

# Galvin Middle School School Improvement Goals 2022 - 2023



**2022-23 Priority #1: Achieving Educational Excellence and Equity For Every Student**

**Objective:** To attain educational excellence and equity across all schools, in every classroom, every day, in support of consistently high growth and outcomes for every student.

**Focus and Rationale:** Our commitment to educational excellence equity requires that we identify unconscious and implicit biases and the impact they have on our students, families, and staff.

**Theory of Action:** When students feel a strong sense of belonging within their school community and have equitable access to high quality learning and enrichment experiences, they then achieve at higher levels over the long term.

**School Goal:** In support of the district’s goal which is focused on equitable access to high quality academic offerings, and creating and maintaining a strong sense of belonging in every school building, GMS will look to increase opportunities for students to access high quality academic content and connection to the school community.

<b>Key Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Anticipated Indicators of Progress/Measurement</b>
Increase the total enrollment percentage of BIPOC students in grade 7 accelerated math.	Department coordinator, math faculty, building leadership	Spring 2023	Tracking IXL and other benchmark assessment data throughout the year  Review placement policy to ensure broader access to all students  Target an increase from 27% to at least 30% of total enrollment
Increase percentage of affirmative responses to the question: “My child feels welcome and has a sense of belonging at school”	Principal, GMS Staff, School Council, DEI Committee	Spring 2023	Use data gleaned from the district-wide equity audit to shape policies and programming at GMS  Explore ways of celebrating the diverse backgrounds of our student population  Target an increase from 69% to at least 75% of

			strongly agree/agree responses to year-end community survey question
Increase percentage of affirmative responses from staff to the question: "I know where to find resources for working with students who have unique learning needs"	Principal, building leadership, department coordinators	Spring 2023	<p>Create a shared drive for collecting resources and best practices for working with students with unique learning needs</p> <p>Time at monthly staff meetings for discussion of best practices</p> <p>Target an increase from 75% to at least 90% of strongly agree/agree responses to year-end staff survey question</p>
Expand the scope of the DEI committee's work	Principal, DEI committee	Spring 2023	<p>Analyze the data from the equity audit in order to identify priority areas of focus</p> <p>Implementation of both proactive and reactive restorative justice measures into regular operational practice</p>

## 2022-23 Priority #2: Cultivating Climate, Culture, and Community Engagement

**Objective:** To create and sustain a school climate and culture that supports a rich educational environment for all students and staff.

**Focus and Rationale:** As student learning is inextricably linked to a school's social environment, adults have a collective responsibility to build a positive climate and culture in all of our schools. We must pay careful attention to, model, and provide explicit instruction in the social-emotional skills that contribute to a healthy climate and culture and support overall student well-being.

**Theory of action:** In order to ensure the efficacy of and equity within a system of behavioral interventions, there must be a clear reporting protocol, consistency of follow-through, and the intentional inclusion of both reactive and proactive restorative justice practices.

**School Goal:** In support of the district's goal, and in anticipation of a new Student Information System being implemented by the end of the school year, GMS will review current behavioral intervention protocols and explore ways of implementing more restorative practices into our broader behavioral management work.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Conduct weekly meetings with building leadership to review behavioral patterns (through qualitative and quantitative data analysis) and best practice study	Principal, building leadership, student support team, Josh Fogel	Spring 2023	Increase rate of affirmative response from 40% to at least 50% on the following year-end staff survey question: "My administrators are responsive when I seek support for student behavior and management concerns"  Revised reporting and tracking mechanism for all behavioral interventions
Engage the school council in a full handbook review in order to assess current practices and ensure alignment with district policies	School council membership	Spring 2023	Revised handbook ready for review by June of 2023
Pilot Restorative Justice circles during designated X Blocks	Building leadership, GMS faculty	January 2023	Each X Block group will participate in Restorative Justice circles between January and June 2023  Develop student survey on efficacy of the circles in collaboration with CHS

**2022-23 Priority #3: Achieving Educational Excellence Through Effective Teaching, Learning, and Leading**

**Objective:** To create rigorous, relevant, and contemporary learning experiences so that the PreK-12 journey supports student development and prepares students for their futures.

**Focus and Rationale:** Public education exists not only within the context of our local Canton community but also within the larger context of our global society. As the world experiences rapid and dramatic changes in technology, the economy, and society, the traditional paradigm of teaching and learning is also changing. More than ever, we must teach our students to collaborate skillfully, to maintain a growth mindset, and to seek and make use of new knowledge. Educational excellence is our expectation that every student will demonstrate high levels of growth and achievement. We foster educational excellence through high-quality teaching, strong systems of support and enrichment, and aligned, compelling curricula.

**Theory of Action:** A professional staff that is trained in the use of data collection tools and understands how to utilize those tools to analyze key metrics in order to inform curriculum and assessment design, will help students demonstrate academic growth.

**School Goal:** We will implement the structures and best practices to effectively analyze student data and construct a shared vision for high quality instruction. This will inform instructional practice and curriculum and assessment design. As a result, the school community will see an achievement increase of 3-5% (65%) of our students meeting or exceeding expectations on the 2023 MCAS.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Data coaching for secondary department chairs to increase data literacy (how to interpret, analyze and utilize selected data sources) to enhance instructional practices with the intent of increasing student achievement	Principal, building leadership, Josh Fogel	Initial coaching sessions to help set Ed Eval goals by November 2022	Establishment of priority areas of focus within each academic department based on data from 2021-22  Department Chairs will receive 2-3 data coaching sessions with Josh Fogel.  Department Chairs will receive access to and training on at least 2 data sources relevant to their department.  Observations and artifacts logged in Teach Point throughout the year
Design a structure that affords more opportunities for effective data analysis for administration, departments / grade levels / all staff	GMS Staff, Josh Fogel	Spring 2023	Incorporate questions related to data access and usability into year-end survey

<p>Utilize data to drive curriculum implementation conversations</p>	<p>Principal, building leadership, department coordinators, instructional coach</p>	<p>Spring 2023</p>	<p>Implement a school-wide action step in support of all professional practice goals: By the end of the school year, each teacher will implement at least one Project Based curriculum unit into their individual practice</p> <p>Documented through observations and artifacts on TeachPoint</p>
<p>Increase total percentage of students scoring in the “Meeting” or “Exceeding” levels in math MCAS by 6%</p>	<p>Principal, department coordinators, STEM faculty</p>	<p>Spring 2023</p>	<p>Track progress on a formative basis via IXL benchmarks</p> <p>2023 MCAS scores will show an Increase total percentage of students scoring in the “Meeting” or “Exceeding” levels in math MCAS by 6%</p>
<p>Increase total percentage of students scoring in the “Meeting” or “Exceeding” levels in ELA MCAS by 3%</p>	<p>Principal, department coordinators, ELA and Social Studies faculty</p>	<p>Spring 2023</p>	<p>Track progress on a formative basis via Common Lit assessments and social studies DBQs</p> <p>2023 MCAS scores will show an Increase total percentage of students scoring in the “Meeting” or “Exceeding” levels in ELA MCAS by 3%</p>

**2022-23 Priority #4: Management and Operations**

**Objective:** To develop state-of-the-art operational systems that assure access to high-quality resources, including facilities, aligned to our educational vision, equitably distributed, and utilized efficiently.

**Focus and Rationale:** Continue to cultivate short-term and long-range planning, maintenance, renovation, and building initiatives to support a healthy, safe, and sustainable future for CPS. Maintain and upgrade systems and procedures to provide robust access to digital resources and ensure data security. Ensure protocols and procedures are in place to address industry leading human resource practices.

**Theory of Action: Serving the needs of twenty first century learners requires a state-of-the art facility which supports a broad array of academic, support, and extracurricular programming**

**District Goal: GMS will engage all stakeholders in the planning process with MSBA**

<b>Key Action</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Anticipated Indicators of Progress/Measurement</b>
Attend MSBA planning meetings	Principal, District leadership		Regularly update the GMS community on progress through the MSBA process.  Engage key stakeholders in creating a wish list for a new or renovated GMS facility