

Francis Scott Key Middle School Linkages Chart 2017 -2018

STUDENT AND STAKEHOLDER FOCUS

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

Engaging with Higher Level Questions - All students need the opportunity to engage in high levels of thinking to process rigorous content. By providing the knowledge and skills for students to read, write, and think independently about higher level questions through the use of close reading and discourse strategies, students will have the opportunity to make their thinking visible through their writing. These processes will promote the *Thinking* skills necessary to engage with increasingly rigorous content as students move through high school and to college and career.

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:

- Developing questions that will engage students in high levels of *thinking* of rigorous text.
- Understanding close reading strategies and discourse strategies across content areas as a way to elevate metacognition.
- Understanding the process of responding to reading through writing: analyzing the prompt; understanding the criteria for success; organizing ideas from close reading into responses.
- Developing culturally responsive classrooms that focus on equitable classroom practices supporting *ATL skills*.
- Accessing and analyzing data to identify individual student needs

Instructional Leaders need professional development on:

- Using observation tools to provide feedback on teaching and learning focused on high expectations for to elevate culturally responsive teaching.
- Facilitating effective coaching conversations around planning, data, and equity.
- Accessing, collecting, and analyzing a wide variety of data to assess the impact of processes
- Developing PLCs in order to create teams focused on elevating achievement to reduce the achievement gap.

LEADERSHIP

Vision Statement: Collaborating for innovation and excellence for all

Mission Statement: Through inquiry-based learning and a collaborative, rigorous instructional program, the Francis Scott Key Middle School community will prepare students to be the global leaders and innovators of today and tomorrow.

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 with a specific focus on the values of open-mindedness, action, growth mindset, and reflection.

STRATEGIC PLANNING

Math Goal

By the end of the 2017 – 2018 school year, we will increase the percentage of students meeting at least 2 or the 3 Mathematics Evidence of Learning measures with the ultimate goal of 100% with a particular focus on increasing the percentage of African American (from 92% to 96%) and Hispanic students (from 84% to 92%) meeting the EoL, reducing the achievement gaps between African American and Hispanic students and Asian and White students.

Literacy Goal

By the end of the 2017 – 2018 school year, we will increase the percentage of students meeting at least 2 or the 3 Literacy Evidence of Learning measures with the ultimate goal of 100% with a particular focus on increasing the percentage of African American (from 95% to 98%) and Hispanic students (from 90% to 95%) meeting the EoL, reducing the achievement gaps between African American and Hispanic students and Asian and White students.

PROCESS MANAGEMENT

- PLCs to develop strategic, relevant, rigorous lessons and *MYP units* using the Planning for Powerful Instruction tool.
- Formal and informal observations (including instructional rounds, peer visits with reflections, walk-throughs) of instructional *standards and practices* including *reflective* conversations.
- Use of teacher, parent, and student voice data in order to support student achievement and the reduction of the achievement gap.
- Use of culturally responsive instructional practices to ensure the high expectations necessary to create *globally-minded* agents of change.

PERFORMANCE RESULTS

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

By the end of 2017 – 2018:

- Met at least 2 or the Evidence of Learning Measures for Math
 - **Grade 6** – African American (95%); Hispanic (91%)
 - **Grade 7** – African American (97%); Hispanic (92%)
 - **Grade 8** – African American (97%); Hispanic (94%)
- Met at least 2 or the Evidence of Learning Measures for Literacy
 - **Grade 6** – African American (96%); Hispanic (93%)
 - **Grade 7** – African American (99%); Hispanic (97%)
 - **Grade 8** – African American (98%); Hispanic (94%)

See Data Charts for additional information.

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.

- Informal observations of PLC planning will be used to monitor the application of SIP-identified practices during the planning process. (Level 2)
- Informal observations of classroom instruction will be used to monitor the implementation of SIP-identified practices. (Level 4)
- A variety of formative assessment data such as MCPS formative assessments (including Performance Matters assessments), MCPS Progress checks, MYP assessment tasks, and classroom assessments will be used to monitor progress towards the SIP goal. (Level 5)
- 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. (Levels 0, 2, 5)

