

School Improvement Overview
Montgomery Village Middle School

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

School Goal(s): All students will increase proficiency in MAP.

Instructional Goal(s):

Literacy: All students, with a focus on students receiving special education services and Hispanic/Latinix students who receive free and reduced meals, will increase from scoring in the low and low average range to at least the average range within the informational text strand of MAP-R by the spring administration.

Math: All students, with a focus on students receiving special education services and Hispanic/Latinix students who receive free and reduced meals, will increase from scoring in the low and low average range to at least the average range within the operations and algebraic thinking strand of MAP-M by the spring administration.

6-8 Goals:

Literacy:

RI6.1, RI7.1, and RI8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text as evidenced by a low average to above average score on the Informational Text Strand of MAP-R. (MYP Key Concepts: Connections, Communication and Logic)

RI6.4, RI7.4, and RI8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts as evidenced by a low average to above average score on the Informational Text Strand of MAP-R. (MYP Key Concepts: Communication, Relationships, Connections)

Math:

6.EE.A.2 - Write, read, and evaluate expressions in which letters stand for numbers.

7.EE.A.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

8.EE.A.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Exhibit D
 Overview for School Website

| Literacy | What will the focus of your work be? | Who will be leading this action plan? | What will the focus of your work be? |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Learning on the Standards | Professional Learning on the Standards <i>The literacy and mathematical standards that teachers and teams need to know and be able to do</i> | SDT English CS CSs | <p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <p>Teachers will develop a common language, structure, and evaluation for identifying/writing a claim and finding/developing support for a claim.</p> <p>Teachers will be able to differentiate materials through an understanding of lexile levels and the informational text strands.</p> |
| Analyzing Data to Inform Instruction | Analyzing Data to Inform Instruction <i>Obtaining EOL data and converting it into information useful for decision-making</i> | SDT English CS English teachers Content teachers Instructional Specialists | <p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <p>English/ESOL (and Math) teachers will help facilitate student monitoring of MAP data throughout the year.</p> <p>All teachers will monitor student performance on MAP-R and plan instruction based on student need.</p> <p>Teachers will analyze and apply data to inform instruction.</p> <p>In order to do this, teachers need to know how to access, read, and analyze relevant data.</p> <ul style="list-style-type: none"> ● RIT ● Lexile ● PARCC/MCAAP ● Progress Checks ● Classroom Assessments |

| | | | |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Equitable and Culturally Responsive Instructional Strategies</p> | <p>Equitable and Culturally Responsive Instructional Strategies <i>Using demographic cultural and racial information and processes to scaffold learning - relationships, cognitive scaffolding, and critical social awareness (adult learning)</i></p> | <p>ESOL Instructional Specialists SDT English CS Equity Initiatives Unit Instructional Specialist Assistant Principal</p> | <p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <ul style="list-style-type: none"> • Instructional strategies for Hispanic FARMs and students with special education services • Differentiating and accommodating special needs learners • Blended and Personalized Learning |
| <p>School Climate and Culture</p> | <p>School Climate and Culture <i>Climate action plans should be developed in collaboration with the school leadership team and in response to the employee climate survey. Additional data from students and families may be included, as appropriate. Schools should plan to do a mid-year survey or review of progress to adjust the plan as needed.</i></p> | <p>SDT Student Resource Specialist Team Leaders MCEA Rep Counseling Department MYP Coordinator Assistant Principal</p> | <p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <p><i>What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <p>We will address the social-emotional needs of our student population through Be Well 365, Restorative Justice, and PBIS.</p> <p>We will strengthen the school climate through clear and</p> |

Exhibit D
Overview for School Website

| | | | |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>consistent communication.</p> <p>We will strengthen staff’s ability to better meet the needs of the students at MVMS.</p> |
| Math | What will the focus of your work be? | Who will be leading this action plan? | What will the focus of your work be? |
| Professional Learning on the Standards | <p>Professional Learning on the Standards</p> <p><i>The literacy and mathematical standards that teachers and teams need to know and be able to do</i></p> | <p>Math CS MCPS Math Instructional Specialists</p> | <p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <p>6.EE.A.2 - “Write, read, and evaluate expressions in which letters stand for numbers.”</p> <p>7.EE.A.1 - “Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.”</p> <p>8.EE.A.1 - “Know and apply the properties of integer exponents to generate equivalent numerical expressions”</p> <ul style="list-style-type: none"> ● Weekly practice, data ● NCTM ● Khan Academy use ● Practice and monitor progress ● Major content, supporting content |
| Analyzing Data to Inform Instruction | <p>Analyzing Data to Inform Instruction</p> <p><i>Obtaining EOL data and converting it into information useful for decision-making</i></p> | <p>Math CS MCPS Math Instructional Specialists</p> | <p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <ul style="list-style-type: none"> ● Differentiated PD performance matters ● Ongoing data analysis through collaborative planning and PLC’s |

| | | | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> • Data for SLOs (what and how) • 5 Practices - Bring it back to connections |
| Equitable and Culturally Responsive Instructional Strategies | Equitable and Culturally Responsive Instructional Strategies <i>Using demographic cultural and racial information and processes to scaffold learning - relationships, cognitive scaffolding, and critical social awareness (adult learning)</i> | Math CS SDT MYP Coordinator Assistant Principal | <p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <p>Book study: <u>5 Practices for Orchestrating Mathematical Discussions</u></p> <ul style="list-style-type: none"> • Instructional strategies for Hispanic FARMs and students with special education services • Differentiating and accommodating special needs learners • Blended and Personalized Learning |
| School Climate and Culture | School Climate and Culture <i>Climate action plans should be developed in collaboration with the school leadership team and in response to the employee climate survey. Additional data from students and families may be included, as appropriate. Schools should plan to do a mid-year survey or review of progress to adjust the plan as needed.</i> | Math CS SDT MYP Coordinator | <p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <p><i>What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <p>We will address the social-emotional needs of our student</p> |

Exhibit D

Overview for School Website

| | | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>population through Be Well 365, Restorative Justice, and PBIS.</p> <p>We will strengthen the school climate through clear and consistent communication.</p> <p>We will strengthen staff's ability to better meet the needs of the students at MVMS.</p> |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|