

School Improvement Overview

Magruder High School

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

School Goal(s):

- MCAP/Eligibility for 9 and 10, and CCR for 11 and 12.
- The identified TSI student group, English Language Learners and Economically Disadvantaged, will meet or exceed the total earned percent on the MD Report Card of 34.4% as measured by the Maryland Accountability Program.

Instructional Goal(s):

Literacy: Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Math: Students will engage in rich mathematical discourse through the Standards of Mathematical Practice and focusing on persevering and solving problems and tasks.

Pre-K Goals:	
K-2 Goals:	
3-5 Goals:	
6-8 Goals:	
9-10 Goals:	All students with a focus on ELL and economically disadvantaged will be on track for graduation and by passing the MCAP (ELA/Literacy/Algebra 1) or be academically eligible for two or more quarters.

11-12 Goals:	All students with a focus on ELL and economically disadvantaged will be on track for graduation by meeting CCR requirements (advanced level coursework, Accuplacer performance, or SAT/ACT scores)
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	What will the focus of your work be?
Professional Learning on the Standards	<p>Provide training on planning instruction to better meet the needs of our ELL students. Instructional strategies should include a knowledge of and planning for the ESOL 10 students in content classes, differentiation of instructional strategies and content (e.g text variety), and use of data to assess and refine instructional practices.</p> <p>ELL teachers attend departmental meetings and PLC meetings as regularly scheduled on a monthly and weekly basis respectively.</p> <p>SDT will facilitate Unify/Performance Matters PD to assist teachers in identifying SLO target students that were in the TSI subgroup</p> <p>In PLCs, RTs will facilitate PD based on their content under the umbrella “citing textual evidence”</p> <ul style="list-style-type: none"> ● Social Studies: A focus of the social studies department will be to cite textual evidence in free response, short answer, document-based questions, and essays. We will use modeling, chunking text, ACE method, as well as using online resources like DBQ Project, where students can have the text read to them to support ESOL students and low-level readers. In this way, we hope to see an increase in achievement on common assessments. ● English: PLCs will create smaller writing - such as one-paragraph assignments - to allow students to master not only when, but how to embed evidence to support a claim. ● Science: Use data to make inferences that can support claims, research used to support hypothesis using common task and other assignments to show how evidence supports claims. ● Math: PLCs will work with teachers who have received training on the blended learning model and how to integrate it into the classroom setting.
Analyzing Data to Inform Instruction	<p>Teachers need training in accessing and interpreting Performance Matters data. They will use this data to find their focus students for the SLOs.</p> <p>PLCs will analyze specific data for their subject area, including district progress checks, biweekly. If available,</p>

Exhibit D
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	<p>they will use student item analysis to determine instructional implications and reteaching opportunities.</p> <p>ILT will participate in quarterly “state of the department” to review departmental data, including grades and district assessments.</p> <p>Administrators will conduct data chats with the Resource Teachers they supervise to gather specific departmental data.</p> <p>Walk throughs will be conducted in ELL classes to gather feedback on instruction</p> <p>Gather student voice data throughout the year to determine instructional needs</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>Invite equity instructional specialist to attend an all-day staff meeting to provide PD on the importance of providing rigor and high standards for ALL.</p> <p>Continue the work of Equal Opportunities Schools to ensure all students are enrolled in rigorous courses.</p> <p>Conduct PD with the staff on ELL students and how to build relationships</p> <p>Instructional Specialists will come to meet with content teachers who have ELL students in their classes to assist with strategies, such as differentiation of instruction and content.</p>
<p>School Climate and Culture</p>	<p>Based on the 2018-2019 School Climate results, the following were identified:</p> <p>Areas of Strength:</p> <ol style="list-style-type: none"> 1. Staff morale is positive in this school. 2. There is open communication within my school. <p>Areas of Focus:</p> <ol style="list-style-type: none"> 1. My school leadership team fosters a collaborative work environment. 2. The school leadership involves me in decisions affecting my work. 3. Staff in this school have high expectations and believe every student can learn. <p>Staff members will be surveyed throughout the year to gather stakeholder feedback on the progress of Climate Action Plan.</p> <p>Students and Staff Mindfulness Initiative</p>

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	<p>Preservice Professional Development - All teachers attended two Mindfulness Sessions:</p> <ol style="list-style-type: none">1. Teachers were provided with brief information about what trauma is and what it does to the brain. Examples of how students present in class were provided.2. Teachers were taught 2 different mindful breathing techniques and some chair yoga postures they can use in their classes. <p>Next steps: To organize another staff training for teachers that want to learn more. Cluster parent meeting to be held in December (TBA). Team is applying for grants to get supplies at school for Mindful Room and for Mindful Corners in each classroom.</p>
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