

Knox Trail Middle School

Improvement Plan

2020-2021



Ralph Borseth, Principal

Gina Fasoli, Assistant Principal

Knox Trail Middle School Improvement Plan 2020-2021

Goal 1: Better Meet the Needs of Diverse Learners by Improving Social-Emotional Supports for All Students

Focus Area	Implementation	Completed	Ongoing	No Action
<p><u>Social Emotional Learning</u> Continue to develop school-wide programs, initiatives, and professional learning opportunities that focus on the social and emotional well-being of students that enable them to learn at high levels and be high-functioning members of the school community.</p>	<ul style="list-style-type: none"> ● Develop and implement an Advisory Period that meets once a week during WIN block. (This will need to be coordinated with the union to ensure compliance with the current teacher contract) ● Identify and engage “high risk” youth, who are at risk for early development of conduct problems, emotional dysregulation, or substance use, and to provide targeted intervention services and refer them to the CHL program ● Add a full time Adjustment Counselor in addition to the two full time Guidance Counselors to the staff ● Offer Professional Development opportunities to staff in order to teach them how to manage and change difficult school behavior ● Continue to incorporate mindfulness activities into the classroom such as yoga to alleviate student stress and help with focus ● Continue to provide opportunities for students to exercise leadership and citizenship within and outside the school through Peer Leaders, NJHS, Student Counsel, and school wide community service opportunities throughout the year 			

Knox Trail Middle School Improvement Plan 2020-2021

Goal 2: Create a School Culture that puts Social Emotional Learning at the Center of our Work

Focus Area	Implementation	Completed	Ongoing	No Action
<p><u>Climate and Culture</u> All school staff should foster and forward positive relationships with students and among peers. Maintain school and classroom rules, expectations, and follow through consistently with discipline and consequences. Develop student and staff recognition programs that celebrate and praise victories large and small</p>	<ul style="list-style-type: none"> ● Develop school-wide practices that improve school climate & culture by providing staff with training and professional learning opportunities around the topics of SEL, Trauma-Sensitive Schools, Massachusetts Tiered Systems of Support (MTSS) - PBIS, Literacy w/ Wilson, and supporting student needs within the classroom setting ● Support the social-emotional needs of all staff members by offering opportunities to enhance staff wellness through school-based culture and climate committees, professional learning days, and community events ● Improving intervention strategies and practices to support diverse learners and their needs ● Expand the toolboxes of all staff members so that they can better support the needs of all students by developing research-based best practice guides 			

Knox Trail Middle School Improvement Plan 2020-2021

Goal 3: Provide Staff High Quality Professional Learning Opportunities in Order to Enhance Practices and Continuous Learning

Focus Area	Implementation	Completed	Ongoing	No Action
<p><u>Professional Development Learning Opportunities</u> Develop and implement an effective professional development program as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes</p>	<ul style="list-style-type: none"> ● Develop school-based surveys to understand the needs of each staff member by exploring standard based report cards and the like ● Create innovative professional learning opportunities for staff to meet the dynamic, personalized learning and project-based learning initiative in our classrooms for literacy (reading and writing), science, mathematics, social sciences, and the arts ● Provide more opportunities for teacher led instructions through “SEL Train the Trainer”, Polly Bath’s Workshop, 5 Steps to Solving Student Behavior, and the Co-Teaching Conference 			

