



Glenwood Middle School

[Glenwood Middle School: School Profile](#)



SCHOOL IMPROVEMENT PLAN AT A GLANCE 2026-2027

CORE VALUES	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
ENGAGE. INSPIRE. EMPOWER. ● We engage in high-quality instruction that fosters perseverance and a commitment to lifelong learning. ● We inspire students to become independent and responsible individuals. ● We empower students to approach challenges with resilience, creativity, and curiosity - equipping them with the skills to thrive in an ever-changing world. ● We create a positive environment where students, staff, and families work together to build a community rooted in a strong sense of belonging, and a culture of understanding, care, and mutual respect. ● We foster a safe and welcoming community that embraces diversity and individuality, and where every member supports, honors, and respects one another.	<u>Middle School Math Proficiency:</u> Statement of Commitment: We commit to applying effective formative and assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards. Action Steps: ● Instructional staff use, score, and review formative and summative assessment data to: ○ Make adjustments to lessons based on formative assessment data to respond to learner needs ● Instructional staff apply formative assessment strategies and provide opportunities for students to make sense of mathematics throughout the lesson by: ○ Providing opportunities for students to analyze and critique work of their peers ○ Facilitate peer feedback using sentence starters and norms teaching students how to respectfully critique each other's reasoning using structured tools and protocols. ● Use student goal-setting and tracking tools providing regular opportunities for students to set personal goals for perseverance, strategy use, or collaboration—and reflect on them.
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.	<u>On Track CCR:</u> Statement of Commitment: We commit to applying effective formative and assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards. Action Steps: ● Staff engage in professional learning and collaborative planning routines to enhance implementation of effective Tier 1 instruction and planning for needs of all learners, with a focus on: ○ UDL-based instruction aligned to curriculum standards ○ Instruction and language routines ● Instructional staff apply formative assessment strategies during classroom
HCPSS PRIORITIES	

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction 
2. Cultivate Student Belonging & Well-Being 
3. Foster Staff Growth & Engagement 
4. Enhance Systemic Planning & Procedures 
5. Partner with Families & Community 

activities to provide meaningful feedback, with a focus on:

- Facilitate peer feedback using sentence starters and norms teaching students how to respectfully critique each other's reasoning using structured tools and protocols.
- Instructional staff provide focused, specific, timely and actionable feedback
 - Use student goal-setting and tracking tools providing regular opportunities for students to set personal goals for perseverance, strategy use, or collaboration—and reflect on them.

Attendance Strategy:

Statement of Commitment: We commit to identifying attendance barriers through motivational interviews that result in connecting students with the resources they need to succeed.

Action Steps:

- Ensure all Student Services Team (SST) members are trained in Motivational interviewing.
- Create opportunities for newly hired SST members to receive training.
- Trained SST member(s) to conduct motivational interviews with students/families who are identified as chronically absent.
- Create support plans through SST for each student based on the motivational interview to connect students to the appropriate resources and interventions.
 - Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.)
 - Connect students with appropriate resources and supports (e.g., Chronic Health Impairment Program (CHIPs)/ Home & Hospital, School-Based Mental Health, Innovative Pathways Programming), etc., as appropriate
- Monitor the support plans through the attendance team and engage in regular follow-up meetings with the identified students.

Discipline Strategy:

Statement of Commitment: We commit to implementing data-driven supplemental behavioral health instruction and targeted interventions.

Action Steps:

- Utilize the HCPSS Data-Informed Decision Making Protocol to examine the current status of our school's Tier 2/3 behavioral health supports.
 - **Step 1 - Ask, Assess, Analyze:** Use multiple data sources to support the data analysis.
 - **Step 2 - Interpret and Connect** that data analysis to hypothesize
 - Identify student skill and instructional gaps
 - Connect adult practices to student outcomes
 - **Step 3 - Plan and Strategize:** what actionable changes will you make to support student success.
 - Identify students in need of Tier 2/3 interventions
 - Aligning the intervention to the identified student's needs