

## John Glenn Middle School

### FY17 School Improvement Plan

#### **I. GOAL: Governance and Leadership**

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
<b>Continue to foster a positive and inclusive school culture</b>	<ul style="list-style-type: none"><li>• Review new structure of student government to ensure it is an improved mechanism to increase student voice in governance.</li><li>• Review the second year implementation of the new JGMS Advisory model to assess the need for a more systematic “responsible citizens” curricula periodically through the year to supplement the Fall assemblies on anti-bullying and cyber-safety.</li><li>• Review the manner in which we celebrate student success; including, but not limited to the</li></ul>	Principal/Leadership Team/Faculty/Students	On-going	Successful implementation of a new advisory model with specific monthly themes and events geared towards character education, promotion of school pride and civic awareness and responsibility

<p><b>Continue the conversation around our cultural proficiency and the impact it has on our school culture and instruction.</b></p>	<p>decision to combine portions of the “recognition night” with the Moving-On Ceremony- keeping the citizen and department specific awards and acknowledging the students, who achieved the benchmark, in the program.</p> <ul style="list-style-type: none"> <li>• Examine the experience and perception of our students and how it impacts their feeling connected to our school community.</li> <li>• As a faculty, focus our cultural proficiency work around stereotype threat in line with the research presented in “Whistling Vivaldi” by Claude Steele</li> <li>• Continue on-going work on the middle school Tenacity challenge in preparation for the April 29, 2017 competition.</li> </ul>			
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<p><b>More effectively meet the needs of all students by modifying grouping practices and special education support model</b></p>	<ul style="list-style-type: none"> <li>• While we successfully built a schedule in the 6<sup>th</sup> grade without Learning Groups increasing heterogeneity across sections, continue to look for ways to mitigate the impact special education programming and other constraints have on the general make-up of classes.</li> <li>• Review the implementation of team taught section in 6<sup>th</sup> grade Math to move more towards an inclusion model and extend the model to the 7<sup>th</sup> Grade</li> <li>• Continue to tweak the restructuring of grade level liaisons to maximize the support provided within the regular education setting.</li> <li>• Review the current level structure with a focus on 7<sup>th</sup> grade ELA</li> </ul>	<p>Principal/Leadership Team/Scheduling Self-Study Committee/Faculty</p>	<p>On-going</p>	<p>Report of findings</p>
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## II. GOAL: Curriculum and Instruction

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
<b>Continual focus on instructional best practice</b>	<ul style="list-style-type: none"> <li>Continue to ensure instruction is designed and delivered in a manner that engages students in higher-order, thinking-based activities <u>and</u> make student thinking visible (“Making Thinking Visible” out of Project Zero, Harvard University).</li> </ul>	Principal/PA/PD/Leadership Team/Faculty	On-going	Supervisory documentation/PD Evidence
<b>Continue to focus on curricular coherence and alignment (Year 3 of 3)</b>	<ul style="list-style-type: none"> <li>Complete work on our curricular overviews in Foreign Language with defined learning outcomes at each grade level. Add these completed documents to the others posted on-line</li> <li>Continue to examine vertical curricula alignment and programming with a focus on transition years 5/6, 8/9. This work is on-going for the past two years under the guidance of the PA/PDs and the Office</li> </ul>	Principal(s)/PA/PDs/Leadership Team/Faculty	On-going	<p>Curriculum documents for English, Math, Visual Arts, Music 6 and Tech 8 are complete and posted.</p> <p>FL will be posted by next Fall with the work being completed with summer PD.</p>

<p><b>Focus on technology as an effective means to enhance and extend student learning (Year 3 of 3)</b></p>	<p>of the Assistant Superintendent- multiple K-12 pullout days a year.</p> <ul style="list-style-type: none"> <li>• Continue to work collaboratively with the technology department to address any concerns with maintenance and/or necessary upgrades to current technology hardware, software, infrastructure <u>and website</u></li> <li>• Continue to work with work with the Director of Instructional Technology and our building-based instructional coach to define the necessary professional development to ensure the seamless integration of iPads as effective instructional tools. Focus specific PD on Epson transition</li> <li>• Finalize the implementation of our new technology education 6-8 curriculum on engineering, robotics and computer programming- integrate EV3 Lego Robotics, SolidWorks</li> </ul>	<p>*Principal; Program Director for Instructional Technology; Curriculum Coordinators; Team Leaders; JGMS faculty;</p>	<p>On-going</p>	<p>Maintain qualitative data from teachers and instructional coach on technology integration, as well as quantitative data on hardware/apps use.</p>
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### III. GOAL: Assessment

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
<b>Continue to focus on analyzing student achievement data to improve our instruction and programs (On-going)</b>	<ul style="list-style-type: none"><li>• Continue to review our assessments to ensure they measure our intended learning expectations and reflect our instructional focus around higher-order thinking skills.</li><li>• Hone benchmarks to determine and measure student growth.</li><li>• Identify individual students or groups of students in need of additional support.</li><li>• Address concerns regarding educational equity.</li><li>• Inform our instructional practices and curricula</li><li>• Determine the school's programmatic strengths and areas in need of improvement</li><li>• Identify a meaningful manner to determine a teacher's "student impact rating"</li></ul>	*Principal; Program Administrators/ Directors; Curriculum Coordinators; Team Leaders; JGMS faculty	On-going	Assessment documents/Evidence of Benchmarks  Data evidence and report of findings at midyear and the end of the year shared with department colleagues and supervisors.

## IV. GOAL: Student Support

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
<b>Continue to expand our academic support and enrichment programs</b>	<ul style="list-style-type: none"> <li>Continue to expand the “Calculus Project” into a second cohort and expand our homegrown summer math program.</li> <li>Research enrichment programs in disciplines other than Math.</li> </ul>	Principal/Director for Student Achievement/Skill Center Teacher and Staff/Math Program Administrator and METCO Director	On-going	Evidence of Student Enrollment and Achievement
<b>Review our Guidance curriculum and the implementation of our Student Support Team</b>	<ul style="list-style-type: none"> <li>Review our 6-8 counseling curriculum targeted towards the social-emotional needs of children; including, but not limited to our new transition program embedded within 6<sup>th</sup> grade Learning Strategies</li> <li>Launch “Parent University” with key discussion topics and a speaker series</li> <li>Launch the guidance department’s website with an overview of the middle school child delineating the academic, social and emotional needs to 11-14 adolescents and supports/resources</li> </ul>	Director of Guidance/Counselors/Special Education staff/Faculty	August-in conjunction with the new website launch	Student Intervention data

	<ul style="list-style-type: none"><li>• Continue to review our implementation of the Student Support Team, a whole-child approach to intervention.</li></ul>			
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