Granby Memorial Middle School

School Improvement Plan 2019-2020

Granby Public Schools
Vision, Mission, Achievement Goal, Learning Principles, Theory of Action

Vision: Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission: All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Achievement Goal:
Students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles:
Reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and serve as guiding principles to which staff and students are held accountable.

Students learn best when teachers provide opportunities for them to:
- Contribute to the creation of a positive, safe and supportive learning environment that personalizes learning, celebrates growth and fosters risk-taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice and demonstrate perseverance;
- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence.

Theory of Action:
We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are providing access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:
- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

2014-2019 Board of Education Goals
The 2014-2019 five-year Board of Education goals to support the district's vision, mission and achievement goal:
1. *Provide a rigorous and diverse 21st Century Curriculum.*
2. *Invest in the professional capital of the staff.*
3. *Develop an operational plan that ensures continued success in an environment of declining enrollment.*
4. *Promote positive engagement and communication with the community.*
5. *Explore opportunities for alternative revenue sources.*
6. *Influence local and state educational policy.*

Granby Memorial Middle School

Vision, Mission & District Achievement Goal	

Goal: Maximize the effectiveness of professional teams to increase student achievement

Theory of Action: If we organize our school into collaborative teams to support student learning, then student achievement will increase.

Action Steps	Person Responsible	Time Line	Resources	Evidence/ Measurements
1. PLC focus: looking at student work, identify priority standards, using common formative assessments, focusing on all four PLC questions.	All Teachers /Coaches	Sept - June	Scheduling to allow common planning time	CFSs created and minutes reflect discussions of all 4 PLC questions
2. SIT teams will develop Student Action Plans and implement SRBI strategies as necessary.	All Teams, Administration, School Counselors	Weekly Meetings	In-House Site for SIT record keeping	Progress monitoring data and student success
3. UA teachers are informed of IEP goals and student accommodations	Resource Teachers	Quarterly Meetings	Scheduling coverage as needed	Resource teachers will attend UA SIT team meetings quarterly.
4. Bear teams celebrating student accomplishments.	All Teachers	Sept - June	Google Team Document to record discussion, Golden Tickets	School celebrations, student recognition
5. Collaborative and Proactive Solutions Core Teams will Implement consistent behavior expectations	Core team advices PD for Bear CPS Teams	Sept - June	School Wide Behavior Matrix with teacher and student input.	Behavior Matrix Published and Consistently reinforced, ALSUPS Completed.

Student Achievement

Goal: By June of 2020 all students will increase achievement in literacy and numeracy standards across all discipline areas as measured by STAR reading and math, Calkins Writing, and SBAC performance.
- *Students scoring at goal or above on the baseline assessments will demonstrate growth and improve scores on post assessments.*
- *Students scoring below goal on baseline assessments will grow at least one level on post assessments.*

Theory of Action: If we routinely monitor progress to inform a collaborative approach to planning instruction and interventions, then student achievement will increase.

Action Steps	Person Responsible	Time Line	Resources	Evidence/ Measurements
1. Use specific areas of growth as identified by 2019 SBAC Target reports to guide instructional plans.	PLCs /Coaches	Sept - June	SBAC Reports	PLC SMART goals target areas of need
2. PLCs use Common Formative Assessments and STAR testing to measure student progress toward mastering curriculum standards and inform instruction	PLCs/ Coaches	Sept – June	CFAs and STAR Test data	Lesson plans based upon student progress data, growth in student progress.
3. Using authentic writing routinely in all classes	All Teachers, Administrators	Sept – June, Follow Writing Assessment Calendar	Professional Time to score Student writing	Growth in student writing progress. Student writing data in SIMS and on Principal Data Wall.
4. XBlock Committee identifies ways to maximize time to advance student progress during Xblock	XBlock Committee	Meet Quarterly	Strategic Scheduling of Xblock Coverage	XBlock is reported as productive time,
5. Use SBAC Interim Assessments	ELA and Math Teachers	Two math and two ELA interim assessments by April	Interim Assessments	Interim Assessment data informs instruction
6. Use Affirm to progress monitor math achievement	Math Teachers/ Coach	Sept - June	Affirm Software	Affirm data used to inform instruction, student achievement growth

Instruction

Goal: Utilize equitable instructional practices that personalize learning for all learners.

Theory of Action: If students are able to clearly articulate what they are learning and why it is relevant, then students will demonstrate higher levels of ownership and learning will improve.

Action Steps	Person Responsible	Time Line	Resources	Evidence/ Measurements
1. Create opportunities for students to take ownership for their learning.	All Teachers/Staff	Sept - June	Book for each teacher: *17,000 Classroom Visits Can't Be Wrong.*	Strategies implemented in classes
2. Provide students with feedback for learning including sharing student progress data with individual students (set individual growth goals)	All Teachers	Sept - June	Access to data	Student made learning goals
3. Instructional Rounds focus on student ownership of learning.	All Teachers/Staff	District – Sept / March GMMS – Nov / Feb	Schedule time to visit classes	Improved rating on Student Survey Question
4. Implement instructional recommendations from the Granby Equity Team (GET)	All Teachers/ Staff	Oct – June	Equity Team reports	Monthly discussions at faculty Meetings, GET reports
5. Implement Year Two of School Wide Enrichment Program and Gifted & Talented program	Enrichment Coach, Teachers, Administration	Sept – June	Cluster materials, flexible scheduling for gifted students	Fall & Spring Clusters Gifted Students scheduled to work with Enrichment Coach
6. Build teacher capacity through Student Centered Coaching Model	Coaches/ Teachers	Sept - June	Time to work with coaches	Increase the number of teachers Participating in Coaching Cycles.