

**Thomas Viaduct Middle SCHOOL
SCHOOL IMPROVEMENT PLAN AT A GLANCE
2017 – 2018**



THOMAS VIADUCT SCHOOL: VISION AND MISSION

Thomas Viaduct Middle School (TVMS) epitomizes the best in middle level education by providing instruction and real world experiences that equip students to achieve their fullest potential. At TVMS, we raise and purposefully develop each unique strength for students and staff so we can influence others and create an innovative and nurturing learning environment for all.

HCPSS STRATEGIC CALL TO ACTION
LEARNING AND LEADING WITH EQUITY
THE FIERCE URGENCY OF NOW

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS DESIRED OUTCOMES

Value- Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.

Achieve- An individual focus supports every person in reaching milestones for success.

Connect- Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.

Empower- Schools, families and the community are mutually invested in student achievement and well-being.

SCHOOL TARGETS AND STRATEGIES

Mathematics Targets:

- Increase the number of MAP math students meeting or exceeding the benchmark by 3%
- Increase the number of MAP math African American students meeting or exceeding the benchmark by 3.2%

In order to impact **mathematics** performance and monthly professional learning:

1. Staff be given dedicated collaborative planning time with the purpose of understanding the standards and aligning them to create rigorous formative and summative common assessments. These assessments will be aligned to Partnership for Assessment of Readiness for College and Careers Assessment and the data will be used to inform future instruction. (Understanding by Design Stage 1, 2; CFIP)
2. Teachers will focus on including strategies that provide quality first instruction by ensuring lessons are based upon a balance of conceptual understanding, procedural fluency and application. (Understanding by Design Stage 3)
3. Lessons will be structured to include the opportunity for all students to participate in community/instructional circles to elevate student voice and choice. Community and instructional circles will give the opportunity for teachers to facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. (Mathematical Teaching Practice 4, Cultural Proficiency; Equity and Access; Restorative Practices; Danielson)

Literacy Targets:

- Increase the number of MAP reading students meeting or exceeding the benchmark by 2%
- Increase the number of MAP reading African American students meeting or exceeding the benchmark by 3.3%

In order to impact **literacy** performance and monthly professional learning:

1. Staff will collaboratively plan with the purpose of understanding the standards and aligning them to create rigorous formative and summative common assessments. These assessments will be aligned to Partnership for Assessment of Readiness for College and Careers Assessment and the data will be used to inform future instruction. (Understanding by Design Stage 1, 2; CFIP)
2. Teachers will focus on including strategies that provide quality first instruction by ensuring lessons are based upon a balance of conceptual understanding, procedural fluency and application. (Understanding by Design Stage 3)
3. Lessons will be structured to include the opportunity for all students to participate in community/instructional circles to elevate student voice and choice. (Cultural Proficiency; Equity and Access; Restorative Practices; Danielson)