess student learning
- Race and equity topics
- Literacy across the content areas
- Evaluation of impact of training on student achievement
- Data analysis

# Hoover Middle School Reading – Rigor/Remediation Goal 2009 – 2010 (August 20, 2009)

## LEADERSHIP

The School Improvement Team of Hoover Middle School meets quarterly as part of a Professional Learning Community.

**Vision:** To foster an environment where all students are successful.

**Mission:** To provide a rigorous educational program where students are actively engaged in their learning by focusing on the Baldrige Core Values of **Management by Fact**, using data to drive decisions; **Agility**, the desire and ability to respond quickly to make changes based on stakeholder input and/or data analysis; **Focus on the Future**, to collaborate with vertical and grade-level teams with the end in mind; and **Visionary Leadership**, when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence.

The vision, mission, and core values are communicated to all stakeholders on Hoover's website, on posters in the school, in the PTA newsletter, at open-invitation grade-level meetings with parents, at quarterly grade-level data meetings, at staff training meetings, at team meetings, and at department meetings.

## STRATEGIC PLANNING

**Goal:** By June 2010, students will demonstrate increased academic achievement in literacy by:

- increasing the percentage of students who are performing at the Proficient and the Advanced levels on the Reading MSA to 98% in the following subgroups:

Subgroup	2009 Results			2010 Goal		
	Adv.	Prof.	Basic	Adv.	Prof.	Basic
African American	45% (24/53)	45% (24/53)	9% (5/53)	87% (52/60)	11% (7/60)	2% (1/60)
FARMS	47% (13/28)	43% (12/28)	11% (3/28)	87% (30/34)	11% (3/34)	2% (1/34)
Hispanic	53% (27/51)	39% (20/51)	18% (4/51)	87% (53/61)	11% (7/61)	2% (1/61)
Special Education	34% (36/105)	51% (53/105)	15% (16/105)	87% (70/81)	11% (9/81)	2% (2/81)

## PROCESS MANAGEMENT

- Staff will collaborate with content and grade level counterparts to implement reading and writing strategies in their instructional programs.
- Staff will develop and implement enrichment and intervention programs for students.
- Staff will analyze formative and summative data from assessments in order to make instructional decisions.
- Staff will articulate vertically with cluster schools to facilitate a successful transition for students.
- The staff at Hoover MS will incorporate strategies to improve the performance of the identified subgroups.
- Hoover's School Improvement Team with representation of all stakeholders will meet quarterly to evaluate key processes and action steps.

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Teacher-created formal and informal assessments
- Student self-assessments and reflections
- Quarterly and/or semester exams
- Analysis of all standardized test results (MSA, HSA, MAP-R)
- Pinnacle and Edline reports
- Interim reports
- Quarterly grades
- Range-finding
- Walkthroughs
- Observations
- Surveys
- Achievement Series data points