School Improvement Overview
Eastern Middle School

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

**School Goal(s):** All students will meet or exceed MAP Proficiency Measures for his or her respective grade-level.

**Instructional Goal(s):** (List math and literacy goals for each grade level band.)

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<tr>
<th>Grade Level</th>
<th>Goal(s)</th>
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<tbody>
<tr>
<td>Pre-K</td>
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<td>K-2</td>
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**Literacy Instructional Goal**

All students in grades six, seven, & eight, with a focus on Hispanic male students who receive FARMS; and/or any student who receives special education services, will be able to cite specific textual evidence when writing or speaking to support conclusions drawn from the text using complete sentences.

Common Core State Standards: (RI.6.1); (RI.7.1); (RI.8.1)

**Mathematics Instructional Goals**
### Grade 6
All sixth-grade students, with a focus on Hispanic males who receive FARMS; and/or any student who receives special education services, will be able to meet or exceed grade-level standard(s) on content area clusters of ratios and proportional relationships and equations as measured by classroom and district measures.

### Grade 7
All seventh-grade students, with a focus on Hispanic males who receive FARMS; and/or any student who receives special education services, will be able to meet or exceed grade-level standard(s) on major content area clusters of ratios and proportional relationships and arithmetic relationships of rational numbers as measured by classroom and district measures.

### Grade 8
All eighth-grade students, with a focus on Hispanic males who receive FARMS; and/or any student who receives special education services, will be able to meet or exceed grade-level standard(s) on major content area clusters of Linear Algebra and Quadratic Functions as measured by classroom and district measures.

### 9-10 Goals:

### 11-12 Goals:

### What will the focus of your work be?

| Professional Learning on the Standards | Teachers will choose their level of knowledge in the following areas: Classroom Structures, Discourse, & Culturally Responsive & Equitable Teaching Practices and |

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| Analyzing Data to Inform Instruction                                  | - How to Use Data to Inform Instruction – This process is directly connected to how EMS monitors the schoolwide SIP Goal.  
- Using MAP Strands to Inform Instruction  
- Using Comparative Analysis Data during Professional Learning Cohorts (PLCs) – This will encourage teachers to reflect on their personal data and support improving instruction through the collaborative planning process.  

We will analyze Evidence of Learning (EOL) and Measures of Academic Progress (MAP) data to determine if we are meeting our goals. |
| Equitable and Culturally Responsive Instructional Strategies           | - Professional Learning on Culturally Responsive and Equitable Teaching Practices  
- Support staff in developing a deeper understanding of how institutional racism affects the way people perceive the world and the people in it. |
| School Climate and Culture                                            | - De-Escalation Strategies (Pre-Service)  
- Staff Breakfasts (Monthly)  
- Staff Recognition (Monthly and Other specific times during the year)  
- Mindfulness Ideas and Committee Established  
- Minor Incident Report (MIR) |