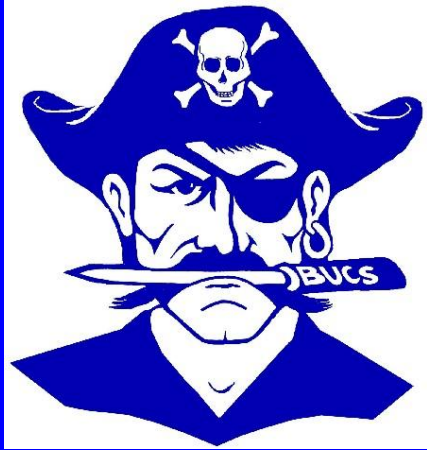


John Glenn Middle School

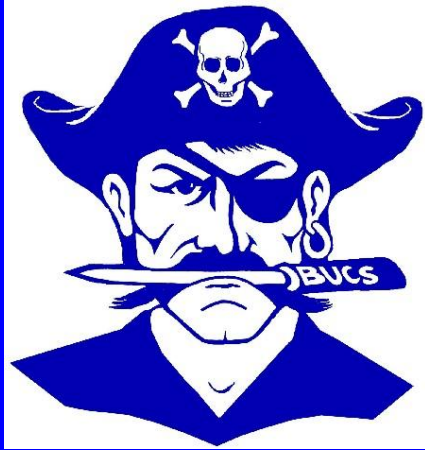
FY18 School Improvement Plan
FY18 Student Handbook Revisions

2016-2017 SIP Highlights



2016-2017 Highlights:

- New Representative Structure of Student Government
- Piloted 8-Part Mini-Lesson on Responsible Citizenship/Anti-Bullying in 7th Grade for Advisory
- Drafted Social-Civic School-Wide Expectations for Fall of 2017 rollout- “JGMS has H.E.A.R.T.”
- Full faculty reading and discussion on “Whistling Vivaldi” and the implications of stereotype threat on learning and on our instruction
- Full staff training and subsequent discussions led by MaeBright on LGBTQ issues and implications



2016-2017 Highlights

- 1st Annual Middle School Tenacity Challenge launched with success- 4 District and 60+ student participants
- Bedford joined GBSHRN (Greater Boston Human Resource Network) and attended diversity job fair in Newton
- Met with reps from local colleges practicum offices to increase communication and network regarding student teaching opportunities
- Successfully created heterogeneous classes (6th grade)
Continued to statistically balance students across teams (7th and 8th)
- Successfully expanded co-taught sections in Mathematics



2016-2017 Highlights

- Re-designed Special Education assignments to enable co-taught sections across ELA and Math in all three grades and team-based, grade-level liaisons for the fall
- Finalized plans for the pilot of unleveled ELA in the 7th grade
- Re-designed the pattern of the 6 x 6 to accommodate new increases in FTE in Unified Arts to balance class size, implement a school-wide enrichment block, and enable opportunities for cross-grade leveled sections in Foreign Language by student proficiency level



2016-2017 Highlights

- Continued work on making student thinking visible initiative
- Published all completed learning expectations on the website for all disciplines and grades
- Began literacy curriculum discussions to prepare for work in the fall of 2017 to increase the rigor and coherence of our reading comprehension and writing instruction
- Launched new website and continued with JGMS Blog
- Technology department curricula expands to include coding, EV3 Lego Robotics, Solid Works, 3-D drafting and printing



2016-2017 Highlights

- Re-designed Student Assistance Team to problem-solve around struggling students
- Utilized student data to support year-long, afterschool and summer enrichment programs (Writing Lab, Calculus Project, METCO Math, “Home-Grown” Summer Math)
- Skill Center providing interventions for more than 100 students or $\frac{1}{5}$ of the school to provide support in ELA, Math, Organizational skills...in a 6-day cycle
- Parent University launch with “Screenagers”, Cyber-Safety presentation and Parent Wellness Fair
- BHS/JGMS Tutoring and Ambassador Program

JGMS School Improvement Plan 2017-2018

All Goals Align with District Strategic Objectives:

- Ensure A Coherent, Higher Order Thinking Curriculum/Student Centered Learning
- Ensure Equity and Diversity: Teaching All Students
- Nurture A Collaborative Professional Culture

Ensure A Coherent, Higher Order Thinking Curriculum/Student Centered Learning

JGMS SIP GOAL: Refine, develop and implement an enhanced middle school literacy-based curriculum which specifically focuses upon coherence in reading comprehension and writing across the curriculum:

1. Examine non-fiction/informational text reading comprehension based upon multiple sources/data/graphs across disciplines and grade levels.
2. Examine current writing practices and implement consistent expectations and language to be used across disciplines (6-8 Writing Workbook may be found on JGMS website).
3. Research and implement consistent strategies school-wide which focus on higher-order analytic skills; including, but not limited to comparison and contrasting, formulating questions, evaluating frames of reference, questioning validity, and author's bias, tone and perspective.
4. Continue to examine vertical curricula alignment and programming with a focus on transition years 5/6, 8/9.

Ensure A Coherent, Higher Order Thinking Curriculum/Student Centered Learning

JGMS SIP GOAL: Continual focus on instructional best practices

1. Continue to ensure instruction is designed and delivered in a manner that engages students in higher-order, thinking-based activities and make student thinking visible (“Making Thinking Visible” out of Project Zero, Harvard University).
2. Work collaboratively to develop teaching tools and templates (thinking maps, organizers, note-taking practices) to teach/reinforce/assess reading, writing, and critical thinking skills (identifying/creating main ideas, arguments, theses, supporting details/arguments), which may be shared across departments and grades.

Ensure A Coherent, Higher Order Thinking Curriculum/Student Centered Learning

JGMS SIP GOAL: Focus on technology as an effective means to enhance and extend student learning

1. Continue to 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 tools for instruction engagement and student generation of work. Pilot Chromebooks in the 17-18 school year with one classroom set of 30.
2. Review the implementation of our Makerspace innovation lab and our new technology education 6-8 curricular units on engineering, robotics and computer programming; integrate EV3 Lego Robotics, SolidWorks.

Ensure Equity and Diversity: Teaching All Students

JGMS SIP GOAL: Continue to foster a positive and inclusive school culture to ensure that all students feel safe to take intellectual risks and grow.

1. Review the third year implementation of the JGMS Advisory model to include more opportunities for team-wide town meetings and examine the need for a more systematic curriculum for anti-bullying/cyber-safety to build upon the fall presentations.
2. Finalize and implement school-wide social and civic expectations to ground policy and practice.
3. Examine the experiences and perceptions of our students and how they impact their feeling connected to our school community.
4. Reflect upon on the 1st Middle School Tenacity challenge in preparation for the upcoming year's competition.
5. Proactively recruit to generate a more diverse hiring pool.

Ensure Equity and Diversity: Teaching All Students

JGMS SIP GOAL: Continue to review the manner in which we cohort and provide services to students both in regular and special education.

1. Examine ways to mitigate the impact special education programming has on the heterogeneous make-up of classes, especially in science and social studies.
2. Review the implementation of co-taught sections in ELA and Math across all three grades, providing professional development and collaborative planning time.
3. Implement team-based liaisons to improve communication between special education, regular education and parents, and to improve consistency of instruction between regular education classrooms and learning centers.

Ensure Equity and Diversity: Teaching All Students

JGMS SIP GOAL: Continue to expand our academic support and enrichment programs to promote greater equity and access for all middle school students.

1. Continue to expand the “Calculus Project” into a third cohort and expand our homegrown summer math program.
2. Research enrichment programs in disciplines other than Math.
3. Review effectiveness of the new JGMS scheduling pattern to support enrichment programs, grade and school-wide events/assemblies and opportunities for all students to access the regular education curriculum. For example, Foundations of Spanish

Nurture A Collaborative Professional Culture

JGMS SIP GOAL: Continue to focus on analyzing student achievement data to improve our instruction and programs

1. Continue to review our school-wide, departmental and individually assigned assessments to ensure they measure our intended learning expectations and reflect our instructional focus on higher-order thinking skills.
2. Examine and implement strategies for students to be “curators” of their own work to foster intrapersonal reflection on student progress and areas in need of improvement.
3. Utilize data to uncover concerns regarding educational equity; to identify struggling students or cohorts of students; to inform our instructional practices; and to determine the school’s programmatic strengths and areas of improvement.

Nurture A Collaborative Professional Culture

JGMS SIP GOAL: Implement our Guidance curriculum and the implementation of our Student Support Team.

1. 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 6th, 7th and 8th Grade Health.
2. Launch BHS/JGMS Ambassador Program.
3. Expand “Parent University” with key discussion topics and a speaker series.
4. Continue to review our implementation of the Student Support Team, a whole-child approach to intervention.

Proposed JGMS Student Handbook Revisions 17-18



2017-2018 Highlight of Handbook

- **Middle School Student Dress Code 17-18**
 - Current Process and Practice
 - Feedback from Stakeholders
 - Student Engagement
 - JGMS Student Government
 - Student Egalitarian Association
 - Principal & Parent Forum , May 4th
 - Analysis of other Middle School Dress Codes
 - Belmont, Carlisle, Concord, Lexington, Westford
 - Proposed Updates in Change Memo

Middle School Student Dress Code

Current (16-17)

“To maintain a proper academic atmosphere in our school, we need everyone’s cooperation in following these guidelines:

- shorts and skirts *should reach mid-thigh and be at least fingertip length*
- no underwear should be showing (including bra straps, boxer shorts, briefs, thongs, etc.)
- spaghetti straps are not allowed; a good guideline to follow is to make sure straps are *at least the width of three fingers*”

(JGMS Student Handbook, pgs. 21-22)

Proposed (17-18)

- “Shirts/tops should provide full coverage in the front, back, and sides and tops should meet the pants/skirt/shorts/bottoms. No midriffs (stomach and lower back) should be showing. Lace and keyhole backs are acceptable.
- Shirts/tops must have sleeves/straps so the shirt does not fall down.
- No buttocks or underwear may be seen.
Shorts/skirts/bottoms must be an appropriate length.”

(JGMS Student Handbook Change Memo, pgs. 2-3)