

## School Improvement Overview Watkins Mill High School

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

**School Goal(s):**

- All 9th and 10th graders will be academically eligible
- All 11th and 12th graders will meet College & Career Readiness measures

**Instructional Goal(s):** To address the underlying literacy and math skills that our students, particularly ELLs, must possess in order to succeed academically in terms of **eligibility** and **college and career readiness** as measured by the EoL framework,

**SCHOOL FOCUS: Watkins Mill HS will focus on explicitly teaching structured writing and speaking strategies to students across content areas, with an emphasis on informative/explanatory texts.**

**9-10 Goals:**

**Literacy:** All 9th and 10th grade students at WMHS will increase their **academic eligibility from 72.9% to 80%** (630 students to 690 students) by the end of the school year.

- Focus on **Hispanic 9th and 10th graders from 70.2% to 80%** (335 students to 382 students)
- Focus on **FARMS 9th and 10th graders from 72% to 80%** (380 students to 422 students)
- Focus on **ESOL 9th and 10th graders from 64.1% to 80%** (143 students to 178 students)
- Focus on **SPED 9th and 10th graders from 71.5% to 80%** (98 students to 110 students)

**Literacy 9-10 Common Core State Standards (CCSS) strand across content areas:** Write (informative/explanatory) texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ([CCSS.ELA-LITERACY.W.9-10.2](#))

**Math:** All 9th and 10th grade students at WMHS will increase their **academic eligibility from 72.9% to 80%** (630 students to 690 students) by the end of the school year.

- Focus on **Hispanic 9th and 10th graders from 70.2% to 80%** (335 students to 382 students)
- Focus on **FARMS 9th and 10th graders from 72% to 80%** (380 students to 422 students)
- Focus on **ESOL 9th and 10th graders from 64.1% to 80%** (143 students to 178 students)

	<ul style="list-style-type: none"> <li>● Focus on <b>SPED 9th and 10th graders from 71.5% to 80%</b> (98 students to 110 students)</li> </ul> <p><b>Math Common Core State Standards (CCSS):</b> Interpret functions that arise in applications in terms of the context.  <a href="http://www.corestandards.org/Math/Content/HSF/IF/">http://www.corestandards.org/Math/Content/HSF/IF/</a></p>
<p><b>11-12 Goals:</b></p>	<p><b>Literacy:</b> All 11th and 12th grade students at WMHS increase their <a href="#">College and Career Readiness</a> improving Grade of B or Higher in Modern World History (any level), AP Language and Composition, or Honors English 12 from <b>34.7% to 50%</b> by the end of the school year (255 students to 367 students)</p> <ul style="list-style-type: none"> <li>● Focus on <b>Hispanic 11th and 12th graders from 35.6% to 50%</b> (130 students to 183 students)</li> <li>● Focus on <b>FARMS 11th and 12th graders from 36.8% to 50%</b> (141 students to 192 students)</li> <li>● Focus on <b>ESOL 11th and 12th graders from 32.2% to 50%</b> (49 students to 76 students)</li> <li>● Focus on <b>SPED 11th and 12th graders from 28.7% to 50%</b> (27 students to 47 students)</li> </ul> <p><b>Literacy 11-12 CCSS strand across content areas:</b> Write (informative/explanatory) texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <a href="#">(CCSS.ELA-LITERACY.W.11-12.2)</a></p> <p><b>Math:</b> All 11th and 12th-grade students at WMHS increase their <a href="#">College and Career Readiness</a> by improving Grade of B or higher in Algebra II (any level) from 20.75% to 25.75% for 2 Year Algebra 2 AB, 18.89% to 23.89% for Algebra 2, 50.26% to 55.26% for Honors Algebra 2 and 33.33% to 38.33% for 2 Year Algebra 2CD by the end of the school year.</p> <p><b>Math Common Core State Standards (CCSS):</b> Interpret functions that arise in applications in terms of the context.  <a href="http://www.corestandards.org/Math/Content/HSF/I">http://www.corestandards.org/Math/Content/HSF/I</a></p>

	<p style="text-align: center;"><b>What will the focus of your work be?</b></p>
<p><b>Professional Learning on the Standards</b></p>	<p><b>Literacy:</b>  <b><u>Instructional Focus:</u></b>  <b>Strategies for 1) examining texts, 2) writing thorough, structured responses, and 3) speaking to meet</b></p>

	<p><b>academic expectations</b></p> <ul style="list-style-type: none"><li>● Resources from <i>The Writing Revolution 5</i></li><li>● sentence-level strategies</li><li>● Claim-Evidence-Reasoning (CER) common writing strategy and organizers</li></ul> <p><b>Math:</b> <b><u>Instructional Focus</u></b> <b>Strategies for 1) examining texts, 2) writing thorough, structured responses, and 3) speaking to meet academic expectations</b></p> <ul style="list-style-type: none"><li>● Resources from <i>The Writing Revolution 5</i></li><li>● sentence-level strategies</li><li>● Claim-Evidence-Reasoning (CER) common writing strategy and organizers</li></ul>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><b>Literacy:</b> <b><u>Data Analysis Focus</u></b> <b>Back-mapping from various common classroom assessments and using Performance Matters Unify data warehouse (student item analysis) to determine progress and instructional implications**</b></p> <ul style="list-style-type: none"><li>● 9th &amp; 10th grades - IB Middle Years Programme (MYP) unit planner</li><li>● 11th &amp; 12th grades - IB &amp; College &amp; Career Readiness</li><li>● Using student item analysis to determine progress and instructional implications in data chats with Professional Learning Communities (PLCs), departments</li><li>● Integrating <a href="#">Planning for Powerful Instruction</a>, Sheltered Instruction Observation Protocol (SIOP), IB Middle Years Programme (MYP) planner with a focus on formative assessment (writing and discourse)<ul style="list-style-type: none"><li>○ Using the WMHS Expectations and Clarification for Grading and Reporting document</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ Data chats twice quarterly with PLCs and individual teachers (one post interims and one end of the quarter)</li> </ul> <p><b>Student Learning Objectives (SLOs) (action research conducted by teachers)</b></p> <ul style="list-style-type: none"> <li>● On-going monitoring of target student performance (in alignment with SIP goals)</li> <li>● Provide templates and check-in points</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><b><u>Equity Focus:</u></b>  <b>Trauma-informed approaches to teaching</b>  <b>Unpacking Hispanic/Latino Cultures</b></p> <ul style="list-style-type: none"> <li>● Ex: Highlight different methods of solving from other countries - this will also strengthen students' ability to explain their solution process as they will be explaining to teachers and peers their thought process</li> </ul> <p><b>Focus on Standards of Mathematical Practice (SMP3)</b>  <a href="http://www.corestandards.org/Math/Practice/MP3/">http://www.corestandards.org/Math/Practice/MP3/</a></p>
<p><b>School Climate and Culture</b></p>	<p><b><u>Climate and Culture Focus</u></b>  <b>Be Well 365 (staff and students)</b></p> <p><b>Standards of Mathematical Practice (SMP1):</b>  <a href="http://www.corestandards.org/Math/Practice/MP1/">http://www.corestandards.org/Math/Practice/MP1/</a></p> <ul style="list-style-type: none"> <li>● Using different strategies - encouraging different methods of solving</li> </ul>