

Harriet Eddy Middle School

International Baccalaureate Middle Years Programme World School
Elk Grove Unified School District



Strategic Plan

2018-2023

Providing an Exceptional Educational Experience for All
Students.

Vision: Harriet Eddy provides an Exceptional Educational Experience for all students.

Mission: The mission of Harriet Eddy Middle School is to inspire students to become global, responsible, and compassionate lifelong learners. To meet this end, Harriet Eddy will cultivate a collaborative environment with high standards of social and academic excellence in an inquiry based setting.

THE FOUR PILLARS:

Our Four Pillars are the supporting structures of our IB MYP standards-based instructional system. They provide a framework for planning and implementing district-level and school-level priorities. When implemented with consistency, efficiency, and supported by mission driven operations and services, the Four Pillars accelerate student learning.

1. INTERNATIONAL BACCALAUREATE (IB) MIDDLE YEARS PROGRAMME (MYP) STANDARDS ALIGNED DIFFERENTIATED INSTRUCTION

Ensures that curriculum, assessment, and teaching align to MYP and State Standards in all content areas and that instruction is differentiated to meet the varied needs of each student.

TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
MYP aligned instruction is provided to all students using standards aligned Common Core curriculum and highly effective, research-based instructional practices.	The administration and the Leadership Team facilitate ongoing departmental level and school wide dialogue regarding pacing guides, subject group overviews, State Standards, and professional development.	The School Site Council (SSC) ensures that the School Plan addresses the alignment of curriculum in all areas to match the State Standards and that funds are allocated to provide teachers training in highly effective, research-based instructional practices
Teachers engage each student with MYP and authentic learning experiences aligned to state standards, district-approved curriculum, and site developed essential skills.	The administration and Leadership Team supports Instructional Rounds and departmental retreats to give teachers the opportunity to view successful differentiation strategies and collaboratively develop lessons and common assessments.	The School MYP Instructional Team continuously evaluates and disseminates proven instructional practices for: students who are regular education; on IEPs; economically disadvantaged; Foster Youth; English Learners and those who belong to the different racial-ethnic groups.
Teachers monitor the implementation of rigorous engaging lessons by use of ManageBac and teacher participation in Instructional Rounds.	Staff committees provides MYP and Common Core professional development to improve student learning.	Establish and utilize consistent accountability mechanisms to measure the fidelity of implementation of MYP and common core instructional programs and the effect on student learning.
Teachers collaborate and use Common Core and MYP researched affirmed instructional practices to increase proficiency of grade level standards for all students.	Site Leadership provide resources to support Professional Learning Communities (PLC) and MYP implementation, instruction, and assessment.	Through the LCAP process, the SSC provides resources to support the implementation of PLC and the MYP.
Teachers foster and incorporate student meta-cognition and self-reflection into student learning experiences.	Administration and Staff Leadership annually evaluate organizational health to support student learning.	School fosters an open-minded and collaborative culture that encourages innovative instruction.

2. MYP & PLC DATA TO DRIVE CONTINUOUS IMPROVEMENT WITH ALL STAKEHOLDERS

School staff collaborate with stakeholders using common formative, benchmark, and summative task assessment data to plan, monitor, and adjust teaching/leadership/organizational practices.

Our Professional Learning Communities (PLC) reflect commonly held high expectations and a shared responsibility to improve learning.

TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
Teachers meet weekly to collaborate in PLC to determine essential skills and create common formative and benchmark assessments. PLC review formative data and make instructional adjustments	The administration and Leadership Team ensure that the school schedule is conducive to weekly meetings and that each department may schedule extra planning time.	Harriet Eddy uses data to make programmatic and instructional decisions.
Teachers meet weekly to discuss, create, and reflect on MYP units and summative tasks. Teachers use ManageBac to record and reflect on student MYP Unit Assessment results.	The administration and Leadership Team provides access to MYP and PLC professional learning.	The SSC ensures that there is an alignment in the budget for funding to support MYP & PLC Professional learning.
Teachers use results from formative and benchmark assessments to monitor student learning and share the data with parents and students.	The department chair, administration and MYP coordinator ensure that data is available for teachers to collaborate to analyze from formative assessments and summative tasks.	The SSC ensures that there is an alignment in the budget for funding of resources to support MYP and PLC collaboration.
Teachers use student assessment results to collaboratively evaluate the effectiveness of instructional and intervention strategies.	The department chair and PLC leaders facilitate meetings to ensure that individual student needs are addressed	The SSC ensures that there is alignment in budget that provides resources and services to support data based decision making processes.
HEMS staff is committed to regular vertical articulation with Laguna Creek High School to support MYP/IB implementation.	The administration, Leadership Team and MYP coordinators promote ongoing vertical articulation occurring between the two sites.	HEMS uses District allocated funds to support ongoing articulation and professional development opportunities to support MYP/IB implementation.

3. Physical, Social, and Emotional Wellness

Learning and work occur in safe environments that support the social emotional needs of students and adults. School, home, and community share responsibility for student success through proactive communication and a respectful “voice” for all stakeholders.

TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
The Positive Behavior Intervention Support (PBIS) Program establishes a climate of respect for all using research based strategies focused on creating positive school-wide interventions and behavioral support for all students and staff..	The administration and Leadership Team identifies the PBIS Team and monitors the current implementation and revisit/refine school-wide plans to create positive school wide interventions and behavioral support for students.	The SSCI ensures that there is an alignment in the budget for funding for staff to participate in the PBIS Training.
Staff promotes inclusive classroom and school environments and provide educational programs that supports social emotional wellness of all stakeholders.	The department chairs and curriculum leaders facilitate discussions in meetings and retreats to ensure that students, staff and all stakeholders are in classroom environments that are inclusive and encourage emotional wellness.	The PBIS Team monitors and evaluates the effectiveness of the PBIS Program for: students in regular education, IEPs, 504s, , foster youth, those who are economically disadvantage, disabled, belong to the different racial-ethnic groups, English Learners, and LGBTQ.
Staff explicitly teach the IB Learner Profile Traits and HEMS three rules: Safe, Respectful, and Responsible and foster an environment of stakeholder accountability.	The administration and Leadership Team reviews the HEMS PBIS Practices each year and disseminates them to the school community through the student handbook.	The administration ensures that PBIS Practices are reviewed and frequently taught. Funds will be provided to publish a student handbook to include them each year.
Staff should plan and implement school wide assemblies and advocacy like schedules using in-school or outside resources on bullying, prejudice, social media and other topics dealing with safety and relationships.	School administration provides support and resources for team to develop assemblies or activities related to safety, relationships, and social emotional wellness.	The PBIS Team refines plans to disseminate information to students on topics dealing with safety, relationships, and social emotional learning.
Staff implements and monitors a school wide Check in Check out Program, PBIS Tier I, II, III, and a cell phone/social media support program.	The administration ensure that there remain a place in the master Schedule for students to participate in the Hornet Ambassador program.	School supports the Nurturing Exceptional Students Team (NEST) program to support students and staff with academic, social, and emotional wellness.

4. Community Involvement

The school culture promotes trust between the home, school, and the community through proactive communication and consultation regarding school programs, initiatives and operations.

TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
Teachers foster parent communication and involvement.	The administration and Leadership team ensure that all current and future families have opportunities to become acquainted with the school and programs.	Harriet Eddy provides a welcoming environment that encourages, promotes, and provides community service opportunities.
Teachers provide opportunities for enrichment through campus organizations and community involvement.	The administration ensure that school leaders are promoting positive student engagement in the community.	Harriet Eddy collaborates with parent organizations and staff to identify and support campus and community involvement.
Teachers are positively and actively engaged with stakeholders before, during, and after school.	The administration facilitate stakeholder events to provide information on college and career pathways.	Harriet Eddy collaborates and consults with stakeholders to develop, implement, and measure campus initiatives and programs.

VITAL SIGNS OF PROFESSIONAL PRACTICES & “LOOK FORs” (i.e. observable evidence of the Vital Signs):

In the medical profession, vital signs define the body’s basic functions and are used to detect and monitor patient health. In a learning community, a series of vital signs can be used to track “organizational health” and monitor progress towards a goal.

At Harriet Eddy Middle School, these indicators help us monitor our progress throughout the school and our programs.

Vital Sign	Evidence
Student reflection on their education and importance of global lifelong learning	Student surveys and reflections measuring student attitudes toward their education
Student motivation and “voice”	Student representation on Site Council, Principal’s Cabinet and Leadership
Student participation and higher level thinking in engaging activities	Active staff PLC participation and implementation of MYP instructional framework
Student growth as demonstrated on formative, benchmark, essential skill, and summative assessments	Results on assessments
Student proficiency in all subjects	Results on assessments and grades
Closing the achievement gap	Results on assessments, grades, and discipline records
Student participation in community activities	Attendance and participation records
Student participation in school activities	Attendance and participation records
Students to demonstration of good study skills	Teacher, parent, and student surveys
Students demonstration of positive social relationships	Student Learner Profile Reflections, Discipline records; and teacher/parent/student surveys