



FOLLY QUARTER MIDDLE: VISION AND MISSION

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

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 STRATEGIC CALL TO ACTION

LEARNING AND LEADING WITH EQUITY AND THE FIERCE URGENCY OF NOW

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS DESIRED OUTCOMES

Value- Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.

Achieve- An individual focus supports every person in reaching milestones for success.

Connect- Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.

Empower- Schools, families and the community are mutually invested in student achievement and well-being.

OUR COMMITMENT STATEMENTS, STRATEGIES, AND MILESTONES

Commitment Statement for Literacy: We commit to supporting student growth and development in academic stamina, writing, and academic discourse through the use of diverse texts reflecting the school community. We commit to establishing instructionally sound class communities which allow students to take risks, build confidence in reading and writing, and build perseverance in an atmosphere of mutual respect in our classrooms.

Strategies:

- Content area and Special Ed teachers will work closely in each grade to develop and revise lessons to incorporate reading and writing strategies and scaffold strategies for students.
- Staff will engage in PD during PIPs to improve teaching strategies related to reading and writing goals across contents and grade levels.
- Content area teachers provide opportunities for students to analyze information from various sources (informational text, video, animation, data tables, graphs, pictures, political cartoons and timelines) and express their ideas through writing often throughout the school year.

Milestones: Classroom walkthroughs, quarterly staff feedback from collaborative planning and implementation, quarterly content professional learning feedback, quarterly content meeting observations and feedback, formal observations, Data: CommonLit, MAP, and MCAP, SLO data, and monthly Student Centered Discussion with data

Commitment Statement for Math: We commit to using the effective math teaching practices, select and scope sequencing, and math language routines to create a classroom culture where all students feel welcomed and challenged mathematically. We commit to teaching, supporting and guiding students of all mathematical abilities to grow in their understanding and development as mathematical scholars.

Strategies:

- The teacher and special education staff engages students in purposeful sharing of mathematical ideas, reasoning, and approaches. Staff chooses varied representations by selecting and sequencing student responses and solution strategies, using a hierarchy of knowledge approach (“low floor, high ceiling”), for whole-class analysis and discussion. (3b, 3d)
- Professional development for all staff on “Mathematical Language Routines” (Math Language Routines.) and how they can transfer to other contents. Other supports include: sentence starters, language written in room (anchor charts, both vocab and diagrams for visuals), “transition sentences → graphic organizer”, cloze sentences.
- To elicit risk-taking: Model making mistakes in a positive way. Celebrate/highlight risk-taking behaviors in students as an integral part of the learning process, define risk-taking behaviors together as a class, looking for elements such as, “embracing challenging problems, willingness to make changes, respectful of others’ mistakes, asking and answering questions within a group” “reward” the best wrong answer to prepare for eliminating choices on state assessments like MCAP as well as increasing discourse.

Milestones: Math Office/Admin visit rubric/feedback, Formal Observations, Walkthrough data, weekly collaborative planning/grading with assessment data, MAP and MCAP data, monthly Student Centered Discussions with data, Content Professional Learning feedback with walkthrough from Admin and ITL.

Commitment Statement for School Climate: We commit to creating a positive school culture that meets students’ social emotional needs. As a staff, we will engage thoughtfully in encouraging students to always do their Falcon Best through weekly Social-Emotional Learning Lessons (SEL), student centered discussions (SCD), student support team (SST) initiatives, and positive behavior interventions and supports (PBIS).

Strategies:

- All staff create a restorative culture where students and families feel welcomed and included, community-building is prioritized, and positive conversations are frequent during the day and this work is reflective in all that we do including weekly SEL lessons.
- School staff will follow clear protocols established with administration and student services for accessing student supports and community resources including mental health supports and/or responding when students are being socially, emotionally and/or academically impacted.

Milestones: *Quarterly PBIS data, quarterly SEL lesson feedback, monthly attendance data, monthly discipline data, quarterly early intervention data through SST and grade level teams, professional learning feedback, administrative walkthrough data, quarterly committee feedback, monthly SST data, monthly student centered discussion data, quarterly parent feedback, and monthly SIP and time out of class data through student services*