

# John Glenn Middle School

## 2019-2020 School Improvement Plan





# Bedford District Mission Statement

The Bedford Public Schools develops skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible, and productive global citizens. The school community provides a safe, respectful, and inclusive environment in which the unique intellectual, social, ethical, and emotional growth of each learner is realized.



# 2018-2019 Highlights





# Highlights from 2018-2019

- JGMS staff engaged in structured professional development around literacy, reading comprehension strategies; including Keys to Literacy and the use of NEWSela Pro.
- Continual work on vertical curricular alignment and transition years-adoption of a new 6th grade Math text.
- Work continued on online student portfolios using Google Sites.
- Work continued on embedding H.E.A.R.T expectations in student “friendly” manner; including, but not limited to language re: behaviors in Planners, behavior reflection sheet adopted...





## Highlights continued...

- Race Affinity group formed and conversations led to a faculty workshop around the student of color/METCO experience and culturally responsive teaching.
- Qualitative and quantitative analysis conducted on achievement gap initiatives- Calculus Project, extended year math program...
- District-wide interracial parent council formed under the superintendent's leadership. Also, diversity hiring fair held and two recruiting teams sent to HBCs.
- Co-taught sections in ELA and Math on both teams at each grade level. Also, 2 sections of co-taught Foundations of Spanish.
- Reading partnership in both Science and Social Studies sections at each grade level.



## Highlights continued...

- Under the leadership of our mental health team, continued extensive work around our students and staff social-emotional well-being.
- Finalized the intake, data collection, tracking/action plan/follow-up process for our Student Support Team (SST).
- Launched consistent process and language for 51A filing and a checklist for hospitalization re-entry.
- Piloted a mentor/mentee program with our male students of color and the high school.



## Highlights continued...

- *Guys and Dolls* receives accolades for their production and performance.
- Successful athletic performances across the board, including an undefeated season in football and track and field records set.
- STEM enrichment opportunities launched both in and outside of the school day- iRobot, Instrumentation Laboratories
- Students embarked on Peer Leadership and Girls' Empowerment trainings.
- Amazing K-12 Art Show, vocal, band and orchestra concerts.
- Buccaneers shine in academic competitions- MathCounts, Tenacity Challenge, Geography Bee





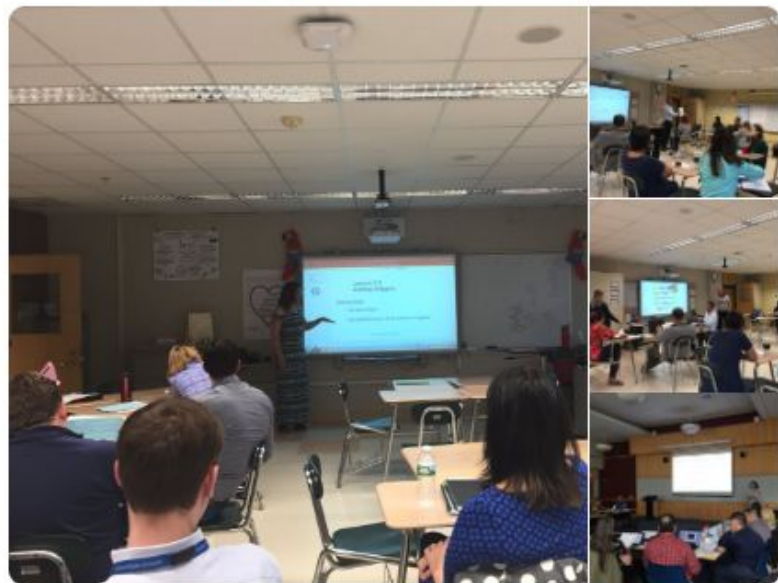
GO BUCS!!!!!!





**Kevin Tracey**  
@KTTBedford

Proud to hear many JGMS teachers present at their 6-12 department mtgs today on Claim, Evidence, Reasoning, using visuals to explain challenging concepts, the power of learning targets in "I Can" format, and designing engaging tasks for students around anchor standards. #JGMS

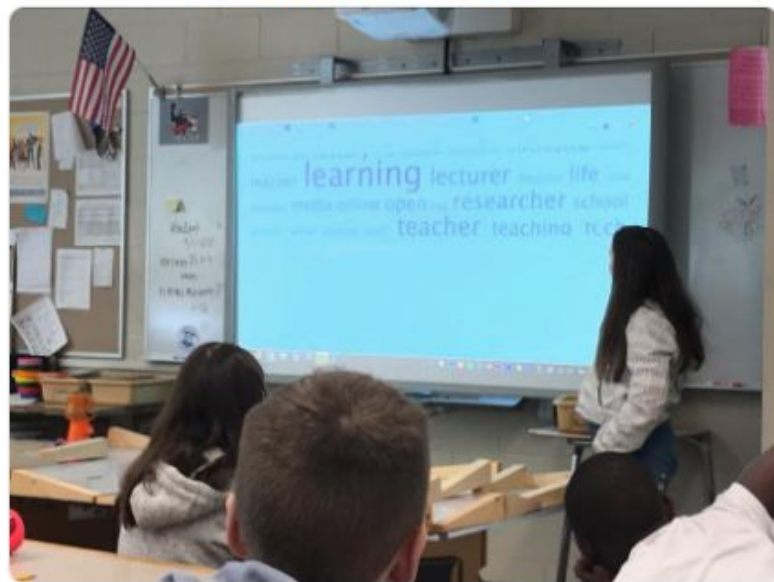


8:16 PM - 3 Oct 2018



**Kevin Tracey**  
@KTTBedford

Mr. King leading the charge in getting all JGMS students up and running with personally designed Google sites. In 6th grade, JGMS students are creating online portfolios for all subjects to begin curating their work. #JGMSBestPractices



11:23 AM - 1 Feb 2019

3 Likes



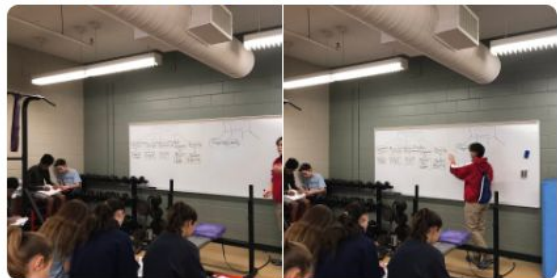




Kevin Tracey  
@KTTBedford

Also in the fitness room, Ms. Surprise incorporating Keys to Literacy top-down webs to explain the F.I.T.T. Principles!

#JGMSBestPractices



1:57 PM - 30 Jan 2019

3 Likes



3



Add another Tweet



Kevin Tracey  
@KTTBedford

On January 18th, JGMS staff finished the introductory training with @KeystoLiteracy to embed the research-based strategies of top-down webs, two-column notes, summarizing and question generation into our school-wide literacy work. #JGMSBestPractices



12:25 PM - 28 Jan 2019



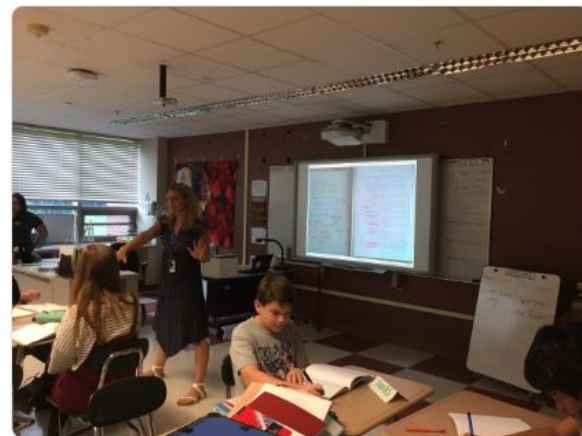
Add another Tweet



Kevin Tracey  
@KTTBedford

Ms. Luppi, 7th Grade ELA teacher, explains the importance of interactive 2-sided notebooks and webs to her new students.

#JGMSliteracy



1:06 PM - 7 Sep 2018

# John Glenn Middle School

## 2019-2020 SIP Goals





# JGMS BUCCANEERS!!!



**GOAL 1: Promote authentic engagement and rigor among all students through culturally responsive teaching professional development. Work grounded in research by Zaretta Hammond and her book, Culturally Responsive Teaching and the Brain.**

Please Understand Video



## **GOAL 2: Continue our school-wide instructional and curriculum focus on improving students' literacy skills. Specifically, examine our instructional practices in regards to nonfiction/informational text reading comprehension and writing across all subject areas.**

2A. Continue to engage in professional development on ["Keys to Literacy"](#) to adopt consistent strategies school-wide which focus on reading comprehension skills; including, but not limited to critical thinking for close, analytic reading, main idea skills, text structure knowledge, graphic organizers, two-column notes, summarizing and generating questions. **With seven content area trained "coaches", shift emphasis from school-wide trainings to departmental work with a focus on disciplinary literacy and transference of skills across content areas and vertical alignment.**

2B. Examine current writing practices school-wide, both formal and informal, and implement consistent expectations and language to be used across disciplines where appropriate with a focus on ELA, Science and Social Studies.

2C. Continue to support the use of NEWSela school-wide to assist in reading level differentiation.

2D. Continue to examine vertical curriculum alignment and programming with a focus on transition years grades 5th to 6th and 8th to 9th.

### **GOAL 3: Continue our focus on technology as an effective means to enhance and extend student learning.**

3A. Continue to work with the Director of Instructional Technology and our building-based instructional coach to work towards more curation of student work in online e-portfolios to help foster student generated goal-setting and self-reflection on learning. **More work needed to set school-wide or departmental expectations on what work is curated, to what skills do they align, student individual goal-setting and reflective practices.**

## **GOAL 4: Continue to foster a positive and inclusive school culture to ensure that all students feel welcomed and safe.**

- 4A. Continue to evaluate the [H.E.A.R.T. initiative](#), our school-wide social and civic expectations, which ground our policies and practice, with a focus on sustainability and student involvement. **Continue to implement a student friendly version of our expectations with a focus on specific behaviors and include in academic planner.**
- 4B. Examine the experiences and perceptions of our students of color and how they impact their feeling connected to our school community through a team block affinity group, the founding of an Alliance Club and student exit survey.
- 4C. Engage staff in school-wide training around restorative practices in regards to student management.
- 4D. Continue committee work of the Interracial Parent Advisory Council to build bridges between our three communities in Bedford. And, to generate a more diverse hiring pool through visits to historically black colleges and our involvement in local job fairs.

**GOAL 5: Continue to review the inclusive manner in which we provide services to, group and support students both in regular and special education.**

5A. Examine ways to mitigate the impact special education programming has on the heterogeneous make-up of classes across all subjects. Run and use analytics on individual sections to check for heterogeneity balance/cohort gender, race and (non)disability.

**GOAL 6: Continue to expand our academic support and enrichment programs to promote greater equity and access for all middle school students.**

6A. Through qualitative and quantitative data analysis, review the effectiveness of the [Calculus Project](#), co-teaching versus sub-separate classes, reading partnership, and the Mathematics Extended Year program in preparing students for some form of calculus prior to graduation.

## **GOAL 7: Continue our work on promoting our students' social-emotional well-being with a focus on mindfulness and the reduction of student stress.**

7A. Continue to expand our K-12 parent education series with evening events and speakers on various topics; including, but not limited to drug and alcohol education, mental health and the brain, and anxiety and stress reduction.

7B. As a K-12 guidance department, with the input from parents as well as outside support agencies, finalize clear protocols for student re-entry from hospitalizations or extended absences along with 51A filing process.

7C. Work with the high school to create opportunities for mentor/mentee relationships with JGMS students.

7D. Supporting the work at Bedford High School, review the findings of the Challenge Success survey and determine action steps, which could be supported at the middle school level.

7E. Work with the high school administration to implement a diversion program for drugs/alcohol and for computer use violations when appropriate.



**GOAL 8: In collaboration with the facilities department and staff, manage seamless transitions through the middle school renovation project.**



# JGMS Parent/Student Handbook Changes 2018-2019

## **Changes and Updates to Entire Document:**

- Revise any grammatical, punctuation or formatting inconsistencies found.
- Update all dates to reflect the 2019-2020 school years.
- Update all instances of the phrase “Guidance Department” to be globally replaced with “Counseling Department”.
- Update all phone numbers and extensions to reflect the new phone system installed earlier in the year

# JGMS Parent/Student Handbook Changes 2018-2019

## **Page(s) iii-vi**

- Update Table of Contents and all additional page number references if suggested revisions are approved

## **Page 1**

- Update for name changes of faculty members listed

# JGMS Parent/Student Handbook Changes 2018-2019

## Page 1

- Add the following description of H.E.A.R.T. Values adopted at JGMS: “Students and staff at John Glenn Middle School do their best each day to show the values of H.E.A.R.T. (Honor, Empathy, Acceptance, Responsibility, and Tenacity) as a part of the overall school community.
  - Honor: We act in a manner which displays respect and integrity
  - Empathy: We understand and reflect upon the feelings of others.
  - Acceptance: We accept all individuals and groups regardless of our differences.
  - Responsibility: We take responsibility for our own actions, the well-being of others, our environment, and our community.
  - Tenacity: We act with persistence, determination, and grit.”

# JGMS Parent/Student Handbook Changes 2018-2019

## **Page 25**

- Add “Smart Watches” to the description of “electronic devices that may interfere with the optimal learning environment” which “should not be utilized inside the school prior to the dismissal bell.”

## **Page 35**

- Add the following section on “Behavioral Expectations” to the Code of Conduct: *(see Change Memo)*

# JGMS Parent/Student Handbook Changes 2018-2019

## **Page 98**

- Delete excess spacing.

## **Page 108**

- Delete excess spacing.