

STUDENT AND STAKEHOLDER FOCUS

Based on Root Cause Analysis conducted by members of ILT (MP 4 2015), it is determined that ALL STUDENTS NEED:

- Teachers to work collaboratively through PLCs to develop opportunities for *academic conversations*
- Teachers to use the data analysis from the *academic conversations* to differentiate instruction

FACULTY & STAFF FOCUS

Leaders

- Engage in professional learning and research on *academic conversations*
- Promote and support practices that foster *academic conversations* through modeling and observations
- Evaluate structures of *academic conversations* that ensure opportunities for students of all races to be successful
- Articulate how *academic conversations* aligns with literacy, math and equity goals of the school

Teachers/Staff

- Professional development on framing *academic conversations* effectively and equitably
- Articulate how *academic conversations* aligns with literacy, math and equity goals of the school
- Plan lessons so that mastery objectives and outcomes drive *academic conversations*
- Train students in routines and expectations of *academic conversations*

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 – 5.3%
Honor Roll –
74.6%
SAT-1916
AP Classes-83.4%

STRATEGIC PLANNING – FY 2016

GOALS AND MEASURES

By June 2016, 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 64.2% and 62.7% respectively to 100%.
- 2.) Math Goal:** To increase the percentage of African American students who complete Algebra 1 with a C or better from 62% to 100% (all Hispanic/Latino students successfully passed Algebra 1 in 2015).
- 3.) Cultural Proficiency Goal:** To eliminate racial/ethnic achievement performance gaps in cumulative GPA by increasing the average cumulative weighted GPA of African American and Hispanic/Latino by 5% from 3.14 and 3.13 respectively to 3.3.

PROCESS MANAGEMENT

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

- The development and implementation of consistent professional learning communities 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).
- PLC walk-throughs to observe different teaching styles of the same planned material
- Observing ILT and other master teachers and reflecting on their effectiveness with *academic conversations*
- Consistent monitoring by administrators and counselors of ineligible students (interims/quarterly reviews plus weekly grade book checks)
- departmental vertical articulation (9-12/AP)
- RT/Admin joint walk-throughs with follow-up, non-evaluative conversations with teachers

MEASUREMENT, ANALYSIS, & INFORMATION MANAGEMENT

Student Data Points:

- Departments' monitoring data
- SLOs
- Student grades at interims
- Student course grades
- Data from student reflection/feedback

Staff Data Points:

- Data from professional learning sessions
- Data from PLC observations
- Data from ILT observations
- Data from teacher reflection/feedback