

# Galvin Middle School 2020-21 Improvement Plan

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
December 3, 2020

## 2020-2021 GMS School Council

<b>Name</b>	<b>Position</b>	<b>Term</b>
Sarah Shannon	Principal	Permanent
Julie Ghostlaw	Teacher	Sept. 2021
Kim Seaver	Teacher	Sept. 2021
Camille Killian	Teacher	Sept. 2021
Tenille Brennan	Parent	Sept. 2021
Melanie Greitzer	Parent	Sept. 2021
Stacey Bucci	Parent	Sept. 2021

### **The GMS 2020 - 2021 School Improvement Plan**

***How do we stay true to who we want to be as a school and to supporting the development of the GMS Learner during this year of COVID, pandemic learning? This is the question that has guided our work as a school and the development of the Galvin Middle School Improvement Plan for the 2020 - 2021. Our identified goals and action items continue to move us forward in the direction of our vision: to become a deeper learning school that prioritizes equity, social emotional learning and a purposeful culture of belonging so our students can realize their academic and personal potential while meeting the specific needs of this year. We are fortunate that our broader vision for the GMS Learner is very much aligned with the student learning experience and the community we are working to build to support students and families through the pandemic.***

## GMS 2020-21 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 and self-advocate for 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
Increase the number of students who have a trusted adult in the building	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> <li>GMS Staff</li> </ul>	2020 - 2021	<ul style="list-style-type: none"> <li>Faculty meeting time and PD</li> <li>SEL curriculum and lessons</li> </ul>	<ul style="list-style-type: none"> <li>Community Block structure &amp; use</li> <li>SEL lessons</li> <li>Recess: Engagement between students and teachers</li> <li>The Power of Being Seen</li> <li>Survey Data</li> </ul>
Identify and implement strategies to build community between students and foster a sense of belonging at GMS during the current school year	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> <li>Staff</li> </ul>	2020 - 2021	<ul style="list-style-type: none"> <li>PD and Faculty meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Virtual Club Program</li> <li>Cross-cohort connection opportunities that exists within the school day</li> <li>Survey Data</li> </ul>
Strengthen professional communities and culture by creating and implementing structures, systems, and strategies that increase the adult sense of belonging at school	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>PD for dept coordinators</li> <li>PD for team leaders</li> <li>PD and Faculty meeting time</li> </ul>	<ul style="list-style-type: none"> <li>CPT and Department PLC agendas</li> <li>Workshop, faculty meeting and PD agendas</li> <li>Staff SEL focus and events</li> </ul>

## GMS 2020 - 21 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, Create the student learning experience we want for all students at GMS during COVID learning	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Dept. Coordinators</li> </ul>	2020 - 2021	<ul style="list-style-type: none"> <li>PD and Faculty meeting time</li> <li>Department meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate practices for how they support the desired student learning experience and develop the GMS Learner</li> <li>Student-centered instruction evidence in classroom walkthroughs</li> <li>Survey data</li> </ul>
Focus building-based professional development on instructional strategies that foster deeper learning during COVID learning	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> </ul>	2020 - 2021	<ul style="list-style-type: none"> <li>PD and Faculty meeting time</li> <li>Department meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of remote and hybrid learning strategies in classrooms and lesson plans</li> <li>Evidence of student centered and deeper learning strategies in classrooms and lesson plans</li> <li>Curriculum units and lesson plans</li> <li>Survey Data</li> </ul>
Provide all students with at least two interdisciplinary, project-based learning opportunities this year, including the 8th grade Civics Action Project	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> </ul>	2020 - 2021	<ul style="list-style-type: none"> <li>Team and PLC meeting time</li> <li>PD and Faculty meetings</li> </ul>	<ul style="list-style-type: none"> <li>PBL unit plans</li> <li>PBL student products</li> </ul>

## GMS 2020 - 21 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	Anticipated Indicators of Progress/Success
<ul style="list-style-type: none"> <li>Continue to adjust the existing English and Reading curriculum to address bias and to increase diversity in authors, characters, and points of view</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Dept. Coordinator</li> <li>Department staff</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>Summer PD time</li> <li>Departmental PLC and department meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Texts with significant bias eliminated from curriculum</li> <li>New texts added to curriculum</li> <li>Newly-designed curriculum units</li> <li>Student survey data confirm that students feel a greater sense of representation in ELA literature</li> </ul>
<ul style="list-style-type: none"> <li>Introduce and implement the <a href="#">CPS Instructional Materials Evaluation Tool</a> in other content areas</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Dept. Coordinator</li> <li>Department staff</li> </ul>	2020 - 2021		<ul style="list-style-type: none"> <li>Meeting agendas</li> <li>Revised and newly-designed curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Examine the leveled math curriculum and student placement processes in grades 7 and 8 for structural inequities and/or tracking practices; determine whether changes are needed</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Dept. Coordinator</li> <li>Dept. staff</li> </ul>	2020 - 2022	<ul style="list-style-type: none"> <li>Departmental PLC and department meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Effective method for reviewing math curriculum and placement processes for bias identified or developed</li> <li>Results of review of math curriculum and placement process</li> <li>List of recommendations and changes, if needed</li> </ul>
<ul style="list-style-type: none"> <li>Increase capacity of educators to provide a more equitable learning experience for students by providing staff with continued PD in equity</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrators</li> <li>Team Leaders</li> <li>Dept. Coordinators</li> </ul>	2019 - 2021	<ul style="list-style-type: none"> <li>PD and Faculty meeting time</li> </ul>	<ul style="list-style-type: none"> <li>PD agendas confirm focus on equity</li> <li>Book groups established to discuss issues of equity in education</li> <li>Establishment and ongoing work of the Galvin Equity Committee</li> <li>Changed processes, programs, curriculum,</li> </ul>

## GMS 2020 - 21 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 influence 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"> <li>• Principal</li> <li>• Administrators</li> <li>• Team Leaders</li> <li>• Department Coordinators</li> <li>• Committee Members</li> </ul>	2020 - 2021	<ul style="list-style-type: none"> <li>• Schedule committee meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• Developed list of students' and staff goals and priorities</li> <li>• Draft schedules</li> <li>• New schedule decided upon</li> <li>• New schedule implemented</li> <li>• Survey data to assess schedule implementation confirm goals and priorities have been met</li> </ul>