

Raymond J. Grey Junior High School

School Improvement Plan

2009 - 2010



Raymond J. Grey Junior High School

16 Charter Road

Acton, Massachusetts

Principal: Craig Hardimon

1) To re-examine and possibly modify the RJ Grey's current statement of purpose to ensure its relevancy for addressing student needs, community expectations, and the operation of all school programs.

a) Statement of the Situation:

RJ Grey's current Statement of Purpose (Vision Statement) includes the district's mission statement, vision statement, and belief statements. While clearly articulated, RJ Grey faculty and staff recognize the need to initiate a periodic review of the school's statement of purpose to ensure that it remains a dynamic and relevant document congruent with the larger district's goals and objectives for its students.

Strategies:

- i)** Review and evaluate current Statement of Purpose for relevancy to today's world.
- ii)** Identify missing elements.
- iii)** Coordinate input from all involved parties; department meetings, faculty meetings, etc.
- iv)** Assign sub-committees with appropriate representation as needed.

b) Outcomes:

- i)** Identify and recommend areas for change and/or modification in the present Statement of Purpose (Vision).
- ii)** Submit proposed changes to faculty for discussion.
- iii)** Recommend revisions and/or changes to Statement of Purpose (Vision) for FY11.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
RJ Grey Faculty

2) Having re-examined the RJ Grey scheduling structure, faculty and staff will examine transition requirements to implement trimesters and/or activity blocks for the 2010-2011 academic year.

a) Statement of the Situation:

To ensure that RJG is meeting the needs of all students, the faculty made a commitment to re-examine the RJ Grey scheduling structure. While the current model ensures high academic standards within a student-centered atmosphere, trimesters may extend the time within the marking period spent on teaching and learning, optimize home/school communication, and provide students with more opportunities to master content through teacher feedback and support. In addition, activity blocks within teams may allow additional time for counselors, teachers, and administrators to consider increased team building activities, content reinforcement, and time for stress reduction and anti-bullying initiatives.

Strategies:

- i)** Evaluate all RJ Grey communication structures for transitioning to trimesters for FY11.
- ii)** Provide PowerTeacher training for all teaching faculty
- iii)** Review and possibly modify progress report formats for home/school communication
- iv)** Evaluate all RJ Grey scheduling structures for introducing activity blocks within teams.
- v)** Prioritize scheduling needs
- vi)** Prioritize teaming issues

b) Outcomes:

- i)** Identify home/school communication mechanisms for FY11
- ii)** Identify and consider fiscal implications for FY11.
- iii)** Identify optimal scheduling structure for FY11 implementation.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team, RJG Scheduling Committee, Pupil Services Staff

3) Continue to support district-wide anti-bullying initiatives within a positive school culture and climate through three specific areas of focus: stress management, bullying and teasing, and internet skills building.

a) Statement of the Situation:

To ensure that RJG is meeting the needs of all students, the staff continues to examine ways to stay current with developmental and social issues that impact adolescent functioning and independence while maintaining the effectiveness of the team model: building a sense of community and identity for the adults and young adolescents, designing and maintaining team protocols that support community and instruction, continuing to implement effective instructional practices and curriculum, and communicating with the broader community and parents/guardians about the work of the team regarding student learning.

Strategies:

- i)** Educate students by scheduling relevant student assemblies and/or team trainings.
- ii)** Respond to student stress and its impact on the school's culture and climate by developing practical ideas for reducing student stress throughout the year; homework breaks, consideration of a scheduled block of time for directed, multi-faceted team activities, etc.
- iii)** Continue to ensure building emergency preparedness by reviewing communication channels and information protocols.
- iv)** Participate in systemic discussions that will examine the existing policies on bullying and hazing (references JICFA and JICFB).
- v)** Potentially update handbook guidelines for FY11 to provide further specificity regarding current student issues (cyberspace, all types of harassment, etc.).

b) Outcomes:

- i)** If necessary, update handbook guidelines to provide further specificity regarding current student issues; cyberspace, harassment, etc.
- ii)** Identify any changes necessary for home/school communication.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team, Pupil Services Staff

4) Continue to enhance curriculum and instruction for RJG students and consider changes based on community and building needs.

a) Statement of the Situation:

As part of the RJG educational experience, staff continues their commitment to an on-going process of curriculum planning, with the goal of fostering continuous improvement of student achievement. Annual adjustments will continue to be considered, supported by our core school values. As part of this process, we continue to be committed to a junior high curriculum that values diversity and global awareness, with a strong connection to the team model and our broader school community.

b) Strategies:

- i)** Continue with curriculum articulation, Grade 6 through Grade 12.
- ii)** Review the Mandarin Chinese elective and consider possible adjustments and enhancements within the current budgetary picture
- iii)** Actively participate in the district's Educational Values and Interests Survey work.

c) Outcomes:

- iv)** Develop recommendations and implications for FY11 school year pertaining to identified goal areas.
- v)** Complete all tasks for trimester implementation for FY11.
- vi)** Identify and consider fiscal implications for FY11.

b) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
Pupil Services Staff

