

School Improvement Overview

Walter Johnson High School

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

School Goal(s):

All students will meet the Evidence of Learning District measures with a particular emphasis on our Latino/Hispanic, African American, FARMS, Hispanic FARMS, and African American FARMS.

Instructional Goal(s):

9-10 Goals:

Literacy

- Students will be able to identify the best evidence from the text(s) to develop their thesis/claim and fully analyze/explain how the evidence supports their thesis/claim. (English 9 – 10)

Mathematics

- Algebra 1: Students will be able to solve linear equations and systems of equations.
- Geometry: Students will be able to use tools appropriately.
- Honors Geometry: Students will be able to describe and perform basic and complex transformations.
- Algebra 2: Students will be able to identify and graph functions and solve equations involving them, including linear, quadratic, radical, rational, exponential and logarithmic functions.
- Honors Algebra 2: Students will be able to appropriately compute basic math facts without a calculator, factor using a variety of methods, and graph various functions using knowledge of transformations and parent functions.
- Precalculus: Students will be able to graph various function families and their transformations and solve related equations with precision.

11-12 Goals:	<p>Literacy</p> <ul style="list-style-type: none"> Students will be able to identify the best evidence from the text(s) to develop their thesis/claim and fully analyze/explain how the evidence supports their thesis/claim. (English 11 - 12, AP Language and Composition and AP Literature and Composition) <p>Mathematics</p> <ul style="list-style-type: none"> Algebra 2: Students will be able to identify and graph functions and solve equations involving them, including linear, quadratic, radical, rational, exponential and logarithmic functions. Honors Algebra 2: Students will be able to appropriately compute basic math facts without a calculator, factor using a variety of methods, and graph various functions using knowledge of transformations and parent functions. Precalculus: Students will be able to graph various function families and their transformations and solve related equations with precision. Quantitative Literacy: Students will be able to understand the components and financial impact of a credit score.
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	What will the focus of your work be?
Professional Learning on the Standards	<p>Teachers will receive training on creating Mastery Learning lessons in order to ensure that all students are able to access the curriculum and learn intended content.</p> <p>Resource Teachers (RTs are the department heads) and administrators will use the Online Informal Observation Tool to collect data and staff progress and provide feedback to staff</p> <p>Professional Learning Communities (PLCs) will receive training from Staff Development Teacher (SDT) and RTs on examining student data in Unify to identify specific areas of need from Common Tasks and Progress Checks.</p>
Analyzing Data to Inform Instruction	<p>Grades-PLC monitoring every few weeks and at Interims, end of quarter and end of semester</p> <p>Progress Checks and common tasks results are analyzed regarding performance on specific skills where students are struggling. This will be done through PLCs at least twice per quarter. RTs and Assistant Principals (APs) will monitor progress and ensure PLCs are meeting to discuss progress of</p>

Exhibit D
 Overview for School Website

	<p>students. Regular checks on Student Learning Objective (SLO) students during class, before and after assessments.</p> <p>EOL Measure results at the beginning of the year, mid-year and end of the year.</p> <p>Teacher/Student surveys will be used to ensure that they have a voice and their ideas are included.</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>Our online informal observation tool will be used to collect data regarding teachers planning lessons for mastery learning. This will be ongoing for the school year and reviewed regularly during Instructional Leadership Team (ILT) meetings.</p> <p>Focus on lessons that are differentiated and including culturally responsive teaching Look Fors. Observations will be ongoing throughout the quarter by RT, APs, SDT and Principal. Best practices and/or instructional strategies the teacher used to demonstrate culturally responsive instruction? (Best Practices from Zaretta Hammond's book, <u>Culturally Responsive Teaching & the Brain</u> --Gamify, Make it Social, and Storify, Ignite - getting the brain's attention, Chunk - making information digestible, Chew - actively processing new information and Review - having a chance to apply new learning make it social). Opportunities for independent learning, teaching students to make choices in their learning based upon preferences and learning styles, student relationships, equitable practices.</p> <p>Survey students at the end of each semester via Weekly Homeroom.</p>
<p>School Climate and Culture</p>	<p>Weekly Wildcat Wellness Every Thursday for the first 7 weeks of the quarter.</p> <ul style="list-style-type: none"> • Student time to use as needed. No instruction unless it is individual student help. <p>Weekly Homerooms: Every Tuesday for the first 7 weeks of the quarter. Be Well 365 elements are incorporated here as well as business items and school items such as surveys and lessons.</p> <p>Surveys Staff and students will be regularly surveyed to collect voice data for school improvement planning.</p>