

# **Folly Quarter Middle School**

## **School Improvement Team Procedure Manual**

**2015 - 16**

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The Folly Quarter Middle School Procedural Manual includes basic operational procedures for the Folly Quarter School Improvement Team (S.I.T.). These processes have been developed, practiced, and improved upon over the past several years by members of the S.I.T.

The purpose of the Folly Quarter School Improvement Team is to coordinate the continuous improvement of teaching and learning in alignment with HCPSS goals and objectives. All faculty are involved in developing a school-wide strategic school improvement plan (S.I.P.) that is aligned, identifies strategies and resource needs, and measures results and processes through their team improvement plans and corresponding individual annual goals and student learning objectives. The S.I.T. is responsible for monitoring the deployment of the strategic plan, assessing results, and revising processes to improve performance.

The FQMS School Improvement Team standing membership includes student leaders, parent (PTA) representatives, team leaders or representatives from all instructional and grade level teams, administration, and student services. All meetings are open to members of the faculty, staff, parents, students, and community. Members are responsible for reviewing materials prior to meetings, communicating and collecting input from work groups, collaboratively developing aligned action plans with work group members, and participating fully in the development, deployment, and assessment of action plans and the school-wide strategic plan.

The S.I.T. sets the direction within the strategic planning process by development of a comprehensive School Improvement Plan (SIP). Each school-based team develops aligned action plans or team improvement plans (TIPs). The use of these TIPs enables all teams to think and operate within a common integrated system and to align key activities with the school mission, aims, and goals. Individual faculty members develop personal student learning objectives (SLOs) each year that are aligned with these team goals. Students develop classroom goals, identify drivers and preventers to meeting performance targets, establish personal goals and performance targets, and track and reflect upon performance continuously. These and other classroom processes insure that HCPSS goals are addressed at the school, classroom, and student level.

The elements of the action plan are identical to the elements in the SIP to facilitate alignment: aim, goals/measures, results, resources, processes, and information/analysis. Team members identify processes and resource needs, results, and measures. This team process builds synergy, constancy of purpose, and aligned effort.

Agendas are disseminated in advance of each meeting to participants. Meeting topics are communicated to full faculty and parents on a regular basis. Minutes are disseminated immediately following each meeting to all faculty and parent representatives. Summaries are communicated to parents on a regular basis. Methods of communication with stakeholders include periodic evening meetings for parents, postings on the FQMS website and Canvas homepage, newsletters, displays in the school foyer, presentations by SIT representatives to teams, and full faculty presentations.

Data used to develop this plan and to evaluate the effectiveness of it comes primarily from the HCPSS Assessment Office and MSDE.

The Folly Quarter Middle Mission and Vision were developed by the S.I.T. and are reviewed and adjusted periodically based on State and District targets and associated reviews of available data for FQMS.

**Mission:** Working together as a community to ensure that ALL students actively engage in learning, meet success now, and fully prepare for a positive future.

**Vision:** To create an exemplary middle school by continuously improving the quality of teaching and learning.

### **Meeting Details:**

**Location:** Folly Quarter Media Center

**Time:** 2:30-3:30 PM

**Dates:** November 16, December 21, March 14, April 25, and May 23