

# JBHS Focus & Goals 2016-2017

Gina Pin - Assistant Superintendent & Head of School  
Jennifer Desmarais - Assistant Principal Class of 2018 & 2020  
Julie McTague - Assistant Principal Class of 2017 & 2019  
Mike Santangeli - Administrator for Athletics  
Patti Roszko - Administrator for Student Services



September 20, 2016

# Additions and changes to the Barlow team:

## *New Hires:*

- Zachary Bartlett - Behavior Technician
- Alyssa Cohen - School Psychologist
- Andy Coppola - Custodian
- Philip Cowit - Special Education Teacher
- Mary Daly - Speech & Language Pathologist
- Jason Howard - Writing Center Specialist
- Adam James - Physics Teacher
- Omik Kamat - Behavior Technician
- Kristina Nave - Special Education Teacher
- Paul Nelson - Custodian
- Marlene Urena - Behavior Technician
- Meta Wallace - Biology Teacher

## *Internal Changes:*

- Dan Geraghty - English Department
- Kathy McGrath - Secretary to Humanities & STEM Departments
- Julie McTague - Assistant Principal
- Jim Murray - Behavior Technician
- J.T. Schemm - STEM Department Chair

## *Recalled Faculty:*

- Carolyn Pollack - Social Studies

## **ER9 VALUE STATEMENT**

*Learning to care for ourselves, our community, and our world*

## **JBHS Core Value Statement**

We, the community of Joel Barlow High School, believe in a rigorous, dynamic education that respects the diversity of student aspirations. Through an open and active exchange of ideas, we seek to promote values, knowledge and skills that foster meaningful inquiry, personal integrity, individual well-being, global citizenship, and continuous independent learning.

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2016-2017 School Focus Areas:


Student Voice (Communication)

Parent/Community Partnerships (Community)

Evidence to support academic as well as  
social/emotional learning initiatives  
(Complexity)



At Joel Barlow High School, student voice is valued. We will work in partnership with parents and the community to nurture an academic environment that provides opportunities for learners while caring for the social and emotional needs of all.



# Communication

**We value the voice of students. We will find ways to increase student involvement in the processes of the classroom, the school, and the community, as measured by:**

- Student-Steering Committee
- Student Activities Office
- Surveys and sampling
- Focus groups

# Community

**We wish to build community. We will engage parents, colleagues, and the community in dialogues that will educate, motivate, and inspire school to home and school to community connections, as measured by:**

- CAN (Community Assets Network)
- Conversations with Easton/Redding PTSA's
- Community forums
- Articulation and alignment of curriculum and assessment



# Complexity

**We aspire for a school that meets the academic as well as the social/emotional needs of students. We will seek evidence that our programs and initiatives are meeting the goals of increased participation and improved indicators as measured by:**

- SAT score indicators - moving students from 3s to 4s
- AP score indicators - moving students into the program and maximizing potential
- ACT benchmark - moving more students closer to a composite score of 31
- Assured experiences - providing feedback and assessing growth
- 3Cs Rubric – moving students to Accomplished levels by graduation
- Participation in Athletics – focusing on sportsmanship and camaraderie
- Participation in Activities – promoting service and cooperation

