

JOHN GLENN MIDDLE SCHOOL: SCHOOL IMPROVEMENT PLAN 2021-2022

Vision of the Bedford Public Schools (What we strive to do...)
As educators within the Bedford Public Schools, we aspire to be a collaborative school system in partnership with the community and families that develops curious, engaged, resilient, empathetic, and kind learners. Our students are creative and critical thinkers, and who apply knowledge, act responsibly, and make meaningful contributions.
Mission (What we do...)
We provide a safe, respectful, and inclusive environment in which the unique academic, intellectual, social, ethical, and emotional growth of each learner can be realized.
Core Values
Achievement: An education that develops the whole child by engaging each child's academic, social, physical, and emotional well-being. Inclusivity: Appropriately challenged, supported, and valued as a contributing member of our [learning] community. Community: Encouraging authentic and caring connections. Empathy: Instilling curiosity, appreciation for diverse viewpoints, and the promotion of collaborative and courageous conversations.

Beliefs
Diversity, Equity, and Inclusion: We believe in educational equity where everyone receives the academic, social, and emotional support and services they need within an environment of high-quality teaching and learning for all members of our school community, which includes a rigorous curriculum, instructional models that engage students, and where students utilize critical thinking and have agency. Diversity: We believe in the representation of different and unique identities, characteristics, experiences, and perspectives. Equity: Giving everyone what they need to succeed by increasing access, resources, and opportunities for all; especially for those who are underrepresented and have been historically disadvantaged. Inclusion: A welcoming culture in which differences are celebrated and everyone is valued, respected, and able to reach their full potential. Student-Centered Curriculum, Instruction and Assessment: We believe that by creating a curriculum that is student-centered we develop and implement instructional strategies that prioritize the student experience, and that we assess our students in a manner that allows each child to develop as an autonomous and independent learner who is responsible for their own learning. Social-Emotional Learning: We believe that Social Emotional Learning (SEL) is an integral part of a student's education. Students learn to acquire, understand, and apply the skills, knowledge, and attitudes to develop healthy identities, manage their own emotions, achieve personal and group goals, feel and show empathy towards others, establish and maintain healthy relationships and make responsible and caring decisions. Social-emotional learning provides students with the opportunity to build educational equity, authentic and thriving peer, school, family, and community partnerships.

District Priorities (District Wide Strategic Objectives)

Diversity, Equity, and Inclusion	Student-Centered Curriculum, Instruction, and Assessment	Social-Emotional Learning:
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District Strategic Objectives and Initiatives

Strategic Objective 1	Strategic Initiatives
Diversity, Equity, and Inclusion: Provide each student with the academic, social, and emotional support and services they need.	<p>1.1 Prioritize the strengthening of relationships between and among students and adults within our schools</p> <ul style="list-style-type: none"> • Create opportunities for all students and staff to recognize and appreciate when HEART is shown throughout the school day. <p>1.2 Ensure that all staff engage in ongoing professional development to implement culturally responsive and inclusive practices with fidelity</p> <ul style="list-style-type: none"> • Provide professional development to strengthen the staff's understanding of gender identity and provide the resources that support students of all genders. <p>1.3 Utilize curricula, instructional practices, and materials in all schools and classrooms that are responsive to the diversity of our students and families</p> <ul style="list-style-type: none"> • Through a Scheduling Task Force, identify the priorities of a schedule that are good for students, and incorporate the priorities into a new JGMS master schedule. <p>1.4 Expand the diversity of our leadership and educator workforce to better reflect the students of our communities (Bedford, Boston, and Hanscom)</p> <ul style="list-style-type: none"> • Ensure the diversity of our Bedford High School interns reflects the students of our communities (Bedford, Boston.

Strategic Objective 2	Strategic Initiatives
<p>Student-Centered Curriculum, Instruction and Assessment: We believe that by creating a curriculum that is student-centered we can implement instructional strategies that prioritize the student experience.</p>	<p>2.1 Implement the BPS Literacy Plan at all levels and for all students</p> <ul style="list-style-type: none"> ● Support the integration of a double literacy block for all 6th grade students, evaluate its effectiveness throughout the year, and make recommendations for appropriate adjustments for next year. <p>2.2 Ensure that students understand what they are learning and why they are learning it so that they can take ownership of their own learning</p> <ul style="list-style-type: none"> ● Continue our implementation of common assessments across all grades and departments and support staff in the collaborative analysis of student data to inform our instruction and curricula. <p>2.3 Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for all students</p> <ul style="list-style-type: none"> ● Evaluate our Tier I and II academic support and Student Support Team (SST) process to promote greater equity and access for all middle school students and allocate time in our schedule for managing the supports.

Strategic Objective 3	Strategic Initiatives
<p>Social-Emotional Learning: We believe that Social Emotional Learning (SEL) is an integral part of a student's education. Students learn to develop healthy identities, emotions, achieve goals, show empathy, establish and maintain healthy relationships and make responsible and caring decisions.</p>	<p>3.1 Employ disciplinary practices such as restorative justice to ensure that all students are treated equitably and with kindness and respect</p> <ul style="list-style-type: none"> Continue to promote 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. <p>3.2 Expand the understanding and integration of social-emotional competencies for all educators so that students develop a greater understanding of the role emotions play in their lives</p> <ul style="list-style-type: none"> Promote our students' social-emotional well-being with a multi-tiered approach to mental health services; including, but not limited to the school-wide pilot of RULER and our collaboration with the Yale Center for Emotional Intelligence. <p>3.3 Utilize developmentally appropriate classroom strategies such as Responsive Classroom, RULER, and advisory to develop social-emotional learning skills and emotional intelligence</p> <ul style="list-style-type: none"> Continue to foster a positive and inclusive school culture and provide experiences that allow all students to feel welcomed and safe. <p>3.4 Continue to hone a unified vision of social, emotional, and behavioral programming that meets the needs of all students</p> <ul style="list-style-type: none"> As a counseling department implement school-specific policies and practices to support student and staff mental health using the skill we learn from our RULER initiative.

Strategic Objective 1**Diversity, Equity, and Inclusion:****Provide each student with the academic, social, and emotional support and services they need.**

Strategic Initiative	Action Steps	Timeframe	Outcomes/Success Indicators How will we be different after this work?
1.1 Prioritize the strengthening of relationships between and among students and adults within our schools			
1.2 Ensure that all staff engage in ongoing professional development to implement culturally responsive and inclusive practices with fidelity			
1.3 Utilize curricula, instructional practices, and materials in all schools and classrooms that are responsive to the diversity of our students and families			
1.4 Expand the diversity of our leadership and educator workforce to better reflect the students of our communities (Bedford, Boston, and Hanscom)			

Strategic Objective 2

Student-Centered Curriculum, Instruction, and Assessment: We believe that by creating a curriculum that is student-centered we can implement instructional strategies that prioritize the student experience.

Strategic Initiative	Action Steps	Timeframe	Outcomes/Success Indicators How will we be different after this work?
2.1 Implement the BPS Literacy Plan at all levels and for all students			
2.2 Ensure that students understand what they are learning and why they are learning it so that they can take ownership of their own learning			
2.3 Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for all students			

Strategic Objective 3

Social-Emotional Learning: We believe that Social Emotional Learning (SEL) is an integral part of a student's education. Students learn to develop healthy identities, emotions, achieve goals, show empathy, establish and maintain healthy relationships and make responsible and caring decisions.

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3.4 Continue to hone a unified vision of social, emotional, and behavioral programming that meets the needs of all students			