

# **John Trotwood Moore Middle School**

## **Parent-Teacher Organization**

### **Strategic Plan 2014-17**

The *mission* of J.T. Moore Middle School (JTM) is to equip all students with the knowledge, competence, and skills necessary for them to meet successfully lifelong challenges and opportunities.

The *vision* of JTM is that together, the faculty, staff, students, and community will develop learners who exceed expectations.

The *purpose* of the JTM Parent-Teacher Organization (PTO) is to encourage home, family, and community participation in the lives of the school and its students, faculty, and staff through volunteer activities including the donation of time and services. The PTO shall also receive, invest and maintain a fund of money to use, apply, expend, disburse or donate exclusively for educational and community purposes relating to the school and its students, faculty, and staff.

This *strategic plan* will define and align the goals of the PTO with the mission and vision of J.T. Moore Middle School. The plan will guide the activities, resources, products, and outcomes of the PTO for the next three years. The PTO Executive Board, committees, and membership will work closely with JTM faculty and administration to monitor progress toward these goals.

This PTO three-year strategic plan is a renewal of commitments made with the 2012-15 strategic plan as adopted by PTO in May 2012.

This document is a “living document” and should be amended and developed further under the direction of the PTO Executive Board and the general PTO as items are completed and new opportunities or challenges arise.

The plan is divided into *three main focus areas*, with goals and activities outlined for each objective. The focus areas are: Community, Academic Support & Engagement, and Social & Emotional Learning.

# Community

**Grand Victory:** JT Moore Middle School is embraced by the community as the “school of choice.”

## **Goal 1: Continuity**

*Victory:* The percentage of zoned students attending JT Moore will increase 33% over the next three years.

Action Step 1: Provide a consistent, positive message from JT Moore (Fall 2014)

- Do a “power analysis” of the area to be sure that the message coming from JT Moore is reliable and accurate
- Empower and educate parents on the message to convey
  1. JTM successes, academically and athletically
  2. Create group of “Torch bearers”
- Highlight many of the great things that happen at JT Moore to the community
  1. Neighborhood partners: churches, businesses, educational institutions
  2. Children First via MNPS (PTO PR/communications coordinator)
  3. Once per month on Local news: TV, print, radio (PTO PR/communications coordinator)

Action Step 2: Create a JT Moore “brand” for publicity (Fall 2014)

- Socially, emotionally and academically prepared, well-rounded students
- An emphasis on diversity
- We are a successful, neighborhood school
- Consistent “voice” for JTM
- Create “advertising” opportunities for the school (Winter 2014)

Action Step 3: Decrease the number of students who choose to leave JT Moore in 7<sup>th</sup> or 8<sup>th</sup> grade by 1/3 over the next three years.

- Emphasize benefits to remaining at Moore
- Teamwork with Hillsboro High School to tout cluster successes

Action Step 4: Better coordinate volunteers with teachers to provide maximum benefits (Fall 2014)

- Coordination with Parent Partner chairperson to ensure teachers are able to use parent volunteers to their best potential

- PTO should consider creating paid Volunteer Coordinator to manage school needs.
- Community volunteers partnered with a classroom/teacher – provides personal relationship and opportunity to come to JTM and volunteer their efforts

Action Step 5: Feeder school Principals buy-in to JT Moore as the middle school “of choice” (2014-15 school year)

- Better informed as to the programs offered; education of Principals and schools through increased visibility
- Understanding of the education and curriculum
- Strengths and benefits of IB program
- JT Moore “road show” to visit feeder schools at least 2x per year (2014-15 school year)

Action Step 6: Officially ask MNPS to provide equal opportunity for academically qualified JT Moore 8<sup>th</sup> grade graduates to enter academic magnet high school.

- PTO will discuss expressing to MNPS the negative effect that current magnet pathway affects zoned middle schools and propose that lottery system be changes for high school academic magnets be open to students from all middle schools without automatic pathway.

## **Goal 2: Increase the number of “committed” community collaborators**

*Victory:* Every year, over the next three years, JT Moore will increase the community “buy-in” (outside of the parents and school network) with partners who are willing to invest (with time, money or resources) into the school’s activities.

Action Step 1: Identify and develop community partner possibilities. Identify possible roles and/or specific projects (2014-15 school year)

- Universities
- Businesses
- Families
- Churches

Action Step 2: Schedule face to face meetings in the school with partners (2014-15 school year)

Action Step 3: Pencil Foundation coordination (Fall 2014)

- Background checks
- Pencil Partner programs

Action Step 4: Create a system that does not require reinvention every year (2014-15 school year)

- Community partnerships
  1. “Food nights” (i.e. CPK)
  2. Volunteerism
  3. Repeat opportunities for financial donations (i.e. recurring programs where donors can simply “renew” their commitment to the school)
- Promote Pencil partners and hype the benefits to the Pencil program
- Publicity for school partners (donor wall, banners, recognition at events...)

**Goal 3 Increase physical connection/access between Moore and community**

*(Some of this is carryover item from prior Strategic Plan still in progress)*

- Officially request from Metro government that increased sidewalk access be added, especially along Belmont Park Terrace and Glendale Lane.
- Provide funding for needed renovations/improvements which would increase J.T.Moore as a community resource for meetings or performances.
  - Examples would include renovations to the Gym or Athletic Equipment that would increase JTM visibility or ability to host events for community and other schools.
  - Would include renovations to Auditorium to allow community and feeder schools to hold performances at JTM.
- Continue to communicate JTM events and opportunities at feeder schools as well as events with West End and Hillsboro to increase community within Hillsboro cluster.
  - Hillsboro Football JTM/West End night.
  - IB opportunities for Hillsboro students to work JTM carnival.

# Social and Emotional Learning

**Grand Victory:** All learners receive social and emotional support to reach their full potential. (May, 2017)

## **Goal 1: Literacy Tutoring**

*Victory* 100% of identified students are engaged in literacy tutoring with a trained volunteer over next three years under a sustainable tutoring program model that is compliant with RTI2.

The action steps listed below should be repeated each year for three years so that by the 2016-17 school year, each grade level is receiving literacy tutoring.

### Action Step 1: Expand existing literacy tutoring curriculum (Summer, 2014)

- Select new books, including high-quality, challenging picture books and additional chapter books with diverse characters and themes
- Create Literacy Journal model (writing notebook) including sections for Quick Writes, Craft, Words, and Response to Text

### Action Step 2: Recruit and train new tutors for incoming 5th grade students (Summer/Fall, 2014)

- Announce and post Tutoring Volunteer Sign-Up Sheet at Matador Transitions
- Ask for volunteers in Moore News to Know end of summer
- Big "Ask" at first PTO mtg 2014
- Tutoring Coordinator holds two Tutoring Orientations, one for for new 5th grade volunteers and second one for returning, now 6th grade (eventually 6,7,8<sup>th</sup> grade), tutors (August, 2014).

### Action Step 3: Work with Carly Price/5th grade teams to identify students in need of literacy tutoring (August, 2014)

- C. Price creates list that tutoring coordinator can pull from at any time
- Create google.doc spreadsheet
- Tutoring Coordinator in communication with 5th grade team so that teachers can request tutors for students throughout the year

Action Step 4: Create a sustainable system for a two-year term for tutoring coordinator (Summer, 2014)

- Existing Tutoring Coordinator will find assistant for 2014-15
- 2014-15 Assistant will become Coordinator in 2015-2016
- 2014-2015 Assistant Coordinator will find assistant for 2015-16

## **Goal 2: Parent support for Restorative Justice**

*Victory:* Consistently lower percentage of student referrals

Action Step 1: Learn more about Restorative Justice program

- Explore Restorative Justice training for faculty-Kevin Foster will contact Rodger Dinwiddie (Fall, 2014)
- Faculty will discuss whole-school plan (Faculty Retreat, 2014)
- Faculty committee members will share with SEL committee plans/decisions made for school-wide discipline plan, determine PTO support (Fall, 2014)

Action Step 2: Parent Support/Presence

- Recruit parents for small group support, 5th grade students, Friday afternoons-Sail Brandt (Fall, 2014)
  - Role-playing
  - Conflict-resolution skills
  - Mindfulness

Action Step 3: Evaluate programs and determine need for sustainable model

- Committee will discuss success of programs at year's end (May, 2015)
- If successful, develop sustainable system, growing small group to grades 6-8 (May, 2015)

## **Goal 3: Implement mindfulness and other best SEL practices**

*Victory:* Teachers have toolbox of best practices to choose from; Information shared with parents, all JTM stakeholders have opportunity to learn about SEL

Action Step 1: Explore SEL conference speaker (Fall, 2014)

- Possible speakers for PTO: community service, mindfulness training-Stephanie Bixler

# Engagement and Achievement

**Grand Victory:** All learners are engaged at the highest level of academic achievement.

## **Goal 1: Literacy Tutoring**

*Victory* 100% of identified students are engaged in literacy tutoring with a trained volunteer over next three years under a sustainable tutoring program model that is compliant with RTI2.

*This is shared with Social and Emotional Learning-see above.*

## **Goal 2: Volunteer Identification and Coordination System**

*Victory:* Volunteer system is available and usable by all teaching teams.  
-Identify strengths, areas of expertise, connection to community resources that families have to bring to the school community

Action Step 1: Identify and develop volunteer request on Evrits that will help us with tutoring and classroom volunteers. (Summer 2014)

- In class volunteers
- Tutoring (during school)
- Tutoring (before and after school)
- Serve as part of the “public audience” for Project Based Learning celebrations

Action Step 2: Develop Volunteer Request form for teachers to make requests. (Fall 2014)

- Develop a form (project/task, when, what volunteer skills, time, training, defining the task).
  - Could send the form through Evrits,
  - Or Parent Partners (volunteer coordinators).
  - Downloaded form from website

## **Goal 3: Trained core of volunteers for PBL/IB and other subjects as needed by teacher request**

*Victory:* Teaching teams volunteer requests are met on a consistent basis.

Action Step 1: Identify potential volunteers through Evrits volunteer sign up upon teacher request.

Action Step 2: Coordinate volunteer support with teachers as needed

- PTO should consider utility of volunteer coordinator position, possibly a paid part-time position funded by PTO.

Action Step 3: Identify outside expertise from community that could support classroom learning (i.e., Bridgestone collaboration, architects in math, identifying potential field trips).

#### **Goal 4: Education of Student Families**

*Victory:* Education of parents/community members around education initiatives (SEL, PBL, RTI2, IB) through PTO and community outreach meetings occurs regularly.

Action Step 1: Identify what topics to be presented at PTO meetings.

- To be coordinated between PTO executive board and JTM administration and faculty.

Action Step 2: Schedule topic specific meetings outside regular PTO schedule (on-going Fall and Spring semesters 2014 - 2015).

Action Step 3: Identify presenters including parents, staff and/or students (on-going Fall and Spring semesters 2014-2015).

#### **Goal 5: Advocacy for highest levels of academic rigor at all grade levels**

*Victory:* Course pathways for Spanish immersion, 2<sup>nd</sup> language, high-level math and English are consistent and explicit.

Action Step 1: Identify subject areas for advocacy.

- May include Spanish Immersion pathway, high-school credit Spanish for non-immersion students, high-school credit Chinese.
- May include coordination for higher level language arts/high-school credit English for 8<sup>th</sup> grade.
- Includes math pathways including Algebra and Geometry for high-school credit.



Action Step 2: Form groups to advocate for subject.

Action Step 3: Engage with school, Encore, MNPS and community to bring additional high-level pathways to J.T. Moore.

Action Step 4: Provide financial support for professional development or other resources to support high-level pathways.