



School Improvement Plan 2023 - 2024



**Barrow County
Haymon-Morris Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Haymon-Morris Middle School
Team Lead	Shelley Fallows
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student proficiency in reading across all grade levels.
Root Cause # 1	Students are lacking foundational skills in some area of reading development (decoding, fluency, background vocabulary, comprehension).
Root Cause # 2	Students expressed wanting more voice and choice and for learning activities to be more active. --Many teachers find it challenging to consistently provide authentic, relevant and differentiated learning experiences that engage all learners.
Root Cause # 3	Students lack the skills to read proficiently in order to make meaning of the text in content area classes.
Root Cause # 4	Use of reading strategies across all subject areas (all teachers) is not a pervasive practice.
Goal	<p>70% or more HMMS students will demonstrate projected proficiency on the ELA GMAS as measured by the Reading MAP assessment from BOY to EOY.</p> <p>Baseline: 6th- 41.78% 7th- 44.2% 8th- 28.28%</p> <p>80% or more HMMS students will meet Reading MAP growth goals from BOY to EOY.</p> <p>Baseline: 6th- 51.7% 7th- 46.7% 8th- 45.9%</p>

Action Step # 1

Action Step	Incorporate high-interest, complex texts into instruction, with the use of reading strategies, across the content areas to increase the amount of independent reading.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity

Action Step # 1

Method for Monitoring Implementation	PLC notes
Method for Monitoring Effectiveness	Analyzing MAP data, admin/IC in PLCs
Position/Role Responsible	Science, SS, and ELA (+ select connections)
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Use research-based reading strategies to support literacy development across the content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Observation data, student work samples, PLC notes, lesson plans
Method for Monitoring Effectiveness	MAP data, observational data, admin/IC in PLCs
Position/Role Responsible	All teachers
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Engage students in cooperative learning around the meaning making of complex texts in the core content areas to support literacy development and academic conversation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, plc notes, observational data
Method for Monitoring Effectiveness	observational data, MAP data, admin/IC in PLCs
Position/Role Responsible	All teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student math achievement in all grade levels.
Root Cause # 1	Students have fundamental skill gaps that make it difficult for them to master current standards. However, students don't know what gaps they have, and don't track their progress to help show mastery.
Root Cause # 2	Students are not able to get support at home because their parents don't understand the current math standards/instructional strategies. This often results in students not completing homework or additional practice outside of the classroom, which causes them to fall further behind.
Root Cause # 3	Teachers struggle to implement the open up curriculum effectively using the county frameworks. Teachers are picking and choosing which lessons to use, and when they don't understand the open up activities, they are falling back on activities/lessons from previous programs. Selecting lessons in this manner did not allow for effective collaborative planning within the department, and a lot of teachers developed negative feelings towards the program as a result of this lack of understanding.
Goal	<p>Goal: 70% or more of HMMS students will demonstrate projected proficiency on the Math GMAS as measured by the Math MAP assessment from BOY to EOY.</p> <p>Baseline: 6th- 27.65% 7th- 28.98% 8th- 27.87%</p> <p>80% or more of HMMS students will meet Math MAP growth goals from BOY to EOY.</p> <p>Baseline: 6th- 48.8% 7th- 41.7% 8th- 33.6%</p>

Action Step # 1

Action Step	Teachers will effectively utilize the PLC process to collaboratively plan data-driven math instruction using Open up with fidelity (warm-ups, instructional tasks, cool downs).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 1

Subgroups	Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLCs, classroom visits, instructional rounds
Method for Monitoring Effectiveness	MAP data, classroom visits, PLCs, instructional rounds
Position/Role Responsible	All math teachers, IC, Admin
Timeline for Implementation	Others : Daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will partner with parents by providing support in how to navigate Open Up resources AND understand how to help students with math practice at home through various digital communication tools and school-wide family engagement events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	parent and teacher feedback
Method for Monitoring Effectiveness	parent and teacher feedback, attendance at the events
Position/Role Responsible	Teachers, IC, admin
Timeline for Implementation	Others : 1 per semester

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will continue to monitor student progress by facilitating goal setting using MAP data and post assessment reflection data within their classrooms and ELT groups.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	vertical post-reflection forms, MAP goal setting documents
Method for Monitoring Effectiveness	PL feedback, teacher surveys
Position/Role Responsible	teachers, IC
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase percentage of students showing proficiency in writing across all grade levels.
Root Cause # 1	We do not have a cohesive approach for writing in ELA. Writing is placed in between units and teachers feel pressed for time.
Root Cause # 2	School-wide support of writing is not at the level it needs to be.
Root Cause # 3	Not enough time and professional development devoted to writing instruction. Teachers spent a larger portion of time with reading/units of study.
Goal	<p>Goal: 70% or more HMMS students will meet or exceed the standards in writing as measured by GMAS writing domain data and progress monitored by school-wide mock and classroom level writing assessments. Baseline Data: ('accelerate learning' mastery level in Writing & Language domain on ELA GMAS) 6th: 16.96% 7th: 17.60% 8th: 16.7%</p>

Action Step # 1

Action Step	Teachers will support the develop of students' writing skills across the content areas through incorporating writing into both weekly instruction and common assessments. A common writing support tool will be used across the grades and content areas (CER writing) for evidence-based constructed response writing.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	vertical meetings, content PLCs, grade level meetings

Action Step # 1

Method for Monitoring Effectiveness	staff feedback, instructional rounds, PL feedback
Position/Role Responsible	Teachers, IC, Admin
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will use rubrics to score student writing, provide descriptive feedback, and engage students in self-reflection in the core content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	vertical and content PLCs, classroom observations
Method for Monitoring Effectiveness	classroom assessment data and mock writing data, teacher feedback through vertical, grade level and content PLC meetings, PD feedback
Position/Role Responsible	All teachers, IC, admin
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	ELA teachers will continue to Implement mock writing to assess and drive writing instruction throughout the year. In addition, these results will be analyzed by grade level teams to develop an action plan for growing identified areas across the content areas..
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC minutes, vertical meetings for planning/discussion
Method for Monitoring Effectiveness	mock results over time, GMAS results
Position/Role Responsible	ELA teachers, IC, admin
Timeline for Implementation	Others : 2 times per year

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Review and refine school PBIS practices and better utilize MTSS to support students in their social emotional, academic, and behavioral success.
Root Cause # 1	Students have situations in their lives that cause them to struggle at school.
Root Cause # 2	Students are unaware of where they fall with PBIS points and with the behavior step system.
Root Cause # 3	Students are not connecting to and building relationships with other students and/or teachers.
Goal	<p>Eighty percent or more of HMMS students will 'agree or strongly agree' to the statements below when asked in a Likert scale survey given four times throughout the year.</p> <p>Baseline: BOY survey results by grade level</p> <p>1-I know an adult at my school who I can talk to if I need help.</p> <p>2-I feel supported by my teachers at school.</p> <p>3-Teachers treat me with respect.</p> <p>4-Adults in this school treat all students with respect.</p> <p>5-The behaviors in my classroom allow the teacher to teach so I can learn.</p> <p>6-My school sets clear rules for behavior.</p> <p>7-Students are frequently recognized for good behavior.</p>

Action Step # 1

Action Step	Implement the refined school PBIS system with fidelity and clear communication between parents, students, teachers, and administration.
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> <p>Immigrant</p>
Systems	<p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>
Method for Monitoring Implementation	PBIS reports, use of PBIS app, and steps document
Method for Monitoring Effectiveness	lowering ODRs, attendance, CNA data

Action Step # 1

Position/Role Responsible	All staff
Timeline for Implementation	Others : daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Establish and implement a school-wide mentoring program (Advocats) for students identified as 'at risk' using the SAEBRS survey data.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	discussions in grade level, MTSS data collections, staff feedback
Method for Monitoring Effectiveness	SAEBRS feedback, CNA data
Position/Role Responsible	All teachers, counselors, AI, IC, Admin
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Strengthen the socioemotional skills of students through the continued use of the Character strong program in both ELT and other times throughout the day.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	classroom visits
Method for Monitoring Effectiveness	discipline data, PBIS data
Position/Role Responsible	All Staff
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Certified staff will read <i>We Belong</i> by Barron & Kinney in the summer and will engage in teacher-led collaborative learning through book clubs during the 23-24 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	staff PD calendar, group discussion notes, observational data
Method for Monitoring Effectiveness	observational data, group discussion notes, teacher survey data
Position/Role Responsible	Admin, IC, and all certified staff
Timeline for Implementation	Others : Every 5th Thursday and at monthly faculty meetings

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Stakeholder feedback was provided through staff survey data, parent surveys, SGT discussions, grade level meetings, faculty small group discussions, and leadership team discussions/surveys. In addition, student focus groups were facilitated by admin to ensure student needs/concerns were heard and used to inform decision-making.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>We hire teachers who currently have state-required certification in the area(s) they are providing instruction. All new teachers to the building are provided both district support and in-building support through a mentor and the instructional coach. Data is reviewed periodically by the admin and leadership team to lookout for and address disproportionality.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Stakeholder feedback is gathered each year through a comprehensive needs assessment. This data is analyzed and areas of need are identified. The school's improvement plan is developed to meet goals in each of the overarching need areas. The school's Title 1 budget is developed to support the improvement plan, as well as, to fund the school's instructional coach. Staff, parents, and students enter into an agreement to share responsibility for improved academic achievement through the school compact. In addition, a family engagement plan is developed to support this partnership throughout the school year. Professional development is provided to build the capacity of both parents and teachers with an aim of strengthening the family-school partnership. Community stakeholders and families are also welcomed into the decision-making process through a school governance team, Title 1 meetings, and the district's parent advisory committee.</p> <p>Instructional support is provided for students through the school's ESOL program, Special education program, gifted SCOPE program, 504s, and through MTSS. Extended learning time and reading and math apps provide additional time and the instructional setting for students to receive tiered intervention support, as well as behavior RTI support through all subject area classes. In addition, students are provided afterschool tutoring and team time (support during connections-30 min/wk) by teacher invitation.</p> <p>The school's Title funds provide funding for important instructional resources, professional development, and staff support that is needed to meet the school's diverse student needs.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>...</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>n/a</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Haymon-Morris works closely with both feeder elementary schools as well as Apalachee High School to ensure a smooth transition between the grade levels.</p> <p>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.</p> <p>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 preplanning. 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.</p> <p>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</p>
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	<p>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.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>A PBIS and discipline system has been developed to positively reinforce expected behaviors AND to address minor misbehaviors in ways that do not remove students from the learning environment (i.e. phone call home, student-team meeting, parent meeting, silent lunch). In addition, staff will receive professional development focused on the use of de-escalation techniques that will support students in better self-regulating their behaviors and support staff in better address negative student behaviors. In addition, the PBS team will meet monthly to discuss implementation and effectiveness of the school's PBIS plan and discuss/address areas for improvement throughout the year.</p>
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.