

Hammond Middle School



[Link to the School Profile](#)

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2025-2026

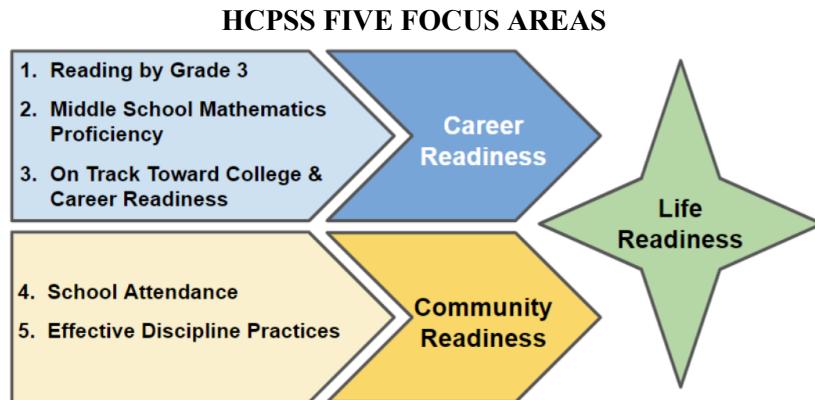
Hammond Middle School: Values	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
<p>Our work is anchored in shared values:</p> <p>TRUST: Trust at HMS is demonstrated through genuine and honest interactions because there is a commitment to mutual respect and restoration.</p> <p>COLLABORATION: Collaboration at HMS is an ongoing team process where everyone is valued and works towards a common goal.</p> <p>OPEN COMMUNICATION: Open Communication at HMS builds trust through purposeful conversation, active listening, and respect for differing perspectives.</p> <p>COMPASSION: Compassion at HMS means validating the struggles of others by listening, affirming feelings, and providing support that facilitates growth.</p>	<p>On Track CCR (Literacy) Strategy:</p> <p>Statement of Commitment: We commit to constructive feedback and meaningful planning to provide differentiated instruction that engages students and provides them with the instruction they need.</p> <p>Action Steps:</p> <ul style="list-style-type: none">• Engage in regular collaborative planning and data-driven conversations to align Tier 1 instruction, assess student progress, and calibrate expectations for mastery.• Review content standards to build a shared understanding of what standard-aligned lesson plans look like, based on the Danielson Framework—especially Domain 1: Planning and Preparation.• Use common assessments to monitor student mastery of content and identify opportunities for student intervention and acceleration.• Make adjustments to lessons based on formative assessment data.• Provide meaningful feedback to students <p>Mathematics Strategy:</p> <p>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.</p> <p>Action Steps:</p> <ul style="list-style-type: none">• Norm understanding and expectations regarding the multi-tiered system of supports, with a strong focus on Tier 1 supports with fluency.• Professional learning for teachers, interventionists, other support staff, and administrators on differentiation and student-led instruction.• Focus on essential content for Tier 2 and 3 intervention
<p>HCPSS EQUITY FRAMEWORK</p>	

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.



- Monitor student progress aligned with systemic expectations
- Use the data to refine interventions
- Exit students who meet progress benchmarks

Attendance Strategy:

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 school system policy.

Action Steps:

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).
- Work with school staff (through professional learning, repeated communications, etc.) to establish consistent and accurate attendance data collection (e.g., teachers consistently taking attendance), reporting (e.g., entering into Synergy), and reviewing (e.g., using Hoonuit dashboards).
- Ensure attendance team meetings are occurring at least monthly.
- Follow [attendance procedures](#) to communicate with families, including the initial Call of Care and Concern procedure and follow-up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.
- Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., advisory teacher, nurse, liaison, etc.)
- Recognize good and improved attendance.

Discipline Strategy:

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:

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).
- Offer staff professional learning on conflict resolution and relationship building through a book study on Restorative Justice in Education
- Engage staff in monthly activities and discussions that focus on applying strategies learned to date.
- Leverage Advisory periods to explicitly instruct, model, and reinforce school values to build a positive school culture.
- Professional Learning for all staff to include basic knowledge of MTSS, focusing on Tier 1 supports.
- Use restorative conversations as a first response to non-violent behavioral issues.

