

STUDENT AND

STAKEHOLDER FOCUS

Based on Root Cause Analysis of our **Ineligible students, FARMS students and students with a 2.5 or lower** conducted by members of ILT (Summer 2017), it is determined that **ALL STUDENTS NEED TEACHERS TO PLAN, DEVELOP, AND DELIVER RIGOROUS AND ENGAGING INSTRUCTION**

FACULTY & STAFF FOCUS

Leaders

- Define *rigor and engagement*
- Promote and support practices that foster *rigor and engagement* through modeling lessons
- Articulate how *rigor and engagement* align with literacy, math, and equity goals of the school

Teachers/Staff

- Professional development on *rigor and engagement*; how to continue to refine best practices
- Articulate how *rigor and engagement* align with literacy, math and equity goals of the school
- Work consistently with PLCs to plan lessons so that mastery objectives are mastery and driving learning
- Employ multiple, quality measures at all grade levels to determine if our students learned and learned enough
- Use Performance Matters regularly to inform instructional decisions
- Develop relationships with students to thoroughly know our student population beyond reported data

LEADERSHIP

The PHS Instructional Leadership Team (ILT) is a professional learning community (PLC), that drives the rigorous instruction that occurs at PHS. ILT includes student and parent members, resource teachers, administrators, and others. The ILT will communicate the SIP's goals to stakeholders through staff meetings, department meetings, SGA meetings, school community newsletters, Chat & Chews, and principal's breakfasts. The ILT will support an environment of continuous improvement by planning staff development that supports SIP goals, focusing departmental growth in SIP areas, and monitoring/evaluating progress toward the goals quarterly, making adjustments as necessary.

POOLESVILLE HIGH SCHOOL MISSION STATEMENT

Poolesville High School, the only whole school magnet school in Montgomery County, uniting close-knit, rural community values and diverse global perspectives, challenges students to become confident, versatile, problem-solving citizens through rigorous, cross-curricular pathways and meaningful, motivating learning experiences.

PERFORMANCE RESULTS

See Spreadsheet for breakdown of each data point by race.

BASELINE DATA

Ineligible – 3.2%
Honor Roll – 75.9%
SAT-1357
AP Classes-83.8%

STRATEGIC PLANNING – FY 2018

GOALS AND MEASURES

By June 2018, students at Poolesville High School (PHS) will demonstrate increased **academic achievement** as measured through disaggregated data (by ESEA subgroups and magnet program) by:

- 1.) Literacy Goal: Since literacy is a skill not limited to one subject area, but rather a charge across all contents, we will use Honor Roll as a measure of student literacy and aim to increase the percentage of African Americans and Hispanic/Latino students from 64.4% and 63.3% respectively to 100%.
- 2.) Math Goal: To maintain 100% of African American and Hispanic/Latino students who complete Algebra 1 with a C or better (100% of both subgroups as of MP4 2016 completed Algebra 1 with a C or better).
- 3.) Cultural Proficiency Goal: To eliminate racial/ethnic achievement performance gaps in cumulative GPA by increasing the average cumulative GPA of African American and Hispanic/Latino from 3.27 and 3.23 respectively to 3.4.

PROCESS MANAGEMENT

As a result of the disaggregated student data, the following structures are implemented and monitored:

- The consistent participation in professional learning communities (PLCs) to build the collective capacity of staff to improve instruction and student achievement
- Team (PLC) and self-reflection to promote teacher accountability for instruction and learning (monthly/quarterly PLC reflection and data chats with RT's/Admin)
- Teacher visits to RT classrooms to observe best practices that incorporate *rigor and engagement*
- Implementation and seamless incorporation of academic conversations and checking for understanding opportunities frequently and purposefully in the classroom to determine if students learned and learned enough
- Consistent monitoring by administrators and counselors ineligible and FARMS students (interims/quarterly reviews plus weekly grade book checks)
- departmental vertical articulation (9-12/AP)
- RT/Admin joint observations with follow-up, non-evaluative conversations with teachers
- Macro and micro opportunities for professional learning that is focused and relevant

MEASUREMENT, ANALYSIS, & INFORMATION MANAGEMENT

Student Data Points:

- Departments' monitoring data
 - SLOs
 - Student grades at interims
 - Performance Matters
 - Student course grades
 - Data from student reflection/feedback
- #### Staff Data Points:
- Data from professional learning sessions
 - Data from RT observations
 - Data from teacher reflection/feedback