

John Glenn Middle School

FY14 School Improvement Plan

I. GOAL: Governance and Leadership

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
Foster a collaborative model of “home-grown” professional development.	<ul style="list-style-type: none">Continue to examine the current model of Wednesday collaboration time and team meeting time to see if we are maximizing its use to create professional learning communities (PLC) to discuss individual and school-wide student needs and to promote opportunities for professional growth around instructional best practices, curriculum development, common assessments and data analysis.	Principal(s)/Leadership Team/ PA/PDs/ Faculty/BEA	On-going	Professional development evidence/data collection/schedule for year offerings

Continue to foster a positive school culture	<ul style="list-style-type: none"> • Examine the current focus of Advisory and establish a committee to research potential models for the following year. • Create and implement “curriculum” for “character” education into Advisory and school-wide. • Continue to look for ways to engage students in opportunities that build civic awareness and responsibility. • Examine the current structure of “Academic Recognition Night” as the manner in which we celebrate student achievement. 	Principal/Leadership Team/Faculty/Students	September	Formation of a research committee/ Record of curriculum/events
Respond to the Scheduling Self-Study findings and examine specific programmatic or school-wide concerns	<ul style="list-style-type: none"> • Examine the make-up of learning groups in the 6th grade to increase heterogeneity, address potential concerns regarding misperception, and support the teachers' ability to differentiate their instruction to meet the needs of all students. • Examine the current leveling structure at JGMS, specifically, the potential use of flexible grouping 6th grade Math and/or any leveling concerns in Science and Social Studies. • Examine the model in which Foreign 	Principal/Leadership Team/Scheduling Self-Study Committee/Faculty	September-January	Report of findings

<p>Implement a Principal Advisory Council</p>	<p>Language is offered; including, but not limited to its frequency in the 6x6 schedule and student entry points.</p> <ul style="list-style-type: none"> • Create a Principal Advisory Council comprised of students to meet on a monthly basis with the Principal to discuss issues impacting the school and students 	<p>Principal</p>	<p>September</p>	<p>Formation of council</p>
<p>Create an Educational Equity Committee</p>	<ul style="list-style-type: none"> • Create an Educational Equity Committee to oversee ongoing work addressing the achievement gap and issues of educational inequity, and to look for ways to promote an appreciation for diversity. 	<p>Principal or designee/Leadership Team/Faculty</p>	<p>September/October</p>	<p>Formation of committee/Evidence of work.</p>

II. GOAL: Curriculum and Instruction

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
Continual focus on instructional best practice	<ul style="list-style-type: none">• Oversee the second year of the new teacher evaluation system with a focus on promoting professional growth.• Ensure instruction is designed and delivered in a manner that engages students in higher-order, thinking-based activities- the purpose of which are to align and support the defined learning objectives and to address the learning needs of <u>all</u> students.• Ensure that lesson planning purposefully includes opportunities for formative assessment. These assessments serve two purposes: 1) to inform the teacher of student difficulties and understanding 2) to enable the student to engage in an intrapersonal reflection on where they are in their own understanding. I.e. Senteos,	Principal/PA/PD/Leadership Team/Faculty	Ongoing	Supervisory documentation/PD Evidence

<p>Continual focus on curricular coherence and alignment</p>	<p>individual whiteboards, active note-taking, summarizers, tickets-to-leave...</p> <ul style="list-style-type: none"> • Continue to align our curricula with the common core and/or national standards where appropriate. • Align our curricula with the newly adopted WIDA standards. • Examine vertical curricula alignment with a focus on transition years 5/6, 8/9. 	<p>Principal(s)/ PA/PDs/Leadership Team/Faculty</p>	<p>On-going</p>	<p>Curriculum documents</p>
<p>Continue to respond to technology needs self-study.</p>	<ul style="list-style-type: none"> • Review staff and student access to technology, including the presence of instructional technology hardware/laptops and the inconsistent presence of technology in classrooms (smart boards/desktop computers). • Continue to work collaboratively with the technology department on issues regarding maintenance and/or necessary upgrades to 	<p>*Principal; Program Director for Instructional Technology; Curriculum Coordinators; Team Leaders; JGMS faculty;</p>	<p>September</p>	

	<p>current technology hardware, software and infrastructure.</p> <ul style="list-style-type: none">• Increase professional development offerings both on the “basics” and in instructional technology.			
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III. GOAL: Assessment

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
Continue to create and implement common assessments in all content areas at each grade	<ul style="list-style-type: none"> Ensure that common assessments are used in all disciplines to yield student achievement data on what we expect all students to know and be able to do at the end of each grade level. In turn, create benchmarks to determine and measure student growth. 	*Principal; Program Administrators/ Directors; Curriculum Coordinators; Team Leaders; JGMS faculty	Ongoing	Assessment documents
Continual focus on analyzing student achievement data	<p>To:</p> <ul style="list-style-type: none"> Identify individual students or groups of students in need of additional support. Address concerns regarding educational equity. Make instructional and/or curricular changes when necessary. Determine the school's programmatic strengths and areas in need of improvement 	Principal/Leadership Team/Grade-level, content-based data teams	On-going	Data evidence and report of findings at midyear and the end of the year.

IV. GOAL: Student Support

Goal	Strategies & Actions	Responsibility	Timeline	Measurement
Increase student academic support	<ul style="list-style-type: none"> • Implement the Skill Center to provide targeted academic support, specifically, but not limited to mathematics and writing • Research and implement a model for MCAS Academies 	Principal/Director for Student Achievement/Skill Center Teacher and Staff	September	Programmatic development/Student achievement data
Focus on counseling support and the growing socio-emotional needs of students	<ul style="list-style-type: none"> • Increase counseling services for all students (1.2 FTE increase) • Implement a 6-8 counseling curriculum targeted towards the socio-emotional needs of children. 	Director of Guidance/Counselors/Special Education staff/Faculty	September	Curriculum documents/Student data