

J.H. Gaudet Middle School -- School Improvement Plan

<p>Mission/Goal Statement:</p> <p>The mission of the J.H. Gaudet Middle School, a partnership in developing positive attitudes of students, staff, and parents, is to create a nurturing, safe, learner-centered, educational community in which each student will have equal opportunity to become responsible, respectful, reflective, knowledgeable, literate, and successful.</p>	<p>Result Statement:</p> <p>To create a learning environment that fosters student interest in learning and ensures that every child is provided with what they need to learn – opportunities, instruction, and a caring, supportive environment.</p>	<h1 style="margin: 0;">Domain 1</h1> <h2 style="margin: 0;">Student Learning</h2> <p style="text-align: right; margin-top: 10px;">1 of 1</p>
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Focus for domain	Evidence of need from self-study	Conclusions/Value Judgments	ACTION PLAN			Annual Evaluation and Expected Outcome
			Action/Strategy	Means/Assistance Required	Monitoring ongoing progress	
<p>On which large domain of change within the building will our school focus?</p>	<p>What indicators show that our school is in need of improvement?</p> <p>(Data used)</p>	<p>What conclusions did we draw from the data?</p>	<p>What specific action will our school take to address this need in our building?</p> <p>(Where we are now and where we need to be)</p>	<p>What will it take to get our school where we want to be?</p> <p>What needs to happen in the school?</p>	<p>How will we monitor our strategies?</p> <p>How will we keep the principal, parents, and SIT informed and involved?</p>	<p>Check our Action Strategy. Did our school meet the intended annual increases?</p> <p>Structure discussion around why or why not.</p>
<p>Student Learning</p> <p>Safety Nets</p> <p>Ramp-ups</p> <p>Personalized Support</p>	<p>SALT</p> <p>NECAP Scores</p> <p>Report Cards</p>	<p>Our main areas to be addressed are Problem Solving, Analysis, Interpretation, Fundamental Skills in Reading & Math</p> <p>We have a % of the population scoring below standard, and therefore need to schedule time to work with these students and enrich those students who do meet standard</p> <p>We need to look at specific data to determine problem areas in each category</p>	<p>Create an afterschool program to support students in two possible ways:</p> <p>Ramp-up: (small groups) for students who are not yet meeting standard</p> <p>Enrichment: (larger groups) for students who are currently meeting standard</p> <p>Investigate the possibility of a position to coordinate the after school program. Responsibilities would include organizing staff, reviewing data, determining next steps</p>	<p>Ramp-up: Focused one-on-one mini-curriculum to build and strengthen basic skills in numeracy and literacy</p> <p>Students with the most need as determined by NECAP, MAPS, and report cards will be targeted.</p> <p>Enrichment: Will be discussed for coming year.</p>	<p>Afterschool program staff will construct a curriculum based on data, monitor student progress, and report to SIT on the success of the design.</p> <p>A Subcommittee will be formed at the end of the first year to evaluate the success of the Afterschool program and investigate implementation on a larger scale.</p>	<p>Data and evaluations from Afterschool program staff will determine changes for next year.</p> <p>Improvement in student assessment on individual report cards</p> <p>An improvement in student test scores reading, writing, and math of at least 3%</p>

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Mission/Goal Statement:			Result Statement:		<p style="font-size: 1.2em;">Domain 2</p> <p style="font-size: 1.5em;">Professional Learning Community</p> <p style="text-align: right; font-weight: bold;">1 of 1</p>	
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<p>Professional Development Implementing best practices</p>	<p>SALT Survey Chart G:2 Informal SIT Staff Survey Learning Walk Feedback</p>	<p>Additional Professional Development in the area of Differentiated Instruction is requested/needed by staff. The staff requests a more focused professional development structure which is embedded in our learning community.</p>	<p>Create a professional development structure for teams to meet regularly on a content/strategy specific focus to observe lessons, engage in discussions, and reflect on best DI practices. DL/Lab Classroom Coaches will continue to open classrooms, frequently modeling Differentiated Instruction practices. Other PD opportunities throughout the year (ex. staff meeting menu options) will focus on supporting our vision of Differentiated Instruction PD.</p>	<p>Continue staff meetings that focus on specific strategies/practices consecutive. Form a sub-committee to form professional development teams. Each team will consist of several teachers who have been trained through EBEC as Lab Classroom/DL Coaches. Learning Walks will specifically focus on strategies/practices that are part of our school's professional development vision especially as it relates to DI.</p>	<p>Learning Walk feedback from Administration/Leadership Team will be shared out with staff and the School Improvement Team. Professional Development Teams will share out at staff meetings.</p>	<p>A staff reflective feedback survey will be given at the end of the year. We will refer back to the survey from last year to monitor changes. SALT Survey Data from the current year will be compared to last year's. Student Achievement (ex.NECAP) scores will show a reduction in gaps. Specifically in our subgroups (IEP, Free/reduced)</p>

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Result Statement:

To create a safe, orderly, and healthy environment where clear expectations are communicated to and by the entire community (staff, students, and parents) so that all members are held accountable for providing an environment that is respectful, comfortable, and supportive to the learning and overall well-being of the community.

Domain 3 Safe, Orderly and Healthy Environment

1 of 3

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Safe, Orderly, and Healthy Environment	SALT Report <i>(SALT – MC.1 [1 of 2], MC.1 [2 of 2], MC.1.1 [1 of 2]).</i> End of year teacher feedback	Gaudet is a relatively safe environment, but we need a greater focus on overall discipline.	Develop alternative placement/process for behavioral challenges within the school. There should be academic supports provided, constant monitoring of students, and the ability for students to earn their way back to class. Develop a student rewards program. (enforcing/promoting through positive resolutions)	Behavioral specialist Anger management programs through guidance Saturday detention Special field trips within grades/cluster and at school level "Students- of- the Month" luncheon Develop a Community service program	Data: Suspensions/number of incidents relating to fighting, assaults, and insubordination Annual report to SIT by Asst. Principal. A student feedback report will be published twice year by the Asst. Principal Guidance will investigate the development of a community service program in the hopes of implementing a CS component. They will report to the GLT three times during the year to communicate their progress.	Hire a full time Behavior Specialist Data should reflect continued downward trend in grievous issues

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Safe, Orderly, and Healthy Environment	SALT Report <i>(SALT – MC.1 [1 of 2], MC.1 [2 of 2], MC.1.1 [1 of 2]).</i> End of year teacher feedback	Clarity of behavioral expectations and rules exist at Gaudet. However, there is a lack of accountability and consistency across grade levels when those expectations are not met and/or rules are broken.	Create and implement a uniform discipline policy with consistent consequences. Principal and Asst. Principal will meet with each grade at start of year to listen to concerns and discuss behavioral expectations.	Facilitate a team approach to developing code of conduct to include Grade leaders and staff Physical change of support staff locations (Grade Leaders, Guidance) so that they are closer to students.	Asst. Principal will review current student handbook for 09-10 with focus groups and in grade discussion then use feedback to develop a new policy. Create a discipline team to further review disciplinary data on a quarterly basis with Grade Leaders and Asst. Principal Principal and Asst. Principal will investigate possibility of changing staff locations.	Improvement in staff feedback as it pertains to safe and healthy environment (SALT / Teacher survey)

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Safe, Orderly, and Healthy Environment	End of year teacher feedback survey	A focus needs to be placed on keeping students healthy so they remain in school.	Dismiss students from Nurse's Clinic when sick instead of having them return to class for signature. Fix thermostats/boilers Prohibit cars/busses idling outside of window.	Policy change – Students will report directly to main office or stay in nurses office until dismissed. No class sign out sheet required. Nurse will inform one teacher team member of dismissal. Communicate difficulties via work order.	Done 1/09 Conduct annual survey of building (Staff and students) to gauge levels of building health, cleanliness, and sanitation Install no idling signs in parking lot.	Survey results will reflect improvements in staff feedback regarding the building

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Parent Communication Community Involvement	SALT Survey Anecdotal Evidence	All vehicles of communication need to be updated in a timely manner.	<p>Currently, the school web site is not being used to its full potential. More timely information will be uploaded to maximize it as a means of communication.</p> <p>Currently, there is no monthly calendar of events posted on our website that reflects all grade level activities. . Monthly school calendars will be consistently updated via a definite schedule to reflect all activities taking place building wide.</p> <p>Connect Ed will be used for Emergency announcements and special events.</p>	<p>The website will be reviewed at the beginning of each school year to reflect any changes in programs, staff and resources. In addition, more timely and pertinent information will be uploaded to the site on a regular basis by school personnel</p> <p>Faculty and staff will be trained in Sharepoint. An appointed staff member will be responsible for updating information.</p> <p>Establish a timeline when all information should be submitted to the appointed staff member. The calendar of scheduled events for the month will be uploaded each month.</p> <p>Principal will make this determination</p>		

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Parent Communication Community Involvement	SALT Survey Anecdotal Evidence	Parents would like additional support to help their children with math and study skills.	<p>Currently we have the Online Student Reference Book for Everyday Math Grades 5 & 6. Parents need help with using the site.</p> <p>At this time, we do not have any options for parent help for grades 7 & 8. Investigate whether it's possible to do the same for grades 7 & 8.</p> <p>Parents would like to know how to help their children develop good study skills. They are not aware of resources that are available to them. We need to educate parents and teachers about the electronic resources that are posted on our school and district website.</p>	<p>An overview of the site will be presented during curriculum night. Information about EM will be sent out to parents on the list serve. Everyday Math Online will be presented to the students in class, so that they are also familiar with using it.</p> <p>Math teachers and grade leaders investigate options for a 7th & 8th grade program. In addition, math teachers could develop help documents to be posted on line for grade 7 & 8 to access after school hours. Facilitated by Math coordinator. Investigate possibility for doing this in all curriculum areas with Grade Leaders.</p> <p>A Technology Night would be held to educate parents and teachers about electronic resources that are available to them. This would include handouts with instructions. Facilitated by COZ coordinator</p> <p>Study Skills night for parents – run by guidance and grade leaders (possibly special ed. Teachers) Could also happen during lunch. Facilitated by COZ coordinator.</p>	SALT data Parent and staff surveys Focus Groups	

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<p>Small Learning Community</p>	<p>Teacher survey responses to "How to improve small learning communities" Bullet 4, 6,</p> <p>SALT Visit report (p8 Par2) (p10 par 1)</p> <p>SALT survey Chart C.1.1</p> <p>Turning Points, 2000 (pgs.131-133)</p>	<p>There is not enough common planning time outside of individual planning time within grades and clusters, which inhibits collaboration and the sharing of best practice.</p>	<p>Offer opportunities for staff collaboration via Wednesday meetings:</p> <p>By grade/cluster/ content level in order to create grade level collaboration and unity.</p> <p>Choices for co- curricular teachers to be able to choose which grade level or subject area meeting to attend.</p>	<p>An average of one meeting per cycle will be dedicated to grade/cluster level issues such as RTI, PLPs, curriculum planning</p> <p>Teachers and/or grade leaders will prepare agendas for each meeting.</p>	<p>Grade Leaders will report purpose of common planning (after-school) meetings prior to event at GLT meetings</p>	

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Small Learning Community	Teacher responses regarding, "How to improve small learning communities" Bullet 1 SALT survey Chart C.1, C.1.3	Co-curricular teachers are often unaware of important student information resulting from cluster and parent meetings.	Grade Leaders and Guidance counselors will attend Co-curricular meetings on a rotating basis to communicate pertinent information.	Co-curricular staff will provide lists of students and concerns prior to the meeting for GL to work off of.		

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<p>Small Learning Community</p>	<p>Teacher responses regarding, "How to improve small learning communities" (Bullet 10)</p> <p>SALT Visitation report (p10 par 1)</p> <p>SALT survey Chart C.3, H.2</p>	<p>Teachers often feel they lack a sense of collegiality and camaraderie among colleagues.</p>	<p>Offer staff social or professional opportunities for team building in order to foster positive morale.</p> <p>Some specific examples include:</p> <p>Provide opportunities for exchanges of ideas.</p> <p>In lieu of the first day District meeting, have a team building activity within each school.</p>	<p>A faculty meeting will be developed by the GLT with the purpose of developing staff collegiality</p> <p>Every grade should sponsor an event such as a luncheon, breakfast, etc...</p>		

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<p>Small Learning Community</p>	<p>Staff survey responses regarding, "How to improve small learning communities" bullets 2,3,7,8,11</p> <p>SALT Visitation report (p8 Par2) (p10 par 1)</p> <p>SALT survey Chart C.1.1 Regarding Interdisciplinary Teaming/Activities</p>	<p>There is little or no team/cluster identity within the school. This inhibits the fostering of positive school spirit.</p>	<p>Develop team and whole school activities both at a social and academic level designed to support team/school spirit.</p>	<p>Annual pep rally</p> <p>Student/staff basketball game</p> <p>Each grade will organize and implement team/grade building activity at least twice a year</p> <p>Investigate community sponsorship of team t-shirts</p>		