



Ellicott Mills Middle School



SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025

Ellicott Mills Middle School: VISION & MISSION

Vision: Ellicott Mills Middle School is dedicated and committed to provide a world class education to a vibrant and diverse community of students, staff, and community members.

Mission: Our mission “to make great things happen” acknowledges the importance of a middle school culture that balances students’ academic growth with their social and emotional growth. All members of the community work to provide opportunities for our children that engage, challenge, and support them in their preparation for an ever-changing world.

HCPSS STRATEGIC CALL TO ACTION: LEARNING AND LEADING WITH EQUITY

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 social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

FOUR OVERARCHING COMMITMENTS

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

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

Achieve: An individualized focus supports every person in reaching milestones for success.

FOUR SCHOOL TARGETS w/ STRATEGIES, & COMMITMENTS

1. Target: Literacy

Statement of Commitment: We commit to engaging in constructive and meaningful planning to provide differentiated instruction so that students will get the instruction 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.
- Increase community connection through frequent communication
- Increase student agency
- Professional learning for teachers, interventionists, other support staff, and administrators on differentiation.
- Administrators expect and schedule time for teachers to engage in collaborative planning conversations.

2. Target: Math

Statement of Commitment: We commit to implementing a multi-tiered system of support 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.
- Devise a 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.

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

- Engage in professional learning on differentiation.
- Participating in co-planning meetings and classroom walkthroughs.

3. Target: 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 the school year.
- SST to meet monthly to review chronic absenteeism and then follow attendance procedures.
- Maintain current practices with school staff to establish consistent and accurate attendance data collection.
- Facilitate parent education through Student Services Information Night
- Assign mentors to students in our target group.
- Recognize good and improved attendance. Implement an incentive program (intrinsic or otherwise).
- Utilize PPW to connect community resources to effectuate positive change.

4. Target: Discipline

Statement of Commitment: We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates.

Action Steps:

- Designated staff will engage in the monthly discipline protocol (SST)
- Implement school culture and climate initiatives with a focus on belonging, relationships, cultural responsiveness with dignity, respect, & mutual concern (PBIS, SEL, trauma-informed strategies, conflict resolution)
- Professional Learning which includes tier 1 concepts that cut across initiatives (relationship building, behavior-specific praise, recognizing successes and teach social emotional skills) and addresses how differentiation impacts students' sense of belonging.