

## **HARRISON-MORTON MS**

137 N 2nd St

CSI School Plan | 2022 - 2023

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### **VISION FOR LEARNING**

Mission: Harrison-Morton is a home for students, families, community members, and educators united in our commitment to honor each student's humanity, advocate for their needs, and guide them to academic excellence with patience and love. Vision: Harrison-Morton students will thrive in life, prepared with the skills to navigate complex challenges as empathetic, motivated, and resilient problem-solvers equipped with the skills to thrive in the 21st Century. HMMS teachers will: -Utilize a variety of strategies, provide opportunities for collaborative instruction to elicit student voice including: discussions, the use of workstations, peer feedback, and small group instruction. -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. 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. -Construct and ask questions to deepen their learning. -Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs.

## STEERING COMMITTEE

Name	Position	Building/Group
Patrick J McNulty	Principal	Harrison Morton Middle School
Dr. Carolyn Hamilton	Other	Harrison Morton Middle School - Assistant Principal
Charles Johnson	Other	Harrison Morton Middle School - Assistant Principal
Kelly Ballard	Education Specialist	Harrison Morton Middle School - Supervisor of Instruction
Jennifer Schwartz	Education Specialist	Harrison Morton Middle School - Special Education Facilitator
Theresa Kemp	Teacher	Harrison Morton Middle School
Yazmin Velez	Teacher	Harrison Morton Middle School
Jen Rosario	Parent	Harrison Morton Middle School
Jerica Rosario	Community Member	Harrison Morton Middle School
Yahaira Aviles-Washington	Parent	Harrison Morton Middle School
Mark Weiss	Education Specialist	Harrison Morton Middle School - ESOL Supervisor of Instruction

Name	Position	Building/Group
Brian Siket	District Level Leaders	Allentown School District, Central Office - Executive Director of Special Education
Elizabeth Morales	Education Specialist	Allentown School District, Central Office - District Supervisor of Special Education (middle schools)
Mike Bruckner	Community Member	Allentown School District Foundation
Dr. John Stevens	Community Member	Allentown School District Foundation
William Seng	District Level Leaders	Allentown School District, Central Office - Executive Director of Middle School Transformation and Virtual Learning
Rosimar Lloyd	Teacher	Harrison-Morton Middle School - ELL teacher
Deborah Jones	Education Specialist	Harrison Morton Middle School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
IF: - Staff share collective responsibility for the success of EL students; - Co-teachers have protected time and structures for planning and collaboration; - Teachers use disaggregated data (Star) and language acquisition data (LAS Links) to inform instructional decisions; - School provides professional learning (PD, training, coaching) to all staff and monitors impact for all that's above Then: English language proficiency will improve.	English Language Growth and Attainment
IF: teacher actions are aligned to HMMS' instructional vision; teachers plan high-quality, standards-aligned lessons; teachers maximize intervention time and programs to meet student needs; school provides professional learning (PD, training) and feedback (coaching) for teachers and monitors impact for all that's above THEN: ELA proficiency will improve	English Language Arts
If: - school leadership holds staff and students accountable for following school-wide rules, routines, and procedures; - all school staff implement Restorative Practices, including restorative circles; - all school staff develop respectful and trusting relationships with students; - the school provides professional learning (PD, training, coaching) to all staff and monitors impact for all that's above THEN: Staff-student relationships will improve	School climate and culture
IF: teacher actions are aligned to HMMS' instructional vision; teachers plan high-quality, standards-aligned lessons; teachers maximize intervention time and programs to meet student needs; school provides professional learning (PD, training) and feedback (coaching) for teachers and monitors impact for all that's above THEN: Math proficiency will improve	Mathematics

## ACTION PLAN AND STEPS

## Evidence-based Strategy

School climate and culture (Restorative Practices)

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Climate and Culture

By the end of the year, HMMS will score at least a 11 out of a possible 15 points on their Climate and Culture scorecard.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Empower students to create spaces throughout the school building that foster feelings of safety, belonging, and SEL awareness.

0022-08-22 -  
2023-06-30

Student representative,  
Student Government advisors, facilities directors, building leadership team.

materials for room designs, SEL resources and materials, appropriate furnishings

In partnership with Transformation Partner and CIS staff, review team structures, review master schedule, and create a scope and sequence for professional development that ensures a school-level conditions are in place to make progress towards Priority 3 action steps.

2022-08-29 -  
2022-10-01

School Administration, Team Leaders, Committee members, CIS staff

School master schedules, instructional pacing guide, SEL resources and materials

Schedule and provide culture and climate-specific professional development sessions throughout the year in the PD scope and sequence, including, but not limited to, SEL, trauma informed

0022-08-29 -  
2023-06-30

School Administration, Team Leaders, Committee members,

Cohesion network consultants, PD-schedule, assessment calendar

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instruction, anti-bias, relationship building, and restorative practices. Provide follow-up time for teachers to reflect and interpret training.		CIS -Restorative practice facilitator	building master schedule.
Write student-centered lessons for the most high-leverage student expectations. Protect time for all lessons to be taught to all grade levels within the first two weeks of school.	2022-08-29 - 2022-09-15	School Administration, Team Leaders, Committee members, guidance counselor, district SEL facilitator	Sample Look For's,Monthly Calendar (on-line) ,planning time to discuss feedback
Create/refine school-wide and classroom-level positive behavior expectations, including incentives for rewards or recognition (e.g., school store). Create clear visuals that can be posted in all classrooms and common areas.	2022-08-29 - 2022-10-01	School Administration, School Partners,Team Leaders, Staff	School materials and supplies centered on PBIS,
Schedule and perform monthly culture walkthroughs to observe Restorative Practices in action. Identify strong examples of Restorative Practices and provide teachers with peer observation opportunities, as needed. Identify teachers who need additional support with Restorative Practices and follow up as needed.	2022-08-29 - 2023-06-30	School Administration, Team Leaders, Committee members, CIS -Restorative practice facilitator	Sample Look For's,Monthly Calendar (on-line) ,planning time to discuss feedback
Develop year-long data review plan to analyze behavior data, including by teacher and disaggregated by student groups. Determine how, how often, and when student discipline data will be shared across stakeholder groups.	2022-08-29 - 2022-10-15	Building leadership team, office of accountability and assessment	restorative questionnaire cards, marking period calendar

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Gather input on the state of climate/culture from a representative student advisory council that meets at regular intervals (e.g., monthly).	2022-08-29 - 2023-06-30	Student government participants, advisor, assistant principals.	meeting agenda, school calendar, survey questions
Establish a plan for celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers.	2022-08-29 - 2022-10-01	School Administration, Team Leaders, Committee members, guidance counselor, district SEL facilitator, teachers, student government members	School-wide reward system accessible to entire school, tracking to include monthly incentives/rewards
Execute the plan for celebrating student success and growth, including monthly celebrations from admin and regular celebrations from classroom teachers.	2022-09-15 - 2023-06-30	School Administration, Team Leaders, Committee members, guidance counselor, district SEL facilitator, teachers, student government members	School-wide reward system accessible to entire school, tracking to include monthly incentives/rewards
Establish a plan for regular, periodic communication to families on student progress. Create tiered approach for communication for families based on if students are or are not consistently meeting growth benchmarks.	2022-08-29 - 2022-11-01	School Administration, School Partners, Team Leaders, Staff	Quarterly newsletter centered on PBIS, RP and SEL, Planning time
<b>Anticipated Outcome</b>			

- Professional development scope and sequence includes regular and comprehensive culture and climate PD opportunities - Schoolwide PBIS system, including visuals in classrooms and common areas - Restorative practice meetings and circles are happening at regular intervals in all classrooms - Published plan for family communication on student progress with tiered communication breakdown

### Monitoring/Evaluation

The Priority 3 admin lead will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: - attendance/behavior data, disaggregated by teacher, student groups and Tier II and Tier III - Restorative Practices data (how often, how effective) - data from culture walkthroughs - student and staff survey data

### Evidence-based Strategy

Conduct formative assessments to use with English Learners to determine which students need additional support and provide focused interventions

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EL	By the end of SY22-23, 66% of Harrison-Morton students will meet or exceed expected growth as measured by the LAS Links assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures, review morning meeting schedule, and create a scope and sequence for professional development that ensures a school-level conditions are in place to make progress towards Priority 4 action steps.	2022-08-22 - 2022-09-15	Transformation Partner, Building Leadership Team, District Curriculum Committee, ESOL SOI	Assessment Calendar, District PD calendar, Transformation Partner Schedule
Ensure schoolwide lessons integrate a language objective and includes differentiation/modifications section based on language levels. Meet with teams regularly to ensure language objectives, modifications and accommodations are planned for ELs.	2022-08-22 - 2023-06-30	Transformation Partner, Building Leadership Team, Team Leaders, ESOL SOI	Assessment Calendar, Lesson Plans, Walkthrough form
Provide training on assessments and goals for English Learners, including WIDA and LAS Links, all staff who work with EL students.	2022-08-22 - 2022-09-09	Transformation Partner, ESOL SOI	Assessment Calendar, LAS and WIDA Score Reports, Star Data,
Ensure EL students and ESOL teachers are included on representative teams, including student advisory groups or school leadership teams.	2022-08-22 - 2022-11-01	Building Leadership Team, ESOL Teachers, ESOL SOI	Morning Meeting Schedule, Bell Schedule, Student Activity Meeting Schedule/Directory
Protect time for structured collaboration between ESOL and content	2022-08-22 -	Building	Assessment Calendar,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teachers, including time for co-planning and data analysis on weekly basis. Provide meeting templates or agendas that include best practices in coteaching support for ELs.	2023-06-30	Leadership Team, Team Leaders, ESOL SOI	District PD calendar, Morning Meeting Schedule, Bell Schedule,
During the first two weeks of the school year, protect time for content teachers and ESOL teachers to have collaborative time to review the proficiency status, individualized goals, and needs of all English Learners in their classes.	2022-08-22 - 2022-09-09	Transformation Partner, Building Leadership Team, Team Leaders, ESOL Teachers, ESOL SOI	Assessment Calendar, District PD calendar, Morning Meeting Schedule, Bell Schedule,
Encourage family engagement of English Learners by making the school a welcoming place for families of EL students (e.g., posting signage in multiple languages, having translators or translation services available at school events, providing translated versions of all schoolwide communication).	2022-08-22 - 2023-01-01	Home School Visitor, Family Liason, ESOL SOI	Signage, School Calendar
Develop year-long data review plan to ensure data analysis takes place after all assessment windows, including LAS Links and Star assessments.	2022-08-22 - 2022-10-01	Building Leadership Team, ESOL Teachers, ESOL SOI	Assessment Calendar, District PD calendar, Morning Meeting Schedule, Bell Schedule,
Ensure disaggregated data is available for core content assessments. Include protected time for data analysis for ESOL teachers, and a plan	2022-10-01 - 2023-06-30	ESOL Teachers, ESOL SOI	Assessment data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to share information to core content teachers.			
Provide professional development on strategies to ensure students have time and tasks that allow them to practice language production (speaking and writing). Immediately after PD, follow up by observing implementation in action or provide feedback on effective use of strategies.	2022-08-22 - 2023-06-30	Transformation Partner, Building Leadership Team	ESOL Strategies, Examples, Look Fors, Time,
Create a walkthrough form and schedule to monitor the use of EL practices in both core and elective classes that can be utilized by admin or peers.	2022-08-22 - 2022-10-01	Transformation Partner, Building Leadership Team	Walkthrough Form, Debrief time, data collection tool, survey
Execute walkthrough schedule and use walkthrough data to provide professional learning for any identified gaps for individuals or groups of teachers.	2022-10-01 - 2023-06-30	ESOL SOI, Building leadership team	Walkthrough Form, Debrief time, data collection tool, survey
After each benchmark period, provide structured data analysis sessions that include correlations between LAS Links and Star data for all teachers who teach EL students. Use data to inform whole instruction and small-group interventions.	2022-08-22 - 2023-06-30	Building Leadership Team, ESOL Teachers, ESOL SOI	LAS Links score reports, Team Meetings, Student/Teacher Data Meetings
Develop an ILP to monitor progress of ELL students and ensure dual identifies students are receiving necessary linguistic and special education needs.	2022-08-22 - 2022-10-01	ESOL SOI, ESOL Teachers	ILP, Quick Look form, Data Implications sheet, Morning Meeting Calendar, Department Time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a language acquisition intervention program, ESOL Plus, that follows the related arts schedule and targets specific needs of students.	2022-08-22 - 2022-11-01	Transformation Partner, Building Leadership Team	Classroom, Additional ESOL teacher, ELL Data, Building Schedule, Assessment Calendar, Academic Data

### Anticipated Outcome

- Professional development scope and sequence includes clear focus on EL development for all teachers, including content teachers - Protected time for co-teaching collaboration in regular morning meeting rotation schedule - Data analysis is frequent. All data is disaggregated by EL status. - Individual Learning Plans - Walkthrough schedule and data

### Monitoring/Evaluation

- The Priority 4 admin lead (ESOL SOI) will facilitate monthly progress monitoring routines with a representative team of teachers and staff members that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take action as needed to address any areas of opportunity: - Core content assessment data, disaggregated by student group - LAS Links assessment data - Walkthrough data

### Evidence-based Strategy

Job Embedded Professional Development

### Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math	By the end of SY22-23, HMMS students will improve overall proficiency by 11.6% in math as measured by the Star math assessment.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures and morning meeting schedule to create a scope and sequence for professional development that ensures school-level conditions are in place to make progress towards math proficiency action steps, and to support implementation of teacher actions in the instructional vision.	2022-06-15 - 2022-09-01	Transformation Partner, Building Leadership Team, District Curriculum Committee, Math Coach	Pacing Guide, assessment calendar, district PD calendar, math coaching schedule, transformation partner schedule
In partnership with Transformation Partner, implement professional development which may include but are not limited to: utilizing Star math data, breaking down and using standards to inform instruction.	2022-08-22 - 2023-06-30	Transformation Partner, Building Leadership Team, District Curriculum Committee, Math Coach	Pacing Guide, assessment calendar, district PD calendar, math coaching schedule, transformation partner schedule
Review the PD scope and sequence quarterly. Use observation and anecdotal data and teacher feedback to ensure available PD is responsive to emerging teacher needs.	2022-08-29 - 2023-06-30	Transformation Partner, Building	Pacing Guide, assessment calendar, district PD calendar, math coaching

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Leadership Team, District Curriculum Committee, Math Coach	schedule, transformation partner schedule
Determine how minutes should be used in every math classroom (e.g., 10 minutes of fluency practice) and communicate expectations so that all math teachers and leaders have a common understanding of use of math instructional time. Ensure timing is grade-level specific, warm up, objective etc. needs to be adjusted based on double period for 6th grade. Pacing guide for class periods. Using formative assessments to adjust and differentiate instruction.	2022-08-22 - 2022-11-01	Building Leadership Team, Math Coach, Transformation Partner	Assessment Calendar, Lesson Plans
Use walkthrough data to monitor the use of grade-level specific math minute allocation and the ongoing use of formative assessments to adjust and differentiate instruction	2022-11-01 - 2023-06-30	Building Leadership Team, Math Coach, Transformation Partner	Classroom Walkthroughs and Observations, Student Survey (Student Voice)
Establish clear, consistent expectations for math interventions (i.e., I/E, small group instruction time), including any guidance for specific time requirements or programs.	2022-08-29 - 2022-09-15	Building Leadership Team, Math Coach, Transformation	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Partner, Math Intervention Specialist, Math Teachers, Guidance Counselor	
Broadly communicate expectations for math interventions (I/E, small group instruction time) to all teachers and observe for implementation.	2022-08-22 - 2022-09-15	Building Leadership Team, Math Coach, Transformation Partner, Math Intervention Specialist, Math Teachers, Guidance Counselor	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule
Use Star math benchmark data to inform groupings for in-class interventions (e.g. small groups) and I/E time.	2022-08-29 - 2022-09-30	Building Leadership Team, Math Coach, Transformation Partner, Math Intervention	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule, School Calendar, Class Rosters

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Specialist, Math Teachers, Guidance Counselor	
Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data.	2022-10-01 - 2023-06-30	Building Leadership Team, Math Coach, Transformation Partner, Math Intervention Specialist, Math Teachers, Guidance Counselor	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule, School Calendar, Class Rosters
Protect time for teachers to analyze formative and summative assessment data at least quarterly. Ensure time is protected for collaborative analysis with core content, SpEd, and ESOL co-teachers.	2022-08-22 - 2023-06-30	Building Leadership Team, District Curriculum Committee, Math Coach, ESOL SOI	Allocation of Time, formative and summative assessment Data, curriculum, curriculum and assessment calendars
<b>Anticipated Outcome</b>			



- Published assessment calendar that includes summative assessments and timelines for data analysis and reteach - Published protocols for peer lesson reviews - Published school-specific guidance for math classrooms. -Published walkthrough form and "look fors"

### Monitoring/Evaluation

The Priority 1 admin lead will facilitate monthly progress monitoring routines with a representative math team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity: -math benchmark assessment data (Star) -math summative assessment data (unit tests, fluency) -math classroom observation data (amount of observations, leading or lagging implementation trends) - morning meeting topic calendar -classroom walkthroughs -student surveys

### Evidence-based Strategy

Job Embedded Professional Development

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By the end of SY22-23, Harrison-Morton students will improve overall proficiency by 8.3% in ELA as measured by the Star ELA assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In partnership with Transformation Partner, review team structures	2022-06-15 -	Transformation	Pacing Guide, assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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 ELA proficiency action steps, and to support implementation of teacher actions in the instructional vision.	2022-09-01	Partner, Building Leadership Team, District Curriculum Committee, ELA Coach	calendar, district PD calendar, ELA coaching schedule, transformation partner schedule
In partnership with Transformation Partner, implement professional development which may include but are not limited to: utilizing Star ELA data, analysis and use of standards to inform instruction.	2022-08-22 - 2022-06-30	Transformation Partner, Building Leadership Team, District Curriculum Committee, ELA Coach	Pacing Guide, assessment calendar, district PD calendar, ELA coaching schedule, transformation partner schedule
Share information around lesson structure to reflect the Gradual Release of Responsibility (I Do, We Do, You Do) with time allocations and opportunities for engagement (peer to peer collaboration, higher order questions using Webb's Depth of Knowledge and Bloom's Taxonomy) and communicate expectations so that all ELA teachers and leaders have a common understanding of use of ELA instructional time.	2022-08-22 - 2022-11-01	Building Leadership Team, ELA Coach, Transformation Partner	Webb's DOK, Bloom's Taxonomy; Assessment Calendar, Lesson Plans
Create a list of instructional vision aligned look-fors for ELA intervention during the I/E period.	2022-08-22 - 2022-09-15	Building Leadership Team, ELA	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coach, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor	Schedule
Conduct weekly walkthroughs based on list of instructional look-fors for ELA intervention and provide timely feedback to teachers.	2022-09-15 - 2021-06-30	Building Leadership Team, ELA Coach, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule
Provide training and professional development on use of Lexia, Lexia data and STAR data analysis to inform targeted and personalized instruction.	2022-08-29 - 2022-09-15	Building Leadership Team, ELA Coach, Transformation	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor	
Monitor effectiveness of interventions at regular intervals and fluidly adapt groupings as needed so that interventions are responsive to real-time data.	2022-10-01 - 2023-06-30	Building Leadership Team, ELA Coach, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor	Data Protocol Sheets, Star Data, PSSA Data, Master Schedule, Rating Period Schedule
Allocate time for teachers to analyze formative and summative assessment data at least quarterly. Ensure time is protected for collaborative analysis with core content, SpEd, and ESOL co-teachers.	2022-08-22 - 2023-06-30	Building Leadership Team, ELA Coach, Transformation Partner, ELA Intervention	Data Protocol sheets, core curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Specialist, ELA Teachers, Guidance Counselor	
Review the PD scope and sequence quarterly. Use observation and anecdotal data and teacher feedback to ensure available PD is responsive to emerging teacher needs.	2022-08-29 - 2023-06-30	Transformation partners, building coaches, SOI and ELL SOI	PD scope and sequence; walkthrough data
Utilize walkthrough data to track consistency among staff in delivery of content material with a consistent level of rigor across classrooms.	2022-10-01 - 2023-06-30	Building Leadership Team, ELA Coach, Transformation Partner, ELA Intervention Specialist, ELA Teachers, Guidance Counselor	Wakthrough data
<b>Anticipated Outcome</b>			
- Published assessment calendar that includes summative assessments and timelines for data analysis and reteach - Published school-			

specific expectations for ELA classrooms. - Dedicated coaching and support for content area, SPED, EL and paraprofessionals using standards aligned materials

### **Monitoring/Evaluation**

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The Priority 2 admin lead will facilitate monthly progress monitoring routines with a representative ELA team that includes grade level representatives, an EL teacher representative, and a Learning Support teacher representative. The team will review the following indicators, and take any necessary action to address areas of opportunity: -ELA benchmark assessment data (Star) -ELA formative assessment data (unit tests, fluency) -ELA classroom observation data (amount of observations, leading or lagging implementation trends) - classroom walkthrough data -Student survey data

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

SY19-20: 93.1% career standards benchmark; Harrison-Morton is not meeting the statewide performance standard (98%). Harrison-Morton counselors work with students to compile portfolios of artifacts

Identify professional learning needs through analysis of a variety of data \* Use multiple professional learning designs to support the learning needs of staff.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

SY19-20: 37.5% of students were proficient or advanced in ELA,

### Challenges

SY20-21: 44.5% of the overall student population not meeting state wide goal for the career standards benchmark.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Use multiple professional learning designs to support the learning needs of staff. (Adoption and implementation of the instructional vision.)

Implement a multi-tiered system of supports for academics and behavior. (Implement an evidence-based system of schoolwide positive behavior interventions and supports.)

SY21-22: Only 1 of 128 7th Graders scored advanced on the Math 20-21 PSSA that was taken in the fall of 2022.

SY20-21: 3.1% of students were proficient or advanced in math [SY18-19: 11.6%].

SY20-21: 94% of Harrison-Morton's English Learners are not meeting growth goals for English Language Growth and Attainment.

## Strengths

the highest of all PSSA areas [SY18-19: 31.7%].

SY21-22: 21.1% of 6th grade students are approaching proficiency in math as demonstrated on the Math 2020-2021 PSSA taken in the fall of 2022.

SY19-20: English Learners have the highest regular attendance rate (74.2%)

SY21-22: Between our fall baseline and Winter 2 our At-Above Benchmark in Reading grew by 2.3%

SY21-22: The number of students showing high growth on Star - ELA from Fall to Winter 1 testing windows increased from 25% in the 20-21 school year to 31.8% in the 21-22 school year.

SY21-22: Between our fall baseline and Winter 2 At-Above Benchmark in Reading for 8th grade increased by 2.8%

SY21-22: Overall growth from Fall to Winter 2 was an increase of 3.1% on Star Math.

SY21-22: The number of students showing high growth on Star Math from Fall to Winter 1 testing windows increased from 21% in the 20-21 school year to 33.9% in the 21-22 school year.

## Challenges

SY18-19: 30.1% of economically disadvantaged students are proficient on PSSA ELA.

SY20-21: Percent English Language Growth and Attainment is 6% [SY19-20: 12.4%] [SY18-19: 14.3%]

SY21-22: 8th grade students are our lowest performing grade with 21.4% of students scoring below proficient on the Winter 2 Benchmark on Star - ELA.

SY21-22: HMMS saw a decrease in the proficiency from Winter 2 20-21 (21.5%) to Winter 2 21-22 (20.9%) on Star - ELA.

SY21-22: Overall proficiency is 9.1% on Star Math.

SY21-22: HMMS saw a decrease in the proficiency from Winter 2 20-21 (11%) to Winter 2 21-22 (9.1%) on Star Math.

SY21-22: 0% of ELL students were proficient on the Star Math test at the winter 2 window.

SY21-22: Reading is an area of growth on the LAS Links with 8.47% of students proficient in the winter testing window.

SY18-19: HMMS's academic growth score for science is 63; HMMS does not meet the statewide growth standard (70) for science.



### Strengths

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SY21-22: 8th grade students went from 15.5% proficiency to 18.6% proficiency between winter 1 and winter 2 on Star Math.

SY21-22: Black students increased proficiency on the Star Math assessment from fall administration (n= 12) to winter II administration (n=25) by 16% (19%-35%).

SY21-22: Overall fall LAS scores gained from Spring 2021 from 4.29% to 7.89% proficient in Fall 2021, and 9.32% in Winter 2021.

SY18-19: Students identifying as Hispanic had the highest science growth score for HMMS (69).

### Challenges

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SY18-19: 28.3% proficient or advanced in science according to PSSA.

SY21-22: 1.4% of students with IEP's scored proficient between our fall baseline and winter 2 Star ELA assessment.

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### Most Notable Observations/Patterns

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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. 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.

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Challenges	Discussion Point	Priority for Planning
SY21-22: HMMS saw a decrease in the proficiency from Winter 2 20-21 (11%) to Winter 2 21-22 (9.1%) on Star Math.	Implementation challenge: Limited belief/mindset that students are coming with less knowledge or lower work ethic than previously. Lack of systematic approach from the district on how to identify and implement interventions Additional discussion: Teachers are not utilizing small group differentiation of lesson plans. Students not ""doing"" the math, relying on calculators or programs. Classrooms are still set up in rows, not allowing for collaborative grouping. Small group instruction is not happening and there is limited manipulative use in the classroom. No uniform lesson plan that is accepted by CBA that encompasses small groups, differentiation. Some teachers show a lack of confidence to allow stations or groupings and others are not comfortable in instruction/teaching.	
Foster a culture of high expectations for success for all students, educators, families, and community members.	Implementation challenge: Unclear vision Lack of communication Additional discussion: Everyone is restorative trained however not ""practicing"" what they have learned and circles are not being used. The team is working to gain additional family support. There is still some disconnect with staff and students.	
SY21-22: HMMS saw a decrease in the	Implementation challenge: Limited belief/mindset that students possess the prerequisite skills. Lack of systematic approach across grade levels and teams Additional discussion: Student data (writing + reading) conferences are not occurring. Lesson plan expectations cannot be met without push back from CBA. Common planning for all co-teachers is not happening. Students are not exposed to on-	

Challenges	Discussion Point	Priority for Planning
proficiency from Winter 2 20-21 (21.5%) to Winter 2 21-22 (20.9%) on Star - ELA.	grade level content at all times. Without submission of lesson plans its easy to go through the motions without accountability. Explicit vocabulary/word work not occurring. Remediation based on data and small group instruction not happening . The team desires to use peer walkthroughs and conversations to facilitate meaningful professional growth.	
SY20-21: Percent English Language Growth and Attainment is 6% [SY19-20: 12.4%] [SY18-19: 14.3%]	Implementation challenge: There is a lack of ELL based curriculum from a district level and there are disparities between buildings on programming; ie. push and pull out instruction Additional discussion: LAS Links data review is occurring using 3 data points to quantify language growth and attainment Language Growth and Attainment is a calculation that comes from the state, not something that is easily calculated by an LEA. Ongoing use of practical curriculum/resources. Teachers are using Middlebury, although struggling to implement with fidelity, they are also exploring Lexia English as an intervention, as it correlates to WIDA scaled scores and incorporates all language domains.	