

Steering Committee

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Vision for Learning

Vision for Learning

MISSION The mission of Harrison Morton is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. **VISION** Harrison Morton Middle School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community. **HMMS Teachers will:**

- Use diverse strategies and collaborative teaching methods such as discussions, workstations, peer feedback, and small group instruction to engage students and promote student voice.
- Promote higher order thinking and project based tasks that leverages critical thinking and higher order thinking skills
- Use formative and summative assessment data to guide instructional decisions to remediate and/or enrich skills.
- Provide structures and conferencing opportunities for students to monitor academic progress.
- Design or select problems that require conceptual understanding, analysis, or inquiry, including opportunities for students to formulate their own questions.
- Plan lessons that will meet a range of individual student needs, including utilizing technology when applicable.

Work to meet the needs of students leveraging restorative practices to support the whole student to maximize in school attendance and overall student achievement. **HMMS Students will:**

- Participate actively in collaborative discussions, including: using habits of discussion to challenge and support peers, justifying their thinking, and, revise as appropriate, and apply real-life examples or situations to draw connections among ideas
- Use personal data to set goals and monitor progress towards those goals.
- Utilize diverse teaching methods like discussions, workstations, peer feedback, and small groups to engage student voice.

Engage students in grade-aligned tasks while also addressing their individualized learning requirements. - Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs. - Advocate for themselves to manage conflict productively and leverage school resources to meet their needs. Take pride in their citizenship of HMMS such as regular attendance, being on time and prepared for the school day. **HMMS Families will:**

- Actively participate in school community activities and PTO
- Actively seek to engage other families and community resources to support learning community
- Families will learn/seek out and leverage resources to monitor and support student progress (socially and academically)
- Support regular, punctual attendance of students at HMMS
- Engage in restorative practices to navigate tensions/issues that arise from the learning community at HMMS

HMMS Leadership will:

- Be physically present in classrooms/learning spaces via instructional/culture climate-focused visits/check-ins to progress monitor school priorities.
- Aligned, coherent leadership team approach/priorities
- Continue to model what is expected in interactions with students, staff, and families
- Leverage time structures to support professional learning, growth and development of staff

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
SY22-23: 15.5% of White students tested proficient in Math in SY22-23, up from 14.3% in SY21-22	False
SY22-23: 20.3% of Hispanic students tested proficient in ELA in SY22-23, compared to 19.6% in SY21-22	False
SY22-23: Percentage of students demonstrating English language proficiency increased from 2.6% in SY21-22 to 4.8% in SY22-23	False
SY22-23: Grade 7 had the highest percentage of high growth (at or above the 66th growth percentile) at 34.3% on STAR ELA..	False
SY23-24: Proficiency in STAR ELA among students of two or more races increased from 17.4% in Fall 2023 to 30% in Spring 2024	True
SY22-23: Overall proficiency in PSSA Science increased to 27.1% from 13.9% SY21-22.	False
SY22-23: Grade 6 had the highest percentage of high growth (at or above the 66th growth percentile) at 44.7% on STAR Math.	False
SY23-24: 62% on English learners met or exceeded their language growth goals in SY23-24.	True
In 2022-2023 we ended the year with 93% of our 8th grade students compliant with Smart Futures archives.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Implement an evidence-based system of school-wide positive behavior interventions and supports.	True
As of October 2023 80% of our current 8th graders have 5 or more artifacts. Those students will easily hit the target of 6 artifacts by April 2024.	False
SY22-23: From Sept to May 2022-2023 71/104 students (68.3%) met growth measures	False
SY22-23: Students identifying as 2 or more races grew from 4.8% at fall baseline to 13.6% at winter 1 on Star Math.	False
SY23-24: The proficiency of English Learners in STAR ELA increased from 2.6% in Fall 2024 to 3.9% in Spring 2024.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
SY22-23: 78/104 students had high growth, over 15 points, between first and last LAS (75%) in SY 22-23	False
SY22-23: Overall math student proficiency increased by 3.9% from Fall to Winter 2 in SY 22-23, as compared to an increase of 2.9% over the same time in SY 21-22 on STAR Math.	False
75% of our current 8th graders have 6 or more career readiness artifacts.	False
15/19 or 78% of our current 8th graders taking Advance Science identified a career in STEM as a future goal.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for
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	Consideration in Plan
SY22-23: 1.4% of students tested as proficient for Math PSSA in SY22-23 compared to Statewide average of 14%	False
SY22-23: 2.8 percent of students tested as proficient in ELA PSSA in SY22-23 compared to Statewide average of 15%	False
SY22-23: 45.5% of students not chronically absent in SY22-23 compared with Statewide average of 73.9%	False
SY22-23: Students scoring Below Basic decreased by 2.5% from Fall to Winter 2 in SY 22-23, as compared to a decrease of 11.5% over the same time in SY 21-22 on STAR Math.	False
SY22-23: Grade 7 proficiency decreased 2.7% and Grade 8 proficiency decreased by 5.1% when comparing Winter 2 SY22-23 to Winter 2 SY21-22 on STAR Math.	False
SY23-24: Overall proficiency in STAR math fell from 8.6% in Fall 2023 to 7.8% in Spring 2024.	True
SY22-23: Students scoring Below Basic on Star ELA increased by 1.6% from Fall to Winter 2 in SY 22-23, as compared to a decrease of 1.2% over the same time in SY 21-22 on STAR ELA..	False
SY22-23: Hispanic students decreased proficiency on Star LEA assessment from fall administration to Winter 1 (18.3% to 15.6%).	False
SY23-24: The proficiency of SpED students in STAR ELA is 4.1%	False
SY23-24: Overall proficiency in STAR ELA decreased from 18.2% in Fall 2023 to 17.6% in Spring 2024	True
Provide frequent, timely, and systematic feedback and support on instructional practices	False
One new team of 8th grade teachers struggled to implement new math, ELA, and social studies curriculum.	False
SY22-23: 8th Grade Speaking dropped 20% from Test 2 to Test 3	False
31/213 or 14.5 % of our 8th grade students are new enrollments between May 2023 and August 2023. These students have 2 or less career readiness artifacts complete.	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	True
Use multiple professional learning designs to support the learning needs of staff.	False
Implement a multi-tiered system of supports for academics and behavior. (Implement an evidence-based system of schoolwide positive behavior interventions and supports.)	False
SY22-23: Overall ELA student proficiency decreased by 3.3% from Fall to Winter 2 in SY 22-23, as compared to a 2.2% increase over the same time period SY 21-22 on STAR ELA..	False
SY23-24 1% of students in 8th Grade are testing 'middle of the green' in Science as measured by the CDT test administered to 8th Grade	False
SY22-23: SpEd student group is 1.4% proficient on Star Math.	False
SY22-23: EL student proficiency decreased by 2.6% in Winter 2 SY22-23, as compared to Winter 2 SY21-22.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Instruction and culture climate are interconnected; special education students and English learners need additional support and resources to accelerate outcomes. Consistency in expectations across classrooms and grade levels is critical. Grade level appropriate instruction involving high rigorous outcomes and empowering students with active learning. Initiatives for change at the school level will depend in part on conditions at the district level; consistent engagement from staff and support from the district will be necessary to have maximum impact. There's an opportunity to better support the transition from elementary school to middle school for students and families.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY23-24: Overall proficiency in STAR math fell from 8.6% in Fall 2023 to 7.8% in Spring 2024.	Implementation challenge 1: Lack of systematic approach to implementation Additional discussion: New Math curriculum (Reveal) created challenges for teachers learning a new program.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	Implementation challenge 1: Lack of systematic approach to implementation. Additional discussion: Not all staff was trained on the process at the same time. There were 14 new staff and weren't trained until January. Implementation challenge 2: limited belief mindset Additional discussion: Teachers are not buying into the PBIS system. We did not implement the system until January and teachers already had their PBIS systems in place.	True
SY23-24: Overall proficiency in STAR ELA decreased from 18.2% in Fall 2023 to 17.6% in Spring 2024	Implementation challenge 1: Lack of systematic approach to implementation Additional discussion: New ELA curriculum (StudySync) created challenges for teachers learning a new program.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY23-24: Proficiency in STAR ELA among students of two or more races increased from 17.4% in Fall 2023 to 30% in Spring 2024	Teachers worked collaboratively to plan lessons and review the new curriculum materials and assessment data. Math Coach held regular meetings with math department and provided professional development and ongoing support.
SY23-24: 62% on English learners met or exceeded their language growth goals in SY23-24.	Teachers worked with English learners in small group settings to address individual needs.
Implement an evidence-based system of school-wide positive behavior interventions and supports.	Most teachers implemented the PBIS system with fidelity. Student discipline issues decreased.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF: we design and implement high impact learning experiences to drive academic excellence THEN: student academic achievement in mathematics will increase.
	IF: we cultivate conditions where all students feel safe, valued, empowered, and loved. THEN: students and staff will experience a safe and nurturing learning community that where students feel, safe, valued, empowered, and loved. IF: we cultivate conditions where students feel safe, valued, empowered, and loved THEN: the percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism.
	IF: we design and implement high impact learning experiences to drive academic excellence THEN: student academic achievement in ELA will increase.

Goal Setting

Priority: IF: we cultivate conditions where all students feel safe, valued, empowered, and loved. THEN: students and staff will experience a safe and nurturing learning community that where students feel, safe, valued, empowered, and loved. If: we cultivate conditions where students feel safe, valued, empowered, and loved THEN: the percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2025, no more than 26% of students will be chronically absent.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance/Reducing Chronic Absenteeism			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 29% of students will be chronically absent by the end of Q1.	No more than 28% of students will be chronically absent by the end of Q2.	No more than 27% of students will be chronically absent by the end of Q3.	No more than 26% of students will be chronically absent by the end of Q4.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2025, we will receive an average domain score for social emotional learning of 3.4 as measured by student responses to climate survey.			
Measurable Goal Nickname (35 Character Max)			
School Culture and Climate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Use school level climate survey from the Spring 2024 administration as a baseline for targeted monitoring in Q1.	We will achieve a social-emotional domain score of at least a 3 on the Q2 administration of the school level climate survey.	We will achieve a social-emotional domain score of at least a 4 on the Q3 administration of the school level climate survey.	We will achieve a social-emotional domain score of at least a 5 on the Q4 administration of the school level climate survey.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
We will provide at least one parent and family engagement opportunity monthly, that will support the improvement of their child's academic outcomes, and we will have at least 5% participation.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will provide at least 3 parent and family engagement opportunity that will support the improvement of their child's academic outcomes, and we will have at least 5% participation by the end of	We will provide at least 3 parent and family engagement opportunity that will support the improvement of their child's academic outcomes, and we will have at least 5% participation by the end of	We will provide at least 3 parent and family engagement opportunity that will support the improvement of their child's academic outcomes, and we will have at least 5% participation by the end of	We will provide at least 3 parent and family engagement opportunity that will support the improvement of their child's academic outcomes, and we will have at least 5% participation by the end of

Q1.	Q2.	Q3.	Q4.
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Priority: IF: we design and implement high impact learning experiences to drive academic excellence
 THEN: student academic achievement in mathematics will increase.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of June 2025, we will increase our student achievement on the Math PSSA by at least 3%, using the Spring 2024 Math PSSA assessment as our baseline.			
Measurable Goal Nickname (35 Character Max)			
Math STAR proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will establish a baseline for Math Proficiency using the Math Star Assessment on the BM1.	We will increase make at least a 3% increase of students scoring At/Above on the Star Math Assessment on the BM2	We will increase make at least a 6% increase of students scoring At/Above on the Star Math Assessment on the BM3	We will increase make at least a 10% increase of students scoring At/Above on the Star Math Assessment on the BM4

Priority: IF: we design and implement high impact learning experiences to drive academic excellence
 THEN: student academic achievement in ELA will increase.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of June 2025, we will increase our student achievement on the ELA PSSA by at least 3%, using the Spring 2024 ELA PSSA assessment as our baseline.			
Measurable Goal Nickname (35 Character Max)			
ELA-STAR assessment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will establish a baseline for ELA Proficiency using the Reading Star Assessment on the BM1.	We will increase make at least a 3% increase of students scoring At/Above on the Star Reading Assessment on the BM2	We will increase make at least a 6% increase of students scoring At/Above on the Star Reading Assessment on the BM3	We will increase make at least a 10% increase of students scoring At/Above on the Star Reading Assessment on the BM4

Action Plan

Measurable Goals

Regular Attendance/Reducing Chronic Absenteeism	School Culture and Climate
Parent and Family Engagement	Math STAR proficiency
ELA-STAR assessment	

Action Plan For: Deliver sound instruction in a variety modes

Measurable Goals:	
- By the end of June 2025, we will increase our student achievement on the ELA PSSA by at least 3%, using the Spring 2024 ELA PSSA assessment as our baseline. - By the end of June 2025, we will increase our student achievement on the Math PSSA by at least 3%, using the Spring 2024 Math PSSA assessment as our baseline.	

Action Step		Anticipated Start/Completion Date	
Incorporate Instructional Rounds/Learning Walks and School Quality Reviews to improve teaching and learning systematically. Engage teachers and school leaders to improve instruction.		2024-08-19	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Instructional Coaches/HMMS administration	Schedule and provide coverage for teachers to visit other teachers' classrooms.	Yes	
Action Step		Anticipated Start/Completion Date	
Conduct weekly classroom walk-throughs based on a list of instructional look-fors for ELA and Math instruction and provide timely feedback to teachers.		2024-08-20	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Instructional Coaches; HMMS administration	PA-Etep Walkthrough form	No	
Action Step		Anticipated Start/Completion Date	
Professional development to support initiatives in the Continuous School Improvement Plan. Create and provide professional development sessions driven by class visits data focused on engagement, differentiation, curriculum implementation, co-teaching strategies, small group instruction for content area teachers and co-teachers.		2024-08-21	2025-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SOI/Instructional Coaches; HMMS administration	Resource on what to look for engagement, differentiation, curriculum and co-teaching strategies. Form to document observations during walkthroughs.	Yes	
Action Step		Anticipated Start/Completion Date	
Review team structures and morning meeting schedule to create a scope and sequence of professional development, that ensures school-level conditions are in place to make progress towards Math and ELA proficiency action steps, and to support implementation of teacher actions in the instructional vision.		2024-08-22	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

SOI/Instructional Coaches; HMMS administration	Time allocated during morning meeting time with content teachers, co-teachers and instructional coach.	No	
Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement including Supervisors of Instruction, Social Workers, and Teachers.		2024-08- 01	2025- 06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HMMS administration	Title I budget, CSI budget, and general budget	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in ELA proficiency and growth Increase in Math proficiency and growth Increase in students meeting or exceeding language growth goals	Plan will be monitored via monthly progress monitoring routines in conjunction with SIF and via school LT and CSI committee meetings internally.

Action Plan For: Make decisions to assist students based on data

Measurable Goals:
- By June 2025, no more than 26% of students will be chronically absent. - By June 2025, we will receive an average domain score for social emotional learning of 3.4 as measured by student responses to climate survey.

Action Step		Anticipated Start/Completion Date	
Implement an evidence-based, Multi-Tiered System of Support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism		2024-08- 19	2025- 06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HMMS administration; HSV	CIS Coordinator and Attendance Team	No	
Action Step		Anticipated Start/Completion Date	
Enhance systems and structures that support regular attendance, including monthly attendance incentives for each grade levels and intervention systems		2024-08- 19	2025- 06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance Team	No	
Action Step		Anticipated Start/Completion Date	
Plan Monthly with Core Attendance team to implement monthly attendance incentives and awards.		2024-08- 19	2025- 06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance Team, attendance rewards	No	

Action Step		Anticipated Start/Completion Date	
Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate		2024-08-19	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	IIRP (Jen Williams) consultant, RP Documents, RP leadership team	Yes	
Action Step		Anticipated Start/Completion Date	
Create/refine school-wide and classroom-level positive behavior expectations (using PBIS Rewards), including incentives for rewards or recognition (e.g., school store). Create clear visuals aligned to common, building-wide language for school-wide expectations that can be posted in all classrooms and common areas. Use PD and other time structures to ground staff in classroom management expectations and systems of progressive discipline as needed throughout the year.		2024-08-26	2025-07-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS Rewards Electronic system	Yes	
Action Step		Anticipated Start/Completion Date	
Establish and execute a plan for celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers.		2024-08-26	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Student of the month shirts, rewards, team expectations	No	
Action Step		Anticipated Start/Completion Date	
Establish and execute a plan for monthly family activities and events such as coffee and conversations, family activities night, etc.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	CIS Support/Plan	No	
Action Step		Anticipated Start/Completion Date	
Supplies or contracted services to support initiatives in the Continuous School Improvement Plan.		2024-08-19	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HMMS Administration/CIS	This includes allocating match funds contributed by the United Way. (\$5,000), Yearly subscription to Navigate PBIS electronic rewards system, Additional funds to purchase positive student behavior awards and host school-wide events.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved school culture and climate Decreased OSS	Plan will be monitored via monthly progress monitoring

Increase regular attendance/decreased level of chronic absenteeism.	routines in conjunction with SIF and via school LT and CSI committee meetings internally.
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Deliver sound instruction in a variety of modes	Incorporate Instructional Rounds/Learning Walks and School Quality Reviews to improve teaching and learning systematically. Engage teachers and school leaders to improve instruction.
Deliver sound instruction in a variety of modes	Professional development to support initiatives in the Continuous School Improvement Plan. Create and provide professional development sessions driven by class visits data focused on engagement, differentiation, curriculum implementation, co-teaching strategies, small group instruction for content area teachers and co-teachers.
Make decisions to assist students based on data	Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate
Make decisions to assist students based on data	Create/refine school-wide and classroom-level positive behavior expectations (using PBIS Rewards), including incentives for rewards or recognition (e.g., school store). Create clear visuals aligned to common, building-wide language for school-wide expectations that can be posted in all classrooms and common areas. Use PD and other time structures to ground staff in classroom management expectations and systems of progressive discipline as needed throughout the year.

Instructional Rounds/Learning Walks

Action Step		
- Incorporate Instructional Rounds/Learning Walks and School Quality Reviews to improve teaching and learning systematically. Engage teachers and school leaders to improve instruction. - Professional development to support initiatives in the Continuous School Improvement Plan. Create and provide professional development sessions driven by class visits data focused on engagement, differentiation, curriculum implementation, co-teaching strategies, small group instruction for content area teachers and co-teachers.		
Audience		
HMMS Faculty and Administration		
Topics to be Included		
Instructional Rounds, Learning Walk Structure and procedures, School Quality Reviews, Data-Wise		
Evidence of Learning		
Instructional Rounds and Learning Walk schedules, summaries of visits, meeting agendas		
Lead Person/Position	Anticipated Start	Anticipated Completion
HMMS Administration	2024-08-01	2025-06-20

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Addressing Identified Professional Development Needs

Action Step
Professional development to support initiatives in the Continuous School Improvement Plan. Create and provide professional development sessions driven by class visits data focused on engagement, differentiation, curriculum implementation, co-teaching strategies, small group instruction for content area teachers and co-teachers.

Audience		
HMMS teachers		
Topics to be Included		
Small group work and student risk-taking to increase student engagement		
Evidence of Learning		
meeting agendas, PD resources/power points, data collected from learning walks, chart paper		
Lead Person/Position	Anticipated Start	Anticipated Completion
HMMS Administration and District Personnel	2024-08-19	2025-06-20

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Build Strong Relationships

Action Step		
- Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate - Create/refine school-wide and classroom-level positive behavior expectations (using PBIS Rewards), including incentives for rewards or recognition (e.g., school store). Create clear visuals aligned to common, building-wide language for school-wide expectations that can be posted in all classrooms and common areas. Use PD and other time structures to ground staff in classroom management expectations and systems of progressive discipline as needed throughout the year.		
Audience		
HMMS staff, faculty, and administration		
Topics to be Included		
PBIS rewards-system, Restorative Practices. School-wide events		
Evidence of Learning		
Reward tracking, meeting agendas, parent communications, programs for events		
Lead Person/Position	Anticipated Start	Anticipated Completion
HMMS Administration	2024-08-19	2025-06-20

Learning Format

Type of Activities	Frequency
Inservice day	as scheduled
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Positive Culture and Climate

Action Step		
- Implement restorative approaches throughout the learning community to promote positive interactions and repair relationships, enhancing the school climate - Create/refine school-wide and classroom-level positive behavior expectations (using PBIS Rewards), including incentives for rewards or recognition (e.g., school store). Create clear visuals aligned to common, building-wide language for school-wide expectations that can be posted in all classrooms and common areas. Use PD and other		

time structures to ground staff in classroom management expectations and systems of progressive discipline as needed throughout the year.		
Audience		
HMMS staff, faculty, and administration		
Topics to be Included		
PBIS system, student and teacher recognition		
Evidence of Learning		
student data, rewards		
Lead Person/Position	Anticipated Start	Anticipated Completion
HMMS Administration	2024-08-19	2025-06-20

Learning Format

Type of Activities	Frequency
Inservice day	as scheduled
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	