

Hingham Middle School

School Council Report

2022 - 2024



HINGHAM PUBLIC SCHOOLS

Hingham Middle School

SCHOOL IMPROVEMENT PLAN 2022 - 2024

CORE VALUES

At Hingham Middle School our students will:

- Be provided with a positive atmosphere
- Be challenged to their utmost ability
- Be provided with understanding between diverse people
- Promote community service to others
- Be provided with feelings of self-worth

SCHOOL COUNCIL MEMBERS

Derek Smith – Principal, Co-Chair
Laura Accettella – Parent Representative, Co-Chair
Katie Carolan - Parent Representative
Scott McDaniel - Parent Representative
Meghan McCusker - Community Representative
Brett Johnson - Teacher Representative
Jennifer Driscoll - Teacher Representative

SCHOOL IMPROVEMENT PLAN DEVELOPMENT PROCESS

The Hingham Middle School Council has employed a reflective and collaborative process to develop this school improvement plan. This plan has been developed consistent with the educational goals consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education and by the Hingham School Committee. The Hingham Middle School Council has completed a needs assessment of the school in light of our proposed goals. This plan addresses the means to address student performance, the professional development needs of the building's professional staff, as well as the enhancement of parent/guardian involvement in the life of the school, safety, and discipline, as well as the means for meeting the diverse learning needs of every child.

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Sources of evidence used to develop this school improvement plan include the district's strategic plan, the district's professional development plan, school enrollment and class size reports, student achievement results from local and statewide assessments, as well as parent and community feedback. This plan may be amended as necessary based on the HPS 22-25 strategic plan.

HINGHAM MIDDLE SCHOOL GOALS FOR 2022 - 2024

Goals for 22-23

Goal 1: HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.

Goal 2: HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.

Goal 3: *HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.*

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Goal 1: *HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.*

Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<ol style="list-style-type: none"> 1. Expand membership of HMS School Council by one parent member and one faculty member 2. Administrators will use the S'more digital platform to produce and deliver the HMS Connection and collaborate with HPS director of communications on expanded use of the platform as well as other useful resources. 3. Faculty will provide pictures and updates of special events and classroom lessons as available. 4. Administrative Assistants will monitor and update the HMS webpage. This will include prominently featuring afterschool activities on the HMs website. 5. HMS School Council will develop a tool to gather input from students, faculty and parents. 6. Evaluate and update the HMS Student Handbook on a monthly basis, reviewing a portion each month. This process will ensure consistency with HMS community values and school committee policies. 7. Seek feedback from HMS students, faculty, and community members regarding potential updates to the HMS Student Handbook. 8. Create and submit a draft of updated HMS handbook by 5/1/23 	<p>Building principal</p> <p>Building Administrators and HPS Director of Communications</p> <p>HMS Faculty</p> <p>HMS Administrative Assistants</p> <p>HMS School Council</p> <p>HMS School Council</p> <p>HMS Administration</p> <p>HMS School Council</p>	<p>None</p> <p>Time and continued access to S'more as well as time to meet/train with HPS director of Communications.</p> <p>Time</p> <p>Time and training between HMS administrative assistants and HPS communication specialist.</p> <p>Middle school specific feedback from March 2022 HPS strategic plan survey.</p> <p>Time, School Committee Policies</p>	<p>Expanded Council</p> <p>Frequency and consistency of HMS Connection</p> <p>Continued development of the HMS Connection</p> <p>Consistently Updated HMS website. Consistent display of afterschool activities on HMS website.</p> <p>Development and implementation of survey tool</p> <p>Updated HMS Handbook</p>

Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Canceled

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Goal 2: *HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.*

Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<ol style="list-style-type: none"> 1. Review MCAS data with department director and mathematics teachers in order to evaluate current instructional sequence. 2. Examine student performance on local and state standardized assessments as well as iReady data where available in order to assist in the identification of students in need of additional mathematics instruction, and make student schedule adjustments as appropriate. 3. Revise and restructure the student study team to make it a more effective tool for identifying students in need of support. 4. Analyze performance on state and local assessments of students currently enrolled in Math Lab (grade 6), Math Prep (grades 7 and 8) and Math Enrichment (grade 6) courses in order to provide appropriate instructional opportunities and target instruction to areas of need. 5. Explore the development and potential implementation of a flex block that would support MTSS academic and SEL programs through collaboration with the faculty 	<p>Building Administrators, Department Director and Faculty</p> <p>Building Administrators, Department Director and Faculty</p> <p>Building Administration, MTSS Coordinator</p> <p>Department Director, Building Administration, Faculty, MTSS Coordinator</p> <p>Building Administration and faculty</p>	<p>Time and MCAS Data</p> <p>iReady software, MCAS Data, Local Assessment Data, Time</p> <p>Time, personnel</p> <p>iReady software, MCAS Data, Local Assessment Data, Time</p> <p>Time, Collective Bargaining Agreement</p>	<p>Improved Performance on mathematics MCAS</p> <p>Student Schedules that reflect data driven changes</p> <p>Restructured Team</p> <p>Student Performance</p> <p>Implementation of FLex Block program</p>

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Goal 3: *HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.*

Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<ol style="list-style-type: none"> 1. Establish goals and benchmarks to guide the HMS EIC work over SY 22-23 2. Solicit volunteers to serve on the HMS Equity and Inclusion Committee. 3. Involve members of the student body on this committee 4. Update wording for the HMS Handbook regarding equity and inclusion. 5. Develop Tier I Social-Emotional Learning program through the implementation of the Second Step curriculum, school assemblies that support the social-emotional needs of students, and the development of consistent SEL language to be used by all staff with students. 6. Engage families by providing regular updates regarding SEL activities through the HMS Connection and hosting monthly parent meetings with SEL themes. 	<p>HMS School Council and Equity and Inclusion Committee</p> <p>Building Administrators</p> <p>Committee members</p> <p>HMS EI and School Council Committees</p> <p>Building Administration, Counseling Director, School Counselors, Adjustment Counselors</p> <p>Building Administration, Counseling Director, School Counselors, Adjustment Counselors</p>	<p>Collaboration with other HPS school and community groups; HUC, SEPAC, District Equity Audit</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Second Step Curriculum, Personnel, Time</p> <p>HMS Connection, Time</p>	<p>Formation of committee. Articulated goals and benchmarks.</p> <p>Student Involvement</p> <p>Updated HMS Handbook</p> <p>Implementation of Second Step</p> <p>HMS Connection Meeting Attendance</p>

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