



**SCHOOL IMPROVEMENT PLAN
2021-2022**

Goal 1: Increase the percentage of HMMS students with a conditional growth percentile of 50 or greater in Reading EOY MAP by 4% from BOY to EOY. (Overall Goal 54%)

6th grade- Baseline-57% EOY goal 61%

7th grade- Baseline-64% EOY goal 68%

8th grade- Baseline-42% EOY goal 46%

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<p>Teachers will use research-based instructional strategies to explicitly teach reading and writing across the content areas according to the standards.</p> <ul style="list-style-type: none"> ❑ ELT reading- all teachers will use Wednesday ELT to periodically teach the prepared Guiding Reading Strategies lessons developed by the literacy team. This will occur biweekly and teachers will receive instruction on the lesson prior to Wednesday's ELT. ❑ Teachers will utilize the strategies modeled and practiced in ELT to support content area literacy throughout all subject areas. These conversations will take place in PLCs on the grade level (including connections) and be reflected in teacher lesson plans through the use of daily literacy goals. 	<p>Inst. Coach</p> <p>Literacy Team Members-- One ELA teacher per grade level, one additional rep from various disciplines</p> <p>Academic Interventionist</p>	<p>ELT Lessons occur 2-3 per month</p>	<p>Literacy strategies documented within ELT lesson plans</p> <p>Informal classroom visits by admin team during ELT lessons</p> <p>PLC minutes to choose and plan out implementation of strategies into regular instruction</p> <p>MAP data evidence</p> <p>Student conference documents</p>	<p>MAP administration and analysis of the data</p> <p>TKES - Lesson Plan Review and Classroom Observations</p>	<p>ELT literacy lesson materials (teacher-created)</p> <p>Jan Richardson's <i>The Next Step Forward In Guided Reading</i></p> <p>Jennifer Servallo's <i>The Writing Strategies Book</i></p> <p>Jennifer Servallo's <i>The Reading Strategies Book</i></p> <p>MAP Data Dig Documents</p>



Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Teachers will conference with students after the first MAP assessment and prior to the second and third MAP assessment to increase student awareness of growth goals, as well as, to support student use of strategies to improve performance when testing.	Assistant Principal Instructional Coach	After Fall, and before Winter and Spring administrations	Student conferencing documents	MAP Data Results Teacher feedback	MAP goal setting sheet Lesson slides
ELA teachers will implement the reading workshop model in grades 6-8 using Lucy Calkins materials. Teachers will refine their use of UoS and the district frameworks based on feedback from focus walks conducted by the IC and District Literacy Specialists, as well as, overall data from instructional rounds data.	Inst. Coach Dr.Beth McMichael	Throughout the year	Lesson plans Informal classroom visits PLC minutes Instructional Rounds	MAP results EOG results Teacher feedback Through discussion during PLC time Instructional rounds data	Lucy Calkins materials Classroom libraries
Mock Writing will be used to assess and plan for writing instruction throughout the year.	A.Principal Inst. Coach	September Mock Writing Assessment (week of 9/27) February/March Mock Writing Assessment	PLC minutes Lesson plans	Mock results over time EOG results Data collection from mocks to select and then monitor area of focus	Mock writing materials- Write Score Access to devices
Provide opportunity for evidence-based writing in science and social studies classrooms in grades 6-8. Research-based strategies, such as direct instruction and modeling will be used to support the use of evidence-based writing in the content areas.	Inst.Coach Grade Level Literacy Team Members	Throughout the year	PLC minutes Informal Class Visits to Science and Social Studies classes Literacy strategies documented within lesson plans Class Assessments	Class Assessment Data EOG results Science MAP data	<i>Supporting Grade 5-8 Students in Constructing Explanations in Science: The CER Framework for Talk and Writing</i> by McNeill and Krajcik The DBQ project materials

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- RTI Tier 2 and 3 students will receive target, individualized instruction during ELT time using Exact path and probes will be used to monitor student progress towards goals. Tier 2 will utilize Exact path for 30 minutes two times a week , with tier 3 using it for the same amount of time at least 3 times a week.
- The gifted PLC will meet once a month (2nd Tuesday) to monitor implementation of gifted cluster and advanced content
- Reading and Math Apps will be used as a Tier 2 intervention based on need. They will be scheduled based on need and will take both math and reading apps over the course of the year if scores and performance indicate a need.
- The Reading Apps teacher will use MAP data to support reading strategy development, and to provide alternative ways for students to remediate past concepts.
- Ellevation supports for EL students available to all teachers
- EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction.
- Deploy engaging instructional strategies using Gimkit
- Provide opportunities for students to master grade level content using USA Test Prep

Professional Capacity building to support the above goal and action steps

- Pre-planning session to review data PLC process and expectations, backwards design planning and lesson plan expectations, as well as, “go-to” technology tools (7.27.21)
- During grade level meetings, Instructional Coach or a literacy team representative will provide PL focused on the upcoming reading/math strategy for ELT. Instructional Coach will provide co-teaching and modeling of literacy strategies & ELT lessons when needed. (Throughout the year, at least a week before strategy is implemented to give time for teachers to process and see support)
- Inst. Coach will prepare and facilitate professional development for understanding the MAP reports, how to analyze MAP data, and for conducting student conferencing throughout the year (9.7-10.21, 9.17.21, 1.3.22, 1.14.22, 3.11.22, 3.15.22)
- Monthly PLC time with District Literacy Specialist will be provided to strengthen our implementation of the reading workshop model (First Tuesday of each month during planning periods)
- ELA PLCs collaborate weekly to engage in backwards design, data-drive planning aimed at answering these questions: Where do we want to go? How do we know when we get there? What do we do when students don't get it?
- Instructional coach will engage in coaching cycles with teachers throughout the year to support instructional planning, implementation of instructional strategies in the classrooms, and to support teachers as they identify challenges and areas of growth
- PLC session to discuss how to use results for writing workshop and/or reteaching 10.14.21
- Instructional coach will provide job-embedded PD through PLC time on how to model and support students evidenced-based writing in science and social studies. Follow-up coaching cycles with IC
- Instructional rounds will be conducted to target a problem of practice impacting teaching and learning. Job-embedded PL will be used to support teachers in reflecting upon their own practice and in growing and obtaining new skills to address the area of growth identified through rounds.
- Academic Interventionists will work with content area teachers to support classroom interventions.

Goal 2: Increase the percentage of HMMS students with a conditional growth percentile of 50 or greater in Math EOY MAP by 4% from BOY to EOY. (Overall Goal 56%)

6th grade- Baseline- 60% EOY goal 64%

7th grade- Baseline- 57% EOY goal 61%

8th grade- Baseline- 40% EOY goal 44%

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Math PLCs will meet weekly to collaboratively plan for data-driven instruction, to discuss curriculum pacing, to prepare for upcoming assessments, and to make adjustments based upon student needs.	Instructional Coach District math specialist (Attends monthly)	Ongoing	PLC minutes Informal classroom visits Lesson plans	PLC minutes Informal classroom visits Lesson plans	Open UP resources PLC Minutes & Agenda Document
Teachers will focus on refining their use of the district instructional frameworks, in and specifically the use of formative data to guide the next day's learning (lesson cool down results).	Instructional Coach District Math Specialist	Ongoing	PLC minutes Informal classroom visits Instructional rounds Lesson plans	PLC minutes Informal classroom visits Lesson plans	Open UP resources
Teachers will conference with students after the first MAP assessment and prior to the second and third MAP assessment to increase student awareness of growth goals, as well as, to support student use of strategies to improve performance when testing.	Assistant Principal Instructional Coach	After Fall, and before Winter and Spring administrations	Student conferencing documents	MAP Data Results Teacher feedback	MAP goal setting sheet Lesson slides
During ELT, teachers will lead math-focused lessons based on an area of need.	Instructional Coach Literacy/math team	Bimonthly	MAP data Informal classroom visits by admin team during ELT lessons	Literacy/math team lesson plans TKES - Lesson Plan Review and Classroom Observations	MAP data Lesson plans developed by Literacy/math team

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- Math APPs connections for differentiation with dedicated chromebooks for technology use
- Tiered ELT for intervention and enrichment
- Honors Algebra for 8th graders
- Advanced and accelerated 6th grade math options
- Ellevation supports for EL students-- available to all teachers
- Students placed in tiered ELT classes will use Edmentum Exact Path 2-3 week to continue targeting individual areas of need--(Tier 3- 30 min- 3 days week in Exact Path, probes using EasyCBM, Tier 2- 30 min 2 days a week in Exact Path, probes using EasyCBM)
- Use of Prodigy and Desmos online math support for all students with remediation and acceleration
- Academic Interventionist to work with RTI students

Professional Capacity building to support the above goal and action steps

- Pre-planning session to review data PLC process and expectations, backwards design planning and lesson plan expectations, as well as, “go-to” technology tools (7.27.21)
- During grade level meetings, Instructional Coach or a literacy team representative will provide PL focused on the upcoming reading/math strategy for ELT. Instructional Coach will provide co-teaching and modeling of math literacy strategies & ELT lessons when needed.
- Inst. Coach will prepare and facilitate professional development for understanding the MAP reports, how to analyze MAP data, and for conducting student conferencing throughout the year (9.7-10.21, 9.17.21, 1.3.22, 1.14.22, 3.11.22, 3.15.22)
- Monthly PLC time with District Math Specialist will be provided to strengthen our implementation of the Open Up curriculum and to support the use of effective math instruction in our classrooms (First Tuesday of each month during planning periods)
- Math PLCs collaborate weekly to engage in backwards design, data-drive planning aimed at answering these questions: Where do we want to go? How do we know when we get there? What do we do when students don't get it?
- IC will engage in coaching cycles with teachers throughout the year to support instructional planning, implementation of instructional strategies in the classrooms, and to support teachers as they identify challenges and areas of growth.
- Instructional rounds will be conducted to target a problem of practice impacting teaching and learning. Job-embedded PL will be used to support teachers in reflecting upon their own practice and in growing and obtaining new skills to address the area of growth identified through rounds.
- Academic Interventionists will work with content area teachers to support classroom interventions.

Goal 3: Increase by 10% the total percentage of H-MMS students and teachers who feel safe, welcomed, and supported as measured by beginning and end of year surveys.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
All certified staff will participate in strategically created PLCs that will study and discuss the text, <i>Onward 2.0</i> , with an aim to transfer the learning in the classroom.	Instructional Coach	Throughout the year	PLC Meeting Notes Informal Classroom Visits Monitor through rounds by looking for teacher-student relationships	PLC Meeting Notes	Onward book and workbook Brightmorning resources
AdvoCats Program- A Mentor/Mentee program for at-risk students to ensure they feel supported, welcomed, and safe at school. Support may include lunch groups, morning check-ins, a listening ear, and other ways to mentor and support.	Christin Smith AdvoCat Team	Throughout the year	Mentor Logs to be collected each 9 weeks. Mentor meeting each 9 weeks to make program adjustments.	Mentor Logs to be collected each 9 weeks. Mentor meeting each 9 weeks to make program adjustments.	SAEBRS Student and Teacher Surveys Interventionist Gifted coordinator Sped coordinator
Summer reading (differentiated by choice)- will lead into Fall book clubs facilitated in building-wide PLCs. Goals of the work include: to build community, to listen effectively, to grow professionally, and to share knowledge.	Instructional Coach	Summer and Fall 2021	PLC Meeting Notes/ Attendance	PLC Meeting Notes Teacher surveys	Books Discussion questions
TAA program will incorporate trauma responsive lessons that help students feel more safe, welcomed, and supported at school and that provide them with strategies for how to deal with stress.	Sarah Walling Kim Heath	Throughout the year	Informal classroom visits	Teacher feedback Student survey data	TAA lessons
Teachers will create introduction videos to share with students and families before the school year begins.	All Teachers	Before the end of preplanning	Video product	Number of views Student survey data	Videos
Actions to create a Supportive Learning Environment for accelerated or academically struggling students					
<ul style="list-style-type: none"> Mentors will work closely with the Interventionist, SPED coordinator, and gifted coordinator when students who are in the AdvoCats program are also struggling academically. 					
Professional Capacity building to support the above goal and action steps					
<ul style="list-style-type: none"> PL will be provided on video creation and slide design (7.26.21) PLC Discussions PL related to Onward (ongoing during grade level meetings, but split into two groups- monthly- begin during Pre-planning)- Large group to introduce the work 7.26.21, Small group session 1-8.13-21, Small group session 2- 9.10.21, Session 3- 10.15.21, Session 4-11.12.21, Session 5-12.17.21, Session 6-1.7.22, Session 7-2.4.22, Session 8-3.4.22, Session 9- 4.15.22, Session 10-5.6.22 PL for AdvoCat Mentors (meet during preplanning, then monthly-dates TBD) Discussion questions, expectations, and job list for the Summer Book Club PLC discussions (7.29.21) 					

Family and Community Engagement

- Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - First semester
 - Date and activity 1 (primary method) September Parent Night Planning/PL Session (September 16, 2021)
 - Date and activity 2 (secondary method) September MAP conferencing/engaging parents planning/PL session
 - Second semester
 - Date and activity 1 (primary method) - Jan planning/PL to prepare for Parent Night
 - Date and activity 2 (secondary method) -
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - Annual Meeting Date: September 28, 2021
 - Building Parent Capacity Date and Activity- September Parent Night
 - Additional Opportunities (optional)
 - Second semester
 - Spring planning meeting date: Spring CNA Meeting
 - Building Parent Capacity Date and Activity: Jan Parent Night (MAP score sharing)
 - Additional Opportunities (optional):

For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

Response:

- Teachers will participate in professional learning twice each semester to build capacity for parent engagement
- Teachers and administration will use Remind and Campus messenger to communicate with students and their families
- All family communication will be provided in both English and Spanish as often as possible. Every effort will be made to communicate with families in their home language utilizing resources, such as the language line, when necessary.

Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- Administration and Instructional Coach will regularly communicate high expectations for and will recognize staff for creating a learning environment that is focused on a clear learning target, is engaging, and is made up of multiple opportunities for students to respond in the classroom.
- Administration will support and protect ELT time in which cross-disciplinary literacy instruction, math and reading intervention, SEL, and advisement all take place.

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

Haymon-Morris works closely with both feeder elementary schools as well as Apalachee High School to ensure a smooth transition between the grade levels. The transition from elementary school to middle school begins in the spring with counselor visits to the elementary school where students are able to video conference with current 6th graders at H-MMS. Students are able to ask questions about their new school and are told about the upcoming visit to H-MMS. All aspects of middle school are discussed. Students visit the school with their teachers in May and see the band and chorus perform. Students take a tour and go through the lunch line and ask any other questions they have about middle school.

Parents are also supported in the transition when we offer parent information night. Parents see a presentation about what to expect in middle school and take a tour. They are able to ask questions of counselors, teachers, and administrators. To continue the transition, we offer sneak-a-peek to new sixth graders during teacher pre planning. Students come in for a two hour visit to the school where they meet their homebase teacher, practice with lockers, and take a tour of the school. All of this is communicated to parents through the elementary schools, parent link emails and our school website.

Our school also recognizes the importance of assisting students with the transition to high school. Therefore, our school takes the following initiatives to assist students with transitioning from middle school to high school. Discussions about high school transition begin in January with our eighth grade students. During their Connections classes, students will be given information about the elective courses they can take at Apalachee and Sims Academy. The grade level coordinator for Connections coordinates guest speakers from local businesses to come to HMMS to talk about careers in agriculture, business, healthcare, and government. The grade level coordinator also works with the high school to bring students to HMMS to talk about the various career pathways that are offered at Apalachee. The high school presenters will bring items from their classes and tri-fold displays to show the students what they do in their classes. Students will also be given a copy of the high school registration card so they will be prepared to choose their classes when they complete the true registration process. In

addition, Apalachee High School will host a Rising 9th Grade Parent Night. They will give parents information on graduation requirements, elective courses, attendance, career pathways, academic courses, and Title I. Eighth grade students will tour all of Apalachee's CTAE classes and Sims prior to 9th grade registration. Students will be able to observe the classes and speak with the teachers about their particular Pathway. This tour will help the students connect what they have been learning in class with a visual of the CTAE class. The proximity to Apalachee makes it easy for our students to walk to the high school. Students will get to see the cafeteria, gym, various classrooms, school offices, and watch a transition between classes. Students will meet the administration and get to ask questions they have about Apalachee. Eighth grade students will be encouraged to talk to their teachers, school counselor, and their parents about transition to high school. Students will then complete the registration card for high school. They will choose their top three elective choices and then write in their three alternate elective choices. Teachers will register the students for their academic classes. Once the registration process is complete, students will receive a copy of their registration card to take home to their parents. If the parents are satisfied with all of the course selections, then they do not need to take further action. However, if parents are in disagreement with any course selection, they will sign the copy of the registration card, indicate their changes, and notify the Apalachee High School guidance department.