



**SCHOOL IMPROVEMENT PLAN AT A GLANCE**  
**2024-2025**

**Folly Quarter Middle: VISION & MISSION**

**Vision:** To create an exemplary middle school by continuously improving the quality of teaching and learning.

**Mission:** Working together as a community to ensure that all students actively engage in learning, meet success now, and fully prepare for a positive future.

**HCPSS EQUITY FRAMEWORK**

**Belonging:** All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.

**Opportunity & Access:** All students, staff, and families can access pathways that expose them to high-quality learning experiences.

**Instructional Excellence:** All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

**Engaged & Inspired Learners:** All students and staff are empowered to shape their teaching and learning experiences.

**HCPSS FIVE FOCUS AREAS**



**SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS**

**On Track CCR (Literacy) Strategy:** Implementing effective Tier 1 differentiated supports during first instruction

**Statement of Commitment:** We commit to engaging in constructive and meaningful planning to provide differentiated instruction so that students will get the instruction that they need.

**Action Steps:**

- Share common understanding with colleagues about expectations for standard mastery across content areas and grade levels by engaging in collaborative planning and data conversations
- Implement effective first instruction with differentiated supports
- Devise a plan for effectively implementing a multi-tiered system of supports for literacy, including scheduling time for instructional and support staff to review data and develop support plans for students

**Mathematics Strategy:** Implementing a multi-tiered system of supports for instruction and intervention

**Statement of Commitment:** We commit to implementing a multi-tiered system of supports for instruction and intervention so that students will have increased access and proficiency with grade/course-level standards.

**Action Steps:**

- Norm understanding and expectations regarding multi-tiered system of supports, with a strong focus on Tier 1 supports with fluency.
- Continue to implement and adjust our plan for effectively implementing a multi-tiered system of supports for mathematics, including scheduling time for instructional and support staff to review data and develop support plans for students
- Monitor student progress aligned with systemic expectations
  - Use the data to refine interventions and exit students who meet progress benchmarks

**Attendance Strategy:** Communicating with families about student attendance  
**Statement of Commitment:** We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student's attendance and system policy.

**Action Steps:**

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).
- Establish consistent and accurate attendance data collection (consistently taking attendance), reporting (Synergy), and reviewing (e.g., using Hoonuit dashboards).
- Discuss student attendance concerns at SCD and refer to SST as needed.
- Ensure attendance team meetings are occurring at least monthly in SST.
- Communicate with families including the initial Call of Care and Concern procedure from the teacher/team or secretary and then refer to SST when noticing a student has been absent and they are unsure of their reason for absence.

**Discipline Strategy:** Engaging stakeholders to understand the Student Code of Conduct and norm application by staff.

**Statement of Commitment:** We commit to engaging in processes to norm application of the Student Code of Conduct so that students will experience more consistent disciplinary actions as evidenced by consistent discipline practices.

**Action Steps:**

- Quarterly communication with families regarding the Student Code of Conduct and discipline practices.
- Quarterly communication with students that includes clear expectations around the student code of conduct.
- Each teacher will establish collaborative classroom norms
- Each staff member will utilize PBIS initiatives frequently and purposefully.
- Soliciting student feedback on how to make school more welcoming and engaging
- Staff will continue to infuse aspects of community building and belonging within first instruction throughout the year.