

CHATTANOOGA MIDDLE MUSEUM MAGNET SCHOOL

“Our learning family is committed to ensuring that all students are academically and developmentally prepared to be productive, responsible citizens.”

As we develop our plan for next year, it is our desire to go deeper with our school transformation initiative, enhancing programs and activities already in place. Our four school goals (*Literacy, Math, School Culture / Transitions, and Museum Connections*) drive the planning, implementation, and assessment of our curriculum, as well as how we “do business” at Chattanooga Middle Museum Magnet. Remaining clearly focused on our goals and dedicating a tremendous amount of hard work over the past four years has enabled us to make steady progress with our students, as the data continue to show.

Our attached plan articulates the enhancement of goal activities and structures currently in place, with a few deliberate extensions designed to strengthen each goal:

- **Professional Learning Circles (PLCs),**
- **Advisory Program,**
- **Student-led Conferences, and**
- **Socratic Seminar.**

Our plan for **Professional Learning Circles (PLCs)** was borne out of the initial concept of Critical Friends Groups that have been in place at CMMMS for three years. PLCs will include peer observations of instructional practices in every content area, development of common assessments, focused discussions of professional texts, examination of student work, and continual self-assessment. The fluid configurations of PLCs will enable teachers to differentiate their professional development as they design activities with colleagues around areas of mutual interest and student need. PLCs differ from our grade-level teams primarily in configuration and structure, providing an additional layer of collaboration, relationship development and opportunity for professional growth, all of which strengthen each of four of school goals, as well our professional learning community.

The inception of an **advisory program** for all students will also strengthen our **school culture/transition goal**. The advisory program will address the need for student personalization, allowing students to explore their chosen interest activities, provide a differentiated venue for academic coaching and enrichment and an appropriate discussion forum for middle level adolescent issues. We believe our advisory program will provide a dynamic structure for students and adults to forge meaningful relationships with one another - a hallmark of successful middle level schools.

The development of **student-led conferences** will strengthen the objectives of each of our four school goals. Students and teachers in every class, including exhibit production and related arts, will work together to establish academic and social learning targets based on identified areas of need. Students will identify learning artifacts from each of their classes as evidence of their progress and maintain a portfolio documenting their growth. This portfolio will be the vehicle for the student-led conferences as students engage their families in conversations about their learning progress and future goals. We believe that the entire learning processes before, during and after these conferences will enable students to develop more ownership of their learning and pride in their accomplishments.

We plan to strengthen the rigor of our **museum goal** with the implementation of **Socratic Seminar**. Teams have employed overarching essential questions to drive instruction and learning of their thematic instructional units for the past two years. We feel a natural extension of that practice is for students to explore the ideas inherent in those questions through seminar, not only to introduce new thematic instructional units but also to assess understanding along the way. Developing questioning skills will also facilitate our goal of increased critical thinking and problem-solving abilities in our students. Skills developed through regular seminar participation will also strengthen student **literacy development** as well as **positive social interactions**, which are the objectives of two of our other goals.

A final enhancement to our school improvement plan involves the growing role of teacher leaders in our school with the formation of **School Goal Cadres**. For the past four years following our staff reconstitution, our teachers' primary focus has been developing their skills as classroom teachers. During this time, our principal and curriculum facilitator have taken responsibility for the majority of our reform work in order that teachers could focus on the critical work of teaching. We have now reached a point, however, where our teachers are ready to assume the ownership of implementing our school plan. Additionally, we have five Osborne Fellows in our midst who will assist in facilitating this distributed leadership framework. The foundation has been firmly laid for our **School Goal Cadres**: teams of teachers aligned with one of our four school goals who are responsible for facilitation, implementation, and monitoring of the goal activities and periodic reporting of progress to the learning family and School Improvement Leadership Team. These School Goal Cadres are distinct from PLCs and grade-level teams and will be instrumental in moving our school to a deeper level of shared leadership.

Our collective commitment and dedication to achieving our school goals continues to drive our learning family to higher standards of performance for our students and ourselves. Going deeper with our work will enable us to take our students to increasing levels of achievement and hope for their futures. Imagine the possibilities when our vision is realized!