

School Improvement Overview

Rockville High School

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i>	
School Goal(s): Instructional Goal(s): (List math and literacy goals for each grade level band.)	
9-10 Goals: Literacy	All male students who are Hispanic FARMS, African American FARMS, and LEP students will be able to cite and synthesize from various sources to create or justify a claim.
11-12 Goals: Literacy	All male students who are Hispanic FARMS, African American FARMS, and LEP students will be able to cite and synthesize from various sources to create or justify a claim.
9-10 Goals: Math	All male students who are Hispanic FARMS, African American FARMS, and LEP students will be able to: <ul style="list-style-type: none">● Analyze data presented in graphic forms (charts, diagrams, graphs, transformations, etc.● Solve, factor and graph a variety of equation types using multiple methods
11-12 Goals: Math	All male students who are Hispanic FARMS, African American FARMS, and LEP students will be able to: <ul style="list-style-type: none">● Analyze data presented in graphic forms (charts, diagrams, graphs, transformations, etc.● Solve, factor and graph a variety of equation types using multiple methods

Literacy	What will the focus of your work be?
<p>Professional Learning on the Standards</p>	<ul style="list-style-type: none"> - Understanding key terms from the Instructional Goal, which will lead to a consistent, school-wide application of terms that inform instruction and student learning. - How the Instructional Goal will be challenging for the focus groups, especially those who are ESOL and RELL. - Expectations of reading and writing portions of the English/Language Arts Progress Checks <p>teach,</p> <ul style="list-style-type: none"> - Knowledge of current standard citation rules (MLA or APA) and new tools/methods to identify valid sources. - Knowledge of literacy strategies for teaching students to read source material, especially for those who are ESOL and RELL. - Strategies for differentiating the teaching of skills <p>and assess</p> <ul style="list-style-type: none"> - Training on the revised Advanced Placement English Synthesis rubric, which can be used as a school-wide model for assessing synthesis - Experience applying the Common Task writing assessment rubric for argument essays, which can also be used as a school-wide model for assessing synthesis <p>student attainment of these standards?</p>
<p>Analyzing Data to Inform Instruction</p>	<ul style="list-style-type: none"> - EOL measures: Classroom grades, progress checks, PSAT, SAT, & AP scores

	<ul style="list-style-type: none"> - Climate Survey results - ILT meeting time dedicated to modeling the capabilities of Performance Matters to achieve macro- and micro- levels of information - Department time dedicated to analyzing students' "baseball cards" - Workshops on data analysis from CountyStat, the performance management and data analytics team for Montgomery County <p><i>What are our grade level needs in terms of reviewing and analyzing data?</i></p> <ul style="list-style-type: none"> - 9th grade: Identify focus area students who have not yet met EOL. Teachers should analyze their classroom and district EOL data, as well as attendance records. - 10th grade: Identify the focus area students who have not yet met EOL. Teachers should analyze their classroom and district EOL data, as well as attendance records. - 11th grade: Identify the focus area students who have not yet met EOL. Teachers should analyze their classroom and external EOL data, as well as attendance records. - 12th grade: Identify the focus area students who have not yet met EOL. Teachers should analyze their classroom and external EOL data, as well as attendance records.
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p><i>School-Wide: What knowledge,</i></p> <ul style="list-style-type: none"> - Staff needs to know the demographics of our student population. Beyond those percentages, we need to know the norms of our students' cultural values which can vary widely, even within the same racial category. - Staff needs to continue learning research-based methods for culturally responsive teaching. - Staff needs to continue learning about the nature of implicit bias and how it affects our instruction and relationships with students. <p><i>skills,</i></p>

	<ul style="list-style-type: none"> - Staff need to continue developing methods for establishing relationships with students who are from different racial and cultural backgrounds than their own. - Teachers need to use research-based studies to learn effective methods for incorporating culturally responsive instructional strategies. - - Staff needs to continue learning about the impact of poverty on learning and how we can disrupt poverty's negative effects. <p>and disposition do staff need to meet the needs of the focus students?</p> <ul style="list-style-type: none"> - Teachers need to feel safe enough in their work environment to make themselves instructionally vulnerable when trying new approaches to teaching. They need to "lead with love," which means they need to approach the needs of focus students with grace, understanding, and high expectations. <p>Classroom: How do these align to the needs of the focus students?</p> <ul style="list-style-type: none"> - 71% of staff is white, and only 8.1% is Hispanic. Those statistics contrast our student population, which is 30% white and 41.5% Hispanic. Overwhelmingly, it is our Hispanic students, many of them male, who are not meeting EOL in 2 or more categories. - Nearly 31% of our students are identified as FARMS; therefore, understanding how the pressures and challenges of living in a low Socio-Economic household directly impacts how we instruct and assist students, many of whom have not met 2 or more EOL benchmarks.
<p>School Climate and Culture</p>	<p>School-Wide:</p> <p>What knowledge,</p> <ul style="list-style-type: none"> - Staff needs to know the results from the Climate Survey given to students. - Staff needs to know the tenets of Be Well 365, as well as how to identify signs of stress and trauma. - Staff needs to know the processes and procedures to follow when a concern arises over the well-being of a student. <p>skills,</p>

- Staff should know how to approach and conduct conversations with students related to well-being.

curriculum, or programs

- Staff can learn from existing programs, such as Facing History and Ourselves, to inform their instruction and dialogue with students.

do staff need to address the well-being of students and families?

What are the strengths and areas of focus based on the employee climate survey?

- Strengths: Timely feedback on performance; staff have high expectations and believe every student can learn
- Areas of focus: staff recognition; school promotes a culture of respect and collaboration among all staff; school leadership team fosters a collaborative work environment

What leadership or strategies will be deployed to build on the strengths and address the areas of focus?

- (Strength) Timely feedback on performance: continue to support RTs by scheduling co-observation with staff development teacher; SDT and administrators provide assistance and feedback on RT's observations; conducting walk-throughs that pair RTs with SDT, admin, or other RTs.
- (Strength) Staff have high expectations and believe every student can learn: include growth mindset language and practices in classes and classrooms; celebrate successes evidenced by EOS data and AP/IB exam pass rates
- (Area of Focus) Staff recognition: Every ILT meeting will begin with writing a note of recognition to someone in the department; staff will be recognized in the Principal's and the SDT's newsletters by means of pictures, quotations, and anecdotes; staff will be recognized at staff meetings, including thanking those who serve on committees

Based on existing climate data, what current programs or curriculum align to the six essentials:

culturally-responsive relationship-building,

	<ul style="list-style-type: none">● RockVillage Advisory● Rolling staff meetings that provide time for staff to work in small groups <p><i>mental and emotional health,</i></p> <ul style="list-style-type: none">● Incorporation of Mindful Minutes in all staff events and classes. <p><i>character development and empathy,</i></p> <ul style="list-style-type: none">● RockVillage Advisory● English/Language Arts curriculum <p><i>restorative justice and restorative practices,</i> MCPS CODE OF CONDUCT Saturday Work Alternative Program (SWAP)</p> <p><i>physical health and wellness,</i> Lessons through Advisory, Counseling Development (mindful sessions)</p> <p><i>and trauma-informed practices?</i> Trained Behavior Assessment Team and using Practices</p>
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