



Glenwood Middle School

Glenwood Middle School: School Profile



SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025

Glenwood Middle School: VISION & MISSION

Vision: At Glenwood Middle School, we are committed to fostering relationships between students, staff and families that empower all members of our community to achieve success.

Mission: We will achieve our vision because we are committed to:

- Demonstrating respect for ourselves and others.
- Establishing and maintaining inclusive relationships.
- Striving to do our best.
- Empowering all community members to advocate for themselves and others.

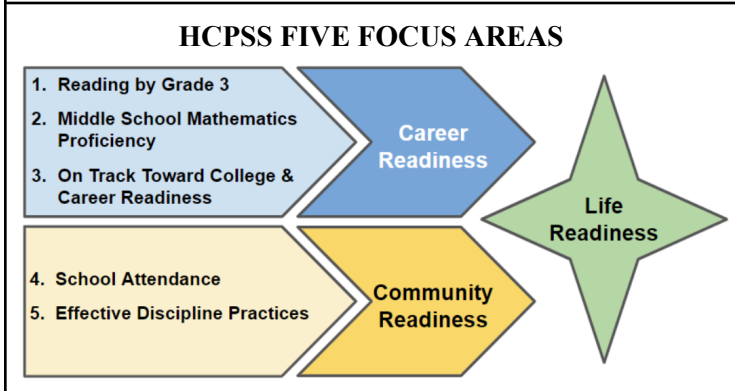
HCPSS EQUITY FRAMEWORK

Belonging: All students, staff, and families experience belonging; and each person’s physical, social, and emotional needs are met.

Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.

Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.



SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

On Track CCR (Literacy) Strategy:
Statement of Commitment: We commit to engaging in constructive and meaningful planning to provide differentiated instruction so that students will get the instruction that they need.
Action Steps: Implement effective first instruction with differentiated supports

- Use a variety of instructional strategies, materials, and activities to meet the diverse needs of students in the classroom. This may include flexible grouping, tiered assignments, varied pacing, and scaffolding.

Mathematics Strategy:
Statement of Commitment: We commit to implementing a multi-tiered system of support for instruction and intervention so that students will have increased access and proficiency with grade/course-level standards.
Action Steps: Norm understanding and expectations regarding multi-tiered system of supports, with a strong focus on Tier 1 supports with fluency.

- Professional learning for teachers, interventionists, other support staff, and administrators
- Focus on essential content for Tier 2 and 3 intervention

Attendance Strategy:
Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more informed about their own student’s attendance and system policy.
Action Steps:

- Work with school staff (through professional learning, repeated communications, etc.) to establish consistent and accurate attendance data collection (e.g., teachers consistently taking attendance), reporting (e.g., entering into Synergy), and reviewing (e.g., using Hoonuit dashboards).
- Ensure attendance team meetings are occurring at least monthly.
- Follow [attendance procedures](#) to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate and send attendance letter based on the attendance data. Begin the process at the classroom level.
- Recognize good and improved attendance.

Discipline Strategy:
Statement of Commitment: We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students experience less exclusionary discipline, as evidenced by overall suspension rates.
Action Steps:

- All staff will participate in professional learning on *Trauma Responsive Strategies*: “It Begins with Me” Strand:
 - Develop a leadership team (to include at least one administrator, students services members and other staff invested in trauma informed practices) who will attend HCPSS training on the chosen strand’s content, develop a delivery plan, and deliver the professional learning to staff throughout the year.
 - All staff will participate in four professional learning sessions focused on *Collective Healing, Co-regulation, Secondary Traumatic Stress and Post Traumatic Stress*.
 - Engage staff in monthly activities/discussions with a focus on application of learning through self-reflection of their own practices and the impact of self-regulation on themselves and their students.
 - The administrative team will support staff and students during incidents when one or both are dysregulated.