

Galvin Middle School Improvement Plan, 2019-2020

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
June 13, 2019

2018-19 GMS School Council

Name	Position	Term
Sarah Shannon	Principal	Permanent
Julie Ghostlaw	Teacher	Sept. 2019
Julie Hall	Teacher	Sept. 2019
Camille Killian	Teacher	Sept. 2019
Michelle Roberts	Parent	Sept. 2020
Lynn Flaherty	Parent	Sept. 2019
Vijay Adankki	Parent	Sept. 2020
Erika Duffin	Student	June 2019

GMS 2019-20 School Priority #1: School Culture and the Student Experience

Create a school culture that places the student experience at its center, with an emphasis on development of positive, healthy relationships that promote students' well-being and growth

Rationale: Students who are understood and valued by staff are more likely to be engaged in their learning. Social and emotional well-being is directly tied to students' ability to fully access the curriculum, make forward progress and growth, and reach their full potential. Holding all students in high esteem empowers them to advocate, lead, and contribute to their school and greater communities.

Strategic Areas of Focus:

1.1 Educational Equity
2.1 Social Emotional Learning

1.3 Excellent Educators for Every Student, Every Day
2.3 Behavioral Intervention

1.4 Equitable Access to High Quality Instruction
2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Identify GMS Indicators of Success that define how we measure our work	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators Staff 	2019-2020	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> Common language, definitions and expectations Survey administered and data used to inform action plan and prioritize our work/goals.
Increase the number of students who have a trusted adult in the building	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators Committee Members 	2019 - 2021	<ul style="list-style-type: none"> Summer PD time Committee meeting time 	<ul style="list-style-type: none"> Revised goals and structure of Bulldog Block New format of Bulldog Block is implemented Survey data gathered to indicate if the new structure is successful Meditation space Alternate quiet lunch location
Launch grade-level, interdisciplinary teams	<ul style="list-style-type: none"> Principal Administrators Team Leaders 	2019 - 2021	<ul style="list-style-type: none"> Summer PD time Team meeting time 	<ul style="list-style-type: none"> Share expectations, procedures, etc across teams Team meeting notes Open house agenda Team activities Survey data Team-wide days, School-wide days
Create school-wide citizenship guidelines	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators Committee Members 	2019 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> Shared GMS Citizenship expectations GMS handbook is reviewed and revised Review of school wide rules, policies and procedures for student management Students can be seen working in various parts of the building Students feel respected and trusted by adults
Strengthen professional communities by creating and implementing structures, systems, and strategies that increase the adult sense of belonging at school	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2019 - 2021	<ul style="list-style-type: none"> PD for dept coordinators PD for team leaders PD and Faculty meeting time 	<ul style="list-style-type: none"> CPT and Department PLC agendas Workshop, faculty meeting and PD agendas Staff can identify where they belong within the larger GMS community Staff feel respected by each other and administration

GMS 2019 - 20 School Priority #2: Transformational Teaching and Learning

Transform the student learning experience at GMS by strengthening and broadening the repertoire of instructional strategies used by GMS educators to engage all learners

Rationale: The greatest in-school influence on student achievement is the quality of the student learning experience. Full engagement in learning is a direct result of meaningful, relevant and challenging curricula and leads to increased student growth and achievement. Purposeful curriculum design that engages students in deeper learning focused on the 6 C's (character, citizenship, collaboration, communication, creativity and critical thinking) will result in the transformational learning experiences we want for all GMS students.

Strategic Areas of Focus

1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement

3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice and Ownership of Learning

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Guided by the GMS Learner and the identified measures of success for GMS, define the student learning experience we want for all students at GMS	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinators 	2019 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> Published GMS Learner Accepted GMS Teacher Common definitions and expectations Student-centered instruction evidence in classroom walkthroughs Student survey data
Focus building-based professional development on instructional strategies that foster deeper learning	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2019 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> Evidence of deeper learning strategies in classrooms during walkthroughs PD agendas Curriculum units and lesson plans
Provide all students with at least one interdisciplinary, project-based learning opportunity	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators Committee Members 	2019 - 2020	<ul style="list-style-type: none"> PBL training STEAM week training 	<ul style="list-style-type: none"> PBL Steam Week Workshop agendas and attendance Additional PBL units created and implemented
Peer Learning Walks	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators Committee Members 	2019 - 2021	<ul style="list-style-type: none"> Substitute coverage Departmental PLCs, team and departmental meetings 	<ul style="list-style-type: none"> Schedules of peer learning walks Pre and Post-walk notes

GMS 2019 - 20 School Priority #3: Educational Equity

Create a more equitable school experience for all students by examining beliefs and eliminating bias from our curriculum and practices

Rationale:

When bias is eliminated from school curriculum, practices, and beliefs, students are more likely to feel a sense of belonging to the school community. Students who feel a strong connection to the school community and curriculum are more likely to have higher rates of growth socially, emotionally and academically.

Strategic Areas of Focus

1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement

3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice and Ownership of Learning

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress/Success
<ul style="list-style-type: none"> Adjust the existing English curriculum to eliminate bias and to increase diversity in authors, characters, and points of view 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Department staff 	2019 - 2021	<ul style="list-style-type: none"> Summer PD time Departmental PLC and department meeting time 	<ul style="list-style-type: none"> Texts with significant bias eliminated from curriculum New texts added to curriculum Newly-designed curriculum units Student survey data confirm that students feel a greater sense of representation in ELA literature
<ul style="list-style-type: none"> Examine the levelled math curriculum and student placement processes in grades 7 and 8 for structural inequities and/or tracking practices; determine whether changes are needed 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Dept. staff 	2019 - 2020	<ul style="list-style-type: none"> Departmental PLC and department meeting time 	<ul style="list-style-type: none"> Effective method for reviewing math curriculum and placement processes for bias identified or developed Results of review of math curriculum and placement process List of recommendations and changes, if needed
<ul style="list-style-type: none"> Increase capacity of educators to provide a more equitable learning experience for students by providing staff with continued PD in equity 	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2019 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> PD agendas confirm focus on equity Staff feedback confirms increased awareness of bias in existing curriculum and school practices Staff feedback confirms interest in participation in work to eradicate inequities Changed processes, programs, curriculum, etc. based on equity work
<ul style="list-style-type: none"> Design and implement guidance curriculum to provide students with explicit instruction in diversity, equity and inclusion 	<ul style="list-style-type: none"> Principal Administrators Guidance Department 	2019 - 2020	<ul style="list-style-type: none"> Summer planning time Equity curriculum resources 	<ul style="list-style-type: none"> New guidance curriculum identified by end of summer 2019 Curriculum enacted with all students Feedback from students indicates greater awareness of issues related to diversity, equity, and inclusion Feedback from students indicates increased feeling of belonging compared to 2018-19
<ul style="list-style-type: none"> Committee focused on 8th grade end-of-year experience makes recommendations that will increase percentage of students participating 	<ul style="list-style-type: none"> Principal Administrators Committee Members 	2019 - 2020	<ul style="list-style-type: none"> Committee meeting time 	<ul style="list-style-type: none"> Analysis of results of 8th grade trip surveys given to future, current, and former students and families and staff Agendas from committee meetings Recommendations for future 8th grade experiences developed

in experience				and shared with GMS Admin Team <ul style="list-style-type: none">• Decision made about 2019-20 experience• Agenda for 2019 - 2020 8th grade end-of-year experience• Attendance data for 2019 - 2020 8th grade experience confirms greater percentage of students participating
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GMS 2019 - 20 School Priority #4: Schedule and Structure

Build a school schedule and structures that will drive the culture and the student learning experience we want to develop

Rationale:

The school schedule and structures in a school can support or hinder the culture and climate of a school. Schedule and structures can also facilitate the transformation of student learning experiences. If we create a schedule that addresses students' academic and social emotional needs students will be more available to learn. If we create true interdisciplinary teams, then the resulting culture of community will be stronger, leading to an enhanced sense of belonging for all.

Strategic Areas of Focus

- 1.1 Educational Equity
- 2.3 Professional Culture
- 4.4 Mission-Driven Organization

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
Design a new schedule that meets goals and priorities identified by students and staff	<ul style="list-style-type: none"> • Principal • Administrators • Team Leaders • Department Coordinators • Committee Members 	2019 - 2021	<ul style="list-style-type: none"> • Schedule committee meeting time 	<ul style="list-style-type: none"> • Developed list of students' and staff goals and priorities • Draft schedules • New schedule decided upon • New schedule implemented • Survey data to assess schedule implementation confirm goals and priorities have been met
Implement true teaming at GMS	<ul style="list-style-type: none"> • Principal • Administrators • Team Leaders • District consultant 	2019 - 2021	<ul style="list-style-type: none"> • Team meeting time • Team leader professional development 	<ul style="list-style-type: none"> • Revised Team Leader job description • Team Leaders hired (nine total: one per team, plus Specialist) • Feedback from Team Leader PD confirms increased capacity to lead professional learning opportunities with adults, including use of protocols • Team norms and working agreements developed • Team meeting agendas and notes confirm increased focus on instructional practices and student learning • Team calendars show student workload across multiple content areas is more evenly distributed than in past years • Team events, meetings, etc. created to build community