

School Improvement Overview

Dr. Martin Luther King Jr. Middle School

System Goal: *All students will meet 2 or more Evidence of Learning Measures*

School Goal(s): MAP Proficiency for 6 - 8

Instructional Goal(s): see below

6-8 Goals:

Math: As a result of our data analysis, all students, with a focus on African American and Hispanic, Free and Reduced Meals Services (FARMS) students will increase from an Assigned Score of 1 to an Assigned Score of 2 or Assigned Score 2 to an Assigned Score of 3 on Measures of Academic Progress-Math (MAP-M) with a focus on the Real and Complex Number System strand.

Literacy: As a result of our data analysis, all students, with a focus on African American and Hispanic FARMS students will increase from an Assigned Score of 1 to 2 or Assigned Score of 2 to 3 with a focus on the Vocabulary and Language Acquisition strand on MAP-R.

	What will the focus of your work be?	
	Literacy	Math
Professional Learning on the Standards	<p>Standards of Focus in English Language Arts (ELA) - RL.6.4 (determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone)</p> <p>RL.7.4 (determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>	<p>Teachers need to know how to navigate Performance Matters (MCPS internal data platform) to identify specific student performance on the standard.</p> <p>Teachers need to understand the scope and sequence as it leads up to the progress check.</p> <p>Teachers need to know and understand the standards that</p>

Exhibit D

Overview for School Website

	<p>meaning: analyze the impact of rhymes and other repetition of words (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama) RL.8.4 (determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts)</p> <p>Teacher Learning</p> <p>Teachers need to know and understand how the standards relate to their content area.</p> <p>Teachers need to know and understand how standards are assessed by English Progress Checks and MAP-R.</p> <p>Teachers need to know and understand how to implement different strategies/methodologies in order for all to attain the standards.</p> <p>Teachers need to know how to differentiate instruction to meet the needs of special education and Limited English Proficient (LEP) students.</p> <p>Teachers need to know and understand how to assess student performance on the standard in their curriculum.</p> <p>Teachers need to be able to conduct collaborative conversations about data that informs instruction.</p>	<p>are being assessed on the progress check.</p> <p>Teachers need to know and understand how the math standard applies to their curriculum.</p> <p>Teachers in supporting departments need to know and understand how to assess student performance on the standard in their curriculum.</p> <p>Teachers need to know and understand how to implement different strategies/methodologies in order for all to attain the standard.</p> <p>Teachers need to know and be able to conduct collaborative conversations about data that informs instruction.</p> <p>Teachers need to know how to differentiate instruction to meet the needs of special education and LEP students.</p>
<p>Analyzing Data to Inform Instruction</p>	<p>Teachers need to know and understand the different ways to formatively assess students on the standards (potentially daily, checking for understanding).</p>	<p>Teachers need to know and understand the different ways to formatively assess students on the standard (potentially daily, checking for understanding).</p>

Exhibit D

Overview for School Website

	<p>Teachers need to know and understand how to access, interpret, and apply knowledge of student performance data on the progress check and MAP-R/MAP-M.</p> <p>Teachers need to know how to navigate and analyze NWEA data and reports to create connections between assessed literacy standards and curriculum to inform instruction.</p> <p>Teachers need to know and understand the significance of a RIT (Rasch Unit) score and what it indicates about student performance.</p> <p>Teachers need to know and be able to develop a structure for collaborative conversations across the curriculum.</p>	<p>Teachers need to know and understand how to access, interpret, and apply knowledge of student performance data on the progress check and MAP-R/MAP-M.</p> <p>Teachers need to know how to navigate and analyze the Student Item Analysis section of PM to create connections between assessed math standards and curriculum to inform instruction.</p> <p>Teachers need to know and understand the significance of a RIT score and what it indicates about student performance.</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>Teachers need to know and understand how to engage and measure engagement of focus students.</p> <p>Teachers need to know and apply equitable classroom practices that promote student engagement and motivation.</p> <p>Teachers need to know and understand the African American and Hispanic adolescent learner and how the adolescent age influences student behavior and achievement.</p> <p>Teachers need to know and understand what the implications of being in a special education/ESOL programming are/have on our focus students</p> <p>Teachers need to know how to make culture visible during instruction/classroom culture building for our focus students.</p>	
<p>School Climate and Culture</p>	<p>Students: Teachers need to know about the Approaches to Learning (ATL) skills and how to explicitly teach them to students. ATL skills empower students to succeed in meeting the challenging objectives of the International Baccalaureate Middle Years Programme subject groups and prepare them for further success in rigorous academic programmes</p> <p>Staff: Areas of Focus:</p> <ul style="list-style-type: none"> - Open communication within our school. - Our building is clean and well-maintained. 	

Exhibit D

Overview for School Website

- My school recognizes staff for their quality of work and accomplishments.

Teachers will be able to offer feedback on survey items to Grade Level Leadership Teams.

<u>Be Well 365 Work</u>	
Culturally Responsive Relationship Building	Professional learning for staff on culturally responsive teaching strategies.
Mental and Emotional Health	Mental health lessons from counseling and health classes, mindfulness moments during research in the Media Center. Mindfulness club afterschool for students.
Trauma-Informed Practices	Mindfulness club afterschool for students. Mindfulness strategies implemented during counseling interventions.
Restorative Justice and Restorative Practices	Counseling staff leading restorative conversations with students to de-escalate incidents.
Physical Health and Wellness	Riding for Focus program in Physical Education.
Character Education and Empathy	Community Project and Community Project Showcase for teachers and sixth and seventh grade students. MLK Day of Service.