2017-2018 GRANVILLE MIDDLE SCHOOL

BUILDING CONTINUOUS IMPROVEMENT PLAN (CIP)

The Granville Exempted Village Schools are committed to our mission of Learning for Life. The district’s focus on continually improving the learning and achievement of its students results in Continuous Improvement Plans or (CIP) at the district and building level. CIPs start with a review of all data available to identify strengths and target opportunities for improving student achievement. Each year from these data, the district, buildings and departments identify targets for improvement and implement strategies to achieve results.

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| **Building Strengths:** (What do our kids do well and how do we know?)   * 88% of 8th graders said they were active participants in their learning (per 8th gr exit survey given every May) * 96% of 8th graders said they have friends at school (per 8th gr exit survey given every May) * Addition of an ELA study skills class added at each grade level * Staff offer weekly help sessions (before/after school) and students frequently attend * Offer yoga, mixed choir, service projects, etc. during ACE period as one way to meet whole child needs | |
| **Building Areas for Improvement:** (What do our kids need and how do we know?)   * 75% of 8th graders reported their stress level was high or very high which is up from previous year (per 8th gr exit survey given every May) * Did not meet growth expectations in 7th gr ELA * Not closing the GAP within ELA * Incorporate 21st Century Skills such as inquiry based learning, problem solving strategies, cooperative groupings, etc. | |
| **Focus**:   * Staff will each implement one PBL project (while offering feedback from PBL coaches throughout the year) * Implement one-to-one technology (all students will be issued a Chromebook) * Monitor school culture/climate and research strategies for building tolerance, empathy, etc. * Training on co-teaching best practices | |
| **Actions:** (What will we do?) | **Mid Year Check:** (What have we completed?) |
| District Initiative:   1. Implement Project-Based Learning as an instructional methodology 2. Implement 1 to 1 in grades 7 – 12, supported by Schoology and technology professional development. Provide all staff with ongoing opportunities for continued growth in the use of Schoology in both classroom instruction and assessment   Building Initiative (beyond district initiatives):   1. Monitor school culture/climate and research   strategies for building tolerance, empathy, etc.   1. Pilot ELA study skills class at each grade 7th/8th 2. Training on co-teaching best practices | PBL coaches onsite for feedback 8/21/17, 9/18/17, 1/29/18  PBL calendar created for staff use  1:1 staff in-service (schoology integration, Office 365, Google Docs) 8/18/17, 8/22/17, (cloud storage device: one drive/Google docs) 10/11/17, 10/23/17  11/8/17  12/13/17  1/17/18  Review 8th gr exit survey from May 2017 (8/17/17)  Learning styles inventory and more survey given to all students (Aug. 2017)  Counselor received approval for school therapy dog  Brainstorming possible student groups to facilitate a discussion on GMS school culture  Identify students who would benefit from extra ELA support  Meet with GHS staff who offer a similar class (August 2017)  Discussions around data collection for this new class  Staff in-service on co-teaching worksheet (targets 1 and 2) 8/18/17, (target 3) 10/23/17 and worksheet due from each team |
| **Results we expect:** (How will we know it worked?) | **Mid Year Check:** (What evidence do we have that the plan is working? Do we need to edit the plan?)  ***(Add updates in January)*** |
| **District:**   * All staff begin implementation of at least one PBL project in all buildings. * Implementation of Schoology to support instruction, assessment and curriculum materials at all levels. * All students in grades 7 – 12 receive a Chromebook with instructional use in the classroom.   **Building**   * Monitor school culture/climate and research   Strategies for building tolerance, empathy, etc.   * Pilot ELA study skills class * Training on co-teaching best practices | PBL calendar will be created for staff use  Monitor use of schoology through classroom walkthroughs, observations, student/parent conversations, etc.  Monitor use of technology through classroom walkthroughs, observations, meetings, etc.  Tracking student issues/discipline related to tolerance, empathy, etc.  Student progress checks, teacher conversations  Co-teaching sheet completed (10/23/17)  Monitor use and effectiveness through walkthroughs, observations, etc. |
| **Link to District Benchmarks:** (What district benchmark results will get better because we improve our results?)   * Focus Area: Implement PBL as an instructional tool that connects to previous professional development on formative instructional practices that:   + Clearly articulate quality learning targets that directly align curriculum to assessment and instruction.   + Provide descriptive feedback to students on their progress towards learning targets.   + Engage students in ownership of their learning.   + Create high quality formative and summative assessments that inform instruction.   + Utilize technology to enhance instructional practices. * Benchmark 2:  World Class Education | |