

Galvin Middle School 2020-21 Improvement Plan End-of-the-Year Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
June 10, 2021

Galvin Middle School

2020-2021 School Council Members

Name	Position	Term
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

Thank you to the 2020 - 2021 GMS School Council for their work this year and their support during the pandemic.

Galvin Middle School Demographics

Enrollment by Race/Ethnicity (2020-21)			
Race	% of School	% of District	% of State
African American	11.6	10.8	9.3
Asian	11.6	11.5	7.2
Hispanic	4.0	5.7	22.3
Native American	0.3	0.1	0.2
White	65.6	65.3	56.7
Native Hawaiian, Pacific Islander	0.7	0.2	0.1
Multi-Race, Non-Hispanic	6.3	6.4	4.1

Enrollment by Gender (2020-21)			
	School	District	State
Male	362	1,538	467,362
Female	406	1,624	443,625
Non-Binary	0	2	478
Total	768	3,164	911,465

Enrollment by Grade (2020-21)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	24	219	241	234	221	256	250	242	283	243	213	209	265	258	6	3,164
Wm H Galvin Middle	0	0	0	0	0	0	0	242	283	243	0	0	0	0	0	768

Title	% of School	% of District	% of State
First Language not English	6.1	7.3	23.4
English Language Learner	0.9	2.2	10.5
Students With Disabilities	14.2	12.9	18.7
High Needs	30.9	29.5	51.0
Economically Disadvantaged	18.1	17.0	36.6

Galvin Middle School

Student Learning Outcomes

Math

At the beginning of the school year, math teachers provided remediation on specific grade level standards to help review previous year's content, and to close any gaps from spring 2020. To monitor student progress during the school year, students were assessed according to grade level standards using Edulastic, our interactive formative assessment tool. The assessment results were as follows:

- In grade 8, 72% of students demonstrated proficiency in grade level standards by meeting or exceeding grade level standards. 9% of students were approaching the grade level standards.
- In grade 7, 72.4% of students demonstrated proficiency in meeting or exceeding grade level standards; 15.1% of students were approaching proficiency in grade level standards.
- Data for sixth grade was not yet available at the time of this writing but will be updated once it is available.

During the course of the year, teachers utilized this data to help drive instruction, focus on specific grade level standards as needed, and to better help students gain proficiency in grade level standards to be ready for the next grade level.

ELA

At the beginning of the school year, students took the CommonLit Pre-Assessment. In all categories, our students outperformed the national average. Our students were strong in the areas of locating evidence, vocabulary and integrating ideas. We saw room for improvement in drawing conclusions about point of view and central idea/theme.

On the CommonLit Post-Assessment, our students showed strength in identifying evidence (RI1 and RL1), and there was growth across the grade levels in central idea/theme (RI2 & RL2). Drawing conclusions about the structure of a text (RI5 and RL5) and answering questions about point of view (RI6 and RL 6) continue to be areas where improvement is needed. Here is a sample of a higher order thinking question that eighth graders were challenged by:

3. How does the reference to Orion in paragraph 1 contribute to the story? RL.5

- A. It suggests that the gods were jealous in wartime but not in peacetime.
- B. It foreshadows that Orion and Arachne will both win favor from the gods.
- C. It foreshadows that Arachne will be punished by the gods, like Orion.
- D. It suggests that the gods will be more forgiving toward Arachne than they were to Orion.

- 64% of sixth graders tested at Meeting or Exceeding the Standards, with another 23% Approaching the Standard.
- There was movement among students who scored at the lower end of the scale in the fall. 50% of eighth graders who tested in the Not Meeting or Approaching the Standard range in the fall moved up to Approaching the Standard or Meeting the Standard this spring.
- 87% of eighth graders tested at Meeting or Exceeding the Standards.
- The data for seventh grade was not yet available at the time of this writing but will be updated once it is available.
- The comparative National Data is not yet available.

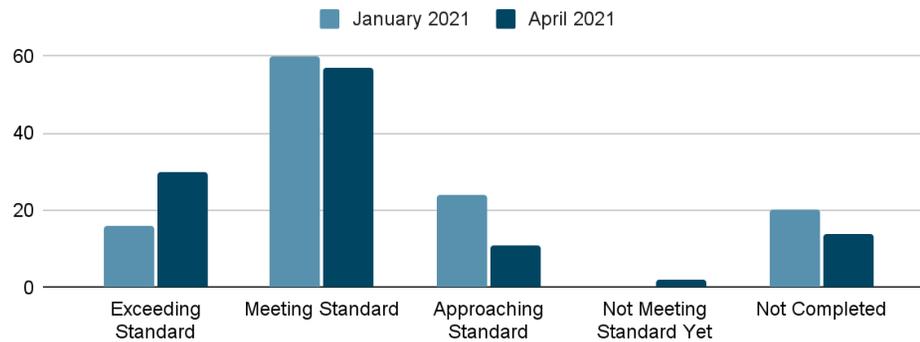
More specific pluses and deltas will be available before June 21, but not all grade levels are done testing as of this writing.

Having and analyzing this data will help us to focus our instruction to better help students master the reading comprehension standards necessary for success across grade levels, academic subjects, and in life.

Social Studies

The 8th graders participated in two benchmark assessments. The first one was administered in January. It assessed students' ability to interpret primary sources and present claims, using relevant evidence and sound reasoning. The second assessment was administered in April. It assessed the same skills as the first assessment, but also called for students to write a five paragraph essay.

8th Grade Civics/Percentage of Students



Galvin Middle School Student School Experience

Student School Experience

This year we asked ourselves the question: How do we stay true to who we want to be as a school and to support the development of the

GMS Learner during this year of COVID, pandemic learning? This question guided our work as a school this year. 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 were fortunate that our broader vision for the GMS Learner is very much aligned with the student learning experience and the community we were working to build to support students and families through the pandemic. This question and the work also guided the student school experience that we created this year as well as the work toward meeting our goals. We are very proud of the student experience we were able to create and offer our students and, though we weren't able to accomplish all of the tasks we laid out for ourselves, we are very proud of the work we were able to do to move our school forward despite the challenges this year has brought.

This was a school year unlike any other and it heavily impacted the student and adult experience for those in our Galvin community. We started the year for all students learning fully remote and shifted into a hybrid learning environment for the majority of our students while offering a fully remote learning opportunity for other students. On April 15, 2021, we were finally able to bring students back "All-in", with the exception of those students for whom remote learning was still the best option. Though our students learned in three distinct and different ways this year, a strong focus on relationships and connection was at the foundation of each model. The staff at the Galvin truly took the idea of relationships and a "culture of connection" on. This was evident in the amount of teacher-student and teacher-caregiver communication. It was evident in the investment in getting to know students on deeper levels than ever before and it was evident in the ways teachers and students appreciated one another over the course of the school year.

Anecdotally, teachers have reported that they have had stronger and deeper relationships with their students than they ever have before and that this has been a silver lining of the year. A few of the key action steps that we took to create the opportunities for this type of relationship building to happen were designing a schedule that offered Community Block, recess and "on demand learning" time, by implementing home visits to some of our most disconnected students, and by creating intentional cross-cohort connection opportunities within teams. Each of these structures helped break down the barriers between home and school and strengthen the connections students had with their peers, their teachers and the school community. We will be asking students for their perspective on the year in our annual Student Speak Up survey which will be executed on June 11. We anticipate that the data on this survey may tell us a similar ***and*** a different story. We know that students felt disconnected from their peers this year given that they were required to stay with one cohort to maintain a safe environment. This, appropriately, was hard for them from a developmentally appropriate and a personal perspective. Typical middle school students are ready to engage with more peers in a day than they were in elementary school. It's why middle schoolers change classes. In addition, middle school students like to be together socializing. Enforcing our social distancing protocol was necessary and enhanced the feeling of being disconnected from peers. Despite the fact that we worked hard to find ways for students to interact across cohorts virtually and that we built stronger relationships between students and staff, adolescents prioritize friendship and that was a struggle this year.

In addition to the GMS students who were on the Learning Continuum, we also ran a Remote Learning Pathway for our students for whom being in the building was not an option this year. We worked hard to keep these students connected to the school academically and socially. Academically, we were very successful. Our RLP teachers in grades 6 and 8 attended grade level department meetings to align and adapt curriculum and our 7th grade RLP teachers were also in-school teachers so they were easily able to adapt their lessons for their students at home. Socially it was a bit harder to keep the students on the RLP connected to their in-school peers. This was harder to do than we anticipated because across the school - whether in the building or not - it was, as referenced above, a challenge to provide cross

cohort experiences.

To help replicate a school year that felt “as normal as possible” for all students, regardless of pathway, we provided a virtual club experience and, for session three, brought back some in person club opportunities. In addition, we continued to provide spirit days and weeks throughout the year, a whole school assembly, World Language Week, and end of the year activities such as field day and 8th grade promotion. All of our RLP students have been invited to participate in our end of year activities and we are excited that many of them are participating.

Academically, students learned to use technology this year in ways they had never had to before. They learned to write emails and truly collaborate with one another digitally. They learned to learn and learned the skills of self advocacy. They also used technology to create content more than they have in the past. Teachers shifted their entire practice and created curriculum plans that provided a student centered learning environment that could be executed in both the virtual and remote settings. This was a challenge for all of us at the start of the year and every teacher took it on. Staff attended school-based PD and workshops they sought out independently. They took risks, tried new things and adapted. They created rigorous and meaningful learning experiences for their students. As the year progressed, teachers became more comfortable with their new teaching strategies and students became more engaged in the learning process. In addition, several teachers learned to adapt their work and were able to offer project based learning opportunities for students that both challenged and engaged students. Since April 15, the students' learning experience for those in the school building has felt very much “back to normal” despite the safety protocols designed to mitigate COVID.

While we met some of the goals we set out for ourselves this year, we have many goals we are continuing to work on. We are proud of the work we did to continue to build a strong culture of inclusivity at the Galvin and to continue to build academically rigorous experiences for our students.

Summary of Progress Toward Goals

As referenced above, part of our vision is to create a purposeful culture of belonging at the Galvin. Since September 2019 we have focused on building strong student staff relationships and in March, when COVID closed school buildings down, we doubled-down on those efforts to ensure that every student felt connected to the school and to the staff. Research shows that students who feel less connected to school do not achieve the same levels of academic success as those who do. With students learning at home, full or part time, we knew that this effort was more important than ever, so not only did we focus on ways teachers could create connections within the classroom but we also built relationship-building opportunities like Community Block and recess into our schedule. Community Block was used to implement explicit social emotional curriculum, to build community, and to provide project based learning opportunities to students. In addition to the curricular projects they were introduced in their classes, students in grades 6 and 7 used this time to engage in the “My Connected Community” project and students in grade 8 engaged in the “Moving Up in Style” project. In addition to these opportunities, we also ran a virtual club program for club sessions one and two and a combination of in-person and virtual clubs for session 3. We felt it was essential that we provide these social opportunities for students to do something of interest and that allowed them to engage in something to build relationships across cohorts, teams and grades.

We also focused more purposefully on the wellbeing of staff this year given the pandemic. It is hard for teachers to find time to take care of themselves because they are always taking care of others, so we tried to find easy ways to allow them to practice self care and to do things for them that showed our appreciation for their hard work. Twice this year we built into our professional development time for staff to

choose a self-care activity. Some of the options we offered were hiking Blue Hills, yoga, HIIT fitness, gardening, art, and more. We also chose times throughout the year to bring in lunch, snacks, and coffee for the staff.

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	Indicators of Progress/Success
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 GMS Staff 	2020 - 2021	<ul style="list-style-type: none"> Faculty meeting time and PD SEL curriculum and lessons 	<ul style="list-style-type: none"> Community Block structure SEL lessons Recess: Engagement between students and teachers Restructured ODL to be teacher-led Implemented counselor and administrator home visits to students who were disconnected Survey Data (student survey being executed June 11, 2021)
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"> Principal Administrators Team Leaders Dept. Coordinators Staff 	2020 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time 	<ul style="list-style-type: none"> Grade 6 All-In week Virtual Club Program Cross-cohort connection opportunities that exists within the school day developed through a PBL opportunity executed during Community Block: Our Connected Galvin Community In person club program for session 3 Implemented two homework club opportunities for students who needed it, one at 3pm and one at 7pm to better meet the needs of families Survey Data
Strengthen professional communities and culture by creating and implementing structures, systems, and	<ul style="list-style-type: none"> Principal Administrators Team Leaders 	2019 - 2021	<ul style="list-style-type: none"> PD for dept coordinators PD for team leaders 	<ul style="list-style-type: none"> CPT and Department PLC meetings were held every Wednesday afternoon Faculty meeting and PD agendas

strategies that increase the adult sense of belonging at school	• Dept. Coordinators		• PD and Faculty meeting time	• Staff SEL focus and events <ul style="list-style-type: none">○ Staff breakfast and luncheons○ Teachers are Superheroes - Teacher Appreciation Week○ Valentine appreciations
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The question “How do we stay true to who we want to be as a school and to support the development of the GMS Learner during this year of COVID, pandemic learning?” really came into play with regard to our second priority because we had been making significant progress in this area prior to March and during the time of true remote learning from March - June, 2020. At the start of our return, staying focused on this work was difficult given the learning curve with remote and hybrid teaching, technology, and with the COVID protocols that forced a very structured classroom set up. Over time, however, as teachers became more adept at teaching in this environment, teaching became more and more student centered and geared toward meeting the goals of providing opportunities for deeper learning and for developing the skills, qualities and dispositions of our GMS Learners.

Across grade six, teachers introduced the concept of accountable talk to students through their ELA classes. The skills and habits that were developed were then applied across all subject areas. By teaching students to have productive dialogue with classmates they were able to engage in higher order thinking and rigorous academic dialogue. These are some of the hallmarks of deeper learning strategies. The Social Studies department, along with some English teachers, are also working to build their capacity to lead this type of learning experience to their students. They participated in professional development offered by Essential Partners to better be able to lead conversations and dialogue in their classrooms. Moving forward, we hope to introduce accountable talk and bring the professional development offered by Essential Partners to the whole staff. We believe that by teaching dialogue skills to adults and students we will continue to get closer to achieving our school vision of developing the GMS Learner in all of our students and building a purposeful culture of belonging.

This year we were introduced to many new technology tools that supported our shift to more digital learning and helped us continue to strengthen and broaden our repertoire of instructional strategies. Some of these included Google Classroom, Nearpod, PearDeck, Edulastic, CommonLit, Jamboard, Padlet and more. The technology that circumstances required we learn became an asset and an oft-used tool to foster student centered and deeper learning. Teachers could, in real time, observe students' work as they created it. This allowed for teachers to provide immediate feedback and stretch students' thinking even more. In addition, the technology tools allowed for our art, music and physical education teachers to creatively engage students in subjects that are most typically done in hands-on and in-person ways.

Finally, as we continue to move toward our goal of being a deeper learning school, we have continued our work with partners who support our work with Project Based Learning. We were thrilled this year to be recipients of two grants. The first was from the One8 Foundation for implementing Project Lead the Way in our technology and engineering classes for the next three years. The second was also from the One8 Foundation along with PBLWorks. This grant allows us to participate in the PBL Leadership Network for Massachusetts. We are excited to do this work and to build the capacity of GMS teachers to create and implement high quality project based learning experiences for students. i2Learning is our third partner with whom we work. This work allowed us to pilot The Boy Who Harnessed the Wind unit that is an interdisciplinary, PBL unit for grade six. Outside of these three partnerships, teachers have also been learning more about PBL on their own and designing units to implement with their students. In grade 7 students participated in several PBL experiences in their science classrooms and all eighth grade students engaged in their end-of-year Civics Action Project. With the PBL experiences that were completed during Community Block, all students at GMS have had at least two PBL experiences this year. We are very proud that we met this goal given the challenges we faced and we appreciate the hard work and dedication of the teachers who took on this work this year.

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	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"> Principal Administrators Dept. Coordinators 	2020 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time Department meeting time 	<ul style="list-style-type: none"> Grade 6 Accountable Talk Student-centered instruction evidence in classroom walkthroughs <ul style="list-style-type: none"> Use of PearDeck PBL Units (Grade 8 Civic Action Project) Socratic Seminars Survey data
Focus building-based professional development on instructional strategies that foster deeper learning during COVID learning	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2020 - 2021	<ul style="list-style-type: none"> PD and Faculty meeting time Department meeting time 	<ul style="list-style-type: none"> Common Lit Training for ELA and reading teachers Why Difficult Conversations are Difficult and How to Make Them Better PD Faculty meetings guided by the question: How do we stay true to who we want to be as a school to supporting the development of the GMS Learner during this year of COVID learning? Music Department PD with Joanne MacDonald Classroom walkthroughs and observations Evidence of student centered and deeper learning strategies in classrooms and lesson plans Curriculum units and lesson plans Teachers revised and developed new curriculum to support students in their hybrid and virtual learning environments
Provide all students with at least two interdisciplinary, project-based learning opportunities this year,	<ul style="list-style-type: none"> Principal Administrators Team Leaders Dept. Coordinators 	2020 - 2021	<ul style="list-style-type: none"> Team and PLC meeting time PD and Faculty meetings 	<ul style="list-style-type: none"> PBL School Committee Presentation PBL Faculty Update and Presentation GMS Staff PBL Readiness Survey PBL 101 workshop scheduled for August 10, 11 and 12 Grade 8 Civic Action Project

including the 8th grade Civics Action Project				<ul style="list-style-type: none">● Community Block PBL Unit(s)<ul style="list-style-type: none">○ Our Connected Galvin Community○ Grade 8: "Moving Up In Style"● I2 Grade 6 Pilot: <i>The Boy Who Harnessed the Wind</i>● Project Lead the Way Grant recipient for grades 6-8 project based Technology and Engineering curriculum● PBLWorks one One8 Foundation grade recipient to be a part of the the PBL School Leader Network for MA.
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Our third priority, “Educational Equity” is an area where we made progress but not as much as we would have hoped had this been a typical year. Our work in this area focused most specifically on ensuring all students feel included, connected and a part of each classroom environment in addition to the school. As a part of this work we held a few professional development workshops for staff that supported the work to answer the following questions:

- How can disrupting microaggressions help build a culture of belonging and caring at the Galvin?
- How can we examine our classroom practices through an equity lens?, and
- How do we keep equity at the forefront while designing curriculum?

Our May faculty meeting was guided by the last question above and introduced the district developed [Instructional Materials Evaluation Tool](#) to the staff. May department meetings focused on this tool as well and applied it to their work. Our goal in introducing this tool to the Galvin staff is that as they identify new resources for classroom use, they will, in collaboration with their colleagues, utilize this tool to ensure we have considered multiple lenses before putting it in front of students. In addition, we will be using this tool to evaluate curricular resources currently used at the Galvin.

We also had a small group of administrators, staff, students and parents apply to the Harvard RIDES program. We were excited to be accepted into and participate in this program. They examined the current status of our school’s equity work and started to identify action steps for next year. In addition to this work, we had a group of GMS staff who engaged in a book study. This group read and discussed Ibram X. Kendi’s [How To Be An Antiracist](#).

We did not have the opportunity to move our math curriculum goal forward given the year, however we are committed to doing this work starting this summer and are looking forward to evaluating the math curriculum and practices, grades 6-12, for structural inequities and/or tracking practices to determine whether changes are needed.

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		3.1 Designing Student Learning and Growth		
1.2 Educational Excellence and Continuous Improvement		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"> Continue to adjust the existing English and Reading curriculum to address 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"> Introduced Newsela and CommonLit as resources for culturally relevant readings Scheduled to read and evaluate new text options for ELA classes to be implemented during the next school year
<ul style="list-style-type: none"> Introduce and implement the CPS Instructional Materials Evaluation Tool in other content areas 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Department staff 	2020 - 2021		<ul style="list-style-type: none"> Faculty meeting agendas May Department meeting & PLC time were used to uplack the document and expand on the work
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Principal Administrators Dept. Coordinator Dept. staff 	2020 - 2022	<ul style="list-style-type: none"> Departmental PLC and department meeting time 	<ul style="list-style-type: none"> In progress - identified a consultant to lead this work. Summer dates have been set to begin the curriculum review process grades 6-12
<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 <ul style="list-style-type: none"> September PD Faculty Meetings (December) and (May) Book groups established to discuss issues of equity in education: <i>How to Be An AntiRacist</i> by Ibram X. Kendi Acceptance into and participation in the Harvard RIDES program with ongoing meetings

Our work with regard to priority four is almost complete. It has been our original intention for this goal to be completed last spring, however COVID had different plans for us. Given this school year, we have had a dramatically different schedule than we have ever had before. Much of this year's schedule was designed to meet the safety needs of our school this year, the need to build strong relationships and connections with students, and a desire to meet the social emotional needs of our students this year. We believe the schedule met these needs though it did go through a few iterations. In the end, living through the schedules we used this year informed our scheduling work this spring.

In our work this spring, we utilized the feedback we have received from parents via a fall survey as well as surveys done with staff and students. Our proposed schedule meets many of our identified priorities: 990 hours of time on learning, longer blocks to support deeper learning vision, an X block, 25 minute lunches with an opportunity for recess, built in collaboration time for staff, and more. We are excited about the direction in which we are moving and are looking forward to holding tuning protocol forums with staff, parents and students next week. Once we have their feedback, we can refine our work and present the GMS Schedule for the 2021 - 2022 school year.

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	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	2020 - 2021	<ul style="list-style-type: none">• Schedule committee meeting time	<ul style="list-style-type: none">• Regular schedule committee meetings• Student Survey Data• Staff Survey Data• Draft schedules• Staff feedback on proposed schedules• Holding tuning protocol sessions on the proposed schedule the week of June 7 - 11 with students and caregivers• New schedule will be decided upon by June 11, 2021• New schedule will be implemented Sept 2021• Survey data to assess schedule implementation confirm goals and priorities have been met