

Francis Scott Key Middle School Linkages Chart 2016 -2017

STUDENT AND STAKEHOLDER FOCUS

As a result of our root-cause analysis, it was determined that African American and Hispanic students need:

Checking for understanding through high level questions - All students need the opportunity to process information and answer questions at high levels in order to think critically about course content. Through using student responses to these thinking opportunities, teachers can assess the students' understanding and adjust instruction to meet the needs of every student.

Using equitable classroom practices – All students need to know that their teachers hold them to high expectations and that they are held accountable for their learning. Allowing every student to engage with content through culturally responsive teaching and to demonstrate their learning through methods suited to individual needs is essential for students to develop the knowledge that “they can do it.” Focus on this will help support the reduction of the achievement gap.

FACULTY AND STAFF FOCUS

Teachers need professional development on:

- Using equitable classroom practices through culturally responsive teaching to facilitate engagement of all students in the learning process and build individual teachers' cultural proficiency
- Analyzing and writing higher level questions and embedding them within each lesson to check for understanding
- Accessing and analyzing data to identify individual student needs
- Using close reading strategies to engage students with text at high levels
- Using close reading strategies to support students in mathematical problem solving processes

Instructional Leaders need professional development on:

- Using observation tools to provide feedback on teaching and learning.
- Facilitating effective coaching conversations around planning, data, and equity.
- Accessing, collecting, and analyzing a wide variety of data to assess the impact of processes

LEADERSHIP

Mission Statement: As members of an international society with a culturally-diverse student body, Francis Scott Key Middle School partners with parents, students, and community members to ensure student excellence and success. As an International Baccalaureate World School, we provide a safe, supportive, nurturing environment with high expectations that fosters collaboration and develops knowledgeable, compassionate, and reflective learners.

Vision Statement: Through inquiry-based learning and a rigorous instructional program, our students will gain confidence and competence as life-long learners who are career and college ready, open-minded, and responsible global citizens.

Core Values: Children are at the center of our work; all students deserve equitable access to rigorous, engaging lessons focused on creating college and career ready global citizens; the school learning community should provide a safe, supportive learning environment for every student.

STRATEGIC PLANNING

Math Goal

By the end of the 2016 – 2017 school year, we will reduce by half the percent of African American and Hispanic students enrolled in Algebra scoring less than a C for the end-of-course grade. In addition, we will reduce by half the percent of African American and Hispanic students enrolled in Algebra not scoring at the exceeded level of Measures of Academic Progress in Math (MAP-M). This will reduce the achievement gaps between African American and Hispanic students and Asian and White students.

Literacy Goal

By the end of the 2016 – 2017 school year, we will reduce by half the percent of African American and Hispanic students not scoring at the met or exceeded level of Measures of Academic Progress in Reading (MAP-R). In addition we will reduce by half the percent of African American and Hispanic students scoring less than a C for the end-of-course grade for English in order to eliminate achievement gaps between African American and Hispanic students and Asian and White students.

PROCESS MANAGEMENT

- Intentional collaborative planning processes to embed real-world learning, global application, and Approaches to Learning in preparing the MYP unit planner
- Close reading strategies across the content areas to build core literacy skills of all students
- Authentic, high-level questioning to check for student learning
- Identifying and using equitable classroom practices that support higher level questioning as a means to reduce the achievement gap

PERFORMANCE RESULTS

The following data points will be used to measure the effectiveness of this plan:

By the end of 2016 – 2017 (Grade 8):

- C or Better for Algebra end-of-course grade: African American – 95.35%
Hispanic – 95.83%
- Met/Exceeded on MAP-R - African American – 68.55%
Hispanic – 67.11%
- Met/Exceeded on MAP-M - African American – 65.32%
Hispanic – 59.87%
- Academically Eligible (2.0 GPA or higher)
African American – 98.98%
Hispanic – 98.48%
- C or Better for English end-of-course grade: - African American – 96.64%; Hispanic – 94.86

NOTE: This data reflects 2015 – 2016 system goals.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

During the development of the SIP, the instructional leadership team identified formative assessments and a process for monitoring student progress.

A variety of formative assessment data (including twice per marking period HOQ, MCPS formative assessments, MYP assessment tasks, and other classroom assessments) will be used to monitor the progress towards the SIP goal.

Data meetings (through department and cohort groups) will be held at least once each month reflecting on formative assessments as a way to identify student needs and corrective actions.

