School Improvement Overview

Parkland Magnet Middle School for Aerospace Technology

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| **System Goal:** *All students will meet 2 or more Evidence of Learning Measures*  **School Goal(s):**   * All students, with a focus on Hispanic FARMs and Special Education students,will meet or demonstrate growth in the established benchmarks in the Common Writing Task of Analysis and Arguments (Q2, Q3, and Q4), benchmarks of MAP-R (specifically sub-strands of Literature and Informational Text), and Subclaim 4: Written Expression of MCAP. * All students, with a focus on Hispanic FARMs and Special Education students, will meet or show growth the established benchmarks on Progress Checks, Subclaim 2: Mathematical Reasoning of MCAP, and benchmarks of MAP-M (specifically sub-strand of Operations and Algebraic Thinking).   **Instructional Goal(s):** Developed based on an internal measure from the EOL framework  **Instructional Goal(s):** (List math and literacy goals for each grade level band.) | |
| **6-8 Goals:** | **Literacy**  All students, with a focus on Hispanic FARMs,will meet or demonstrate growth in the established benchmarks in the Common Writing Task of Analysis and Arguments (Q2, Q3, and Q4), benchmarks of MAP-R (specifically sub-strands of Literature and Informational Text, and Subclaim 4: Written Expression of MCAP.  **Math**  All students, with a focus on Hispanic FARMs, will meet or show growth the established benchmarks on Progress Checks, Subclaim 2: Mathematical Reasoning of MCAP, and benchmarks of MAP-M (specifically sub-strand of Operations and Algebraic Thinking). |

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|  | **What will the focus of your work be?** |
| **Professional Learning on the Standards** | *What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?*  **Professional learning will focus on staff monitoring their data in their classroom to ensure that they reflect critical thinking opportunities and/or helping teachers create assignments/assessments that can measure critical thinking opportunities and that can be measured in Gradebook.**  **Professional learning will also include supporting staff in helping their students in writing an argument/claim and being able to construct responses that analyze and defend their argument/claim. Furthermore, we want to help our teachers “make thinking visible” within their classroom. This professional learning will also align with our informal observations and Student Learning Objectives.**  **This would also support the needs in Math as well for students to be able to justify/defend their answers either by showing their work/thinking or by writing a response that demonstrates their understanding.**  **This could also lead to a need for teachers intentionally planning and implementing checking for understanding strategies to monitor their progress.** |
| **Analyzing Data to Inform Instruction** | *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?*  **Globally, the staff will monitor Common Writing Task data for English and Science/World Studies. Staff will also need to monitor student performance on MAP-R data, specifically in the sub-strand Literature and Informational Text.**  **Along with this data, teachers will implement checking for understanding opportunities for students that teachers and cohorts can monitor. Furthermore, as discussed in the Professional Learning, teachers will analyze their data points in Gradebook to ensure that students are given opportunities to think critically and write arguments. This is to ensure that grades in the Gradebook are not solely “quick checks”, but rather build on top of one another.** |
| **Equitable and Culturally Responsive Instructional Strategies** | *School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?*  **As part of our professional learning and staff focus for the 2019-2020 school year, each teacher and department will develop their “Why” statement. This statement includes why teachers got into the field of education and what they hope to accomplish with their students. This will then lead to a school wide “Why” statement to add onto the Parkland vision statement of “every student, whatever it takes.”**  **The “Why” statements will ask teachers to explore their various levels of culture, experiences, and backgrounds which will help them connect and empathize with students.**  *Classroom: How do these align to the needs of the focus students?*  **To continue, it is evident that Hispanic FARMs students are the main priority of the focus students according to our Exhibit C.**  **As a result, our “Why” statements will also help lead the way in exploring professional learning on students in poverty (e.g. Teaching with Poverty in Mind”) and exploring the intersectionality of poverty and race.** |
| **School Climate and Culture** | *School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?*  **See above for the “Why” statements.**  *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?*  **Strengths:**   * **Opportunities for professional growth** * **A culture of respect for students** * **Clear expectations for staff**   **Areas of Focus**   * **Staff morale/recognition** * **Having necessary resources to complete job** * **Open communication**   *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*?   1. **Creating clear protocols and communication throughout the school year with staff through staff meetings, staff surveys, and work groups/committees.** 2. **Instructionally Related Programs**  * **Student Recognition & Awards** * **School Pride** * **STEAM Group** * **SERT (School Energy & Recycling Team)** * **No Place for Hate (Diversity IRP)** * **Technology Troop** * **Wellness Warriors** * **Staff Morale** * **Family Outreach** * **Party Panthers** * **Restorative Justice/PBIS**  1. **Grade Level Teams will also have mentoring programs for students where staff will also receive a handbook from the grade level team leaders.** 2. **Mindfulness and Wellness activities will be implemented for staff and students throughout the school year.** |