

# School Improvement Overview

## Redland Middle School

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

**School Goals:**

- All of our students, with a focus on Hispanic students that receive FARMs, will achieve an assigned value score of 3 or higher on MAP-M.
- All of our students, with a focus on Hispanic students that receive FARMs, will achieve an assigned value score of 3 or higher on MAP-R.

**Instructional Goals:**

- We will increase student achievement of our Hispanic students that receive FARMs to average or higher on the Real and Complex Number Systems strand of MAP-M.
- We will increase student achievement of our Hispanic students that receive FARMs to average or higher on the Vocabulary Acquisition strand of MAP-R.

## What will the focus of your work be?

Professional Learning on the Standards	<p>Curriculum study in Math department: studying "Real and Complex Number Systems"</p> <p>Identify progress checks and MCPS formatives that measure Real and Complex Number Systems</p> <ul style="list-style-type: none"><li>• Monitor and follow up</li></ul> <p>Determine opportunities for formative assessment, feedback, etc before getting to MCPS formative assessments</p> <p>Study math discourse strategies teachers can plan and implement to support strengthened number sense</p> <ul style="list-style-type: none"><li>• Applications for Student Learning Objectives (SLOs)</li></ul> <p>Engage Content Specialists in curriculum study to better understand ways they can lead their departments to strengthen number sense authentically across content areas</p> <p>Student study of high-frequency word parts (affixes and base words) and explicit instruction around using word parts to interpret meaning of unknown words.</p> <p><i>CCSS.ELA-LITERACY.L.8.4</i> <i>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i> <i>expression.</i></p> <p>Provide staff learning on strategies specific to supporting English Language Learners' vocabulary acquisition.</p>
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<p>Analyzing Data to Inform Instruction</p>	<p>In departments: Enhancing quality of PPI Level Two planning during Collaborative Planning with cohorts (including ways formative data is driving planning discussions)</p> <p>In departments: Using EOL data (and subsequent supplementary data) to determine students for SLO groups</p> <p>In teams: Using EOL data (and subsequent supplementary data) to ensure students with 0/1 EOL measures are incorporated into 1 or more SLO groups</p> <p>In teams: Using MIR data to track impact of restorative practices and personal relationship building on behavior and relationships</p> <p>Use School Improvement Tools (Exhibits A,B, and C) to create meaningful opportunities for staff to reflect on Five Essential Questions:</p> <ol style="list-style-type: none"> <li>1. Are our students learning?</li> <li>2. Are they learning enough?</li> <li>3. How do we know?</li> <li>4. If not, why not?</li> <li>5. What are we going to do about it?</li> </ol>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>Provide learning on and monitor implementation of racially-conscious restorative practices and trauma-informed practices</p> <ul style="list-style-type: none"> <li>● Understanding anti-racism and social justice components of restorative justice and trauma-informed schools</li> <li>● Extending learning about Personal Relationship Building to include a color-conscious lens and connections to trauma-informed teaching</li> <li>● Implementing restorative practices that demonstrate principles of restorative justice             <ul style="list-style-type: none"> <li>○ Community Circles</li> <li>○ Mindfulness</li> </ul> </li> </ul>

<p>School Climate and Culture</p>	<p>Triad emphasizes problem-solving and recognition of successes. Triad analyzes climate survey data and monitors an action plan.</p>	
	<p>SLT nurtures staff self-efficacy and focus on students with theme and book study: "Be the One!"</p>	
	<p><b>Be Well 365 at Redland Middle School</b></p>	
	<p>Culturally Responsive Relationship Building</p>	<p>International Night, Clap Out for 8th grade students, ESOL Thanksgiving, professional learning for staff on anti-racism, Gentlemen of Tomorrow club structured to provide mentorship and support for focus students</p>
	<p>Mental and Emotional Health</p>	<p>Mental health lessons from counseling and health classes, balancing fluorescent lights with floor lamps and sunlight, mindfulness strategies, counseling lessons taught through departments (signs of suicide, personal body safety)</p>
	<p>Trauma-Informed Practices</p>	<p>Mindfulness added to counseling interventions (5-5-5 breaks), Mindful May during testing season, professional learning for staff on de-escalation and attachment theory, before-school club for morning mindfulness, before-school club for yoga, cluster mindfulness night</p>
	<p>Restorative Justice and Restorative Practices</p>	<p>Professional learning for staff on restorative justice, support from MCPS Restorative Justice Unit providing learning on mindfulness and community circles, SLT creating structure (advisory, rotations, etc TBD) for school-wide community circles FY21</p>
	<p>Physical Health and Wellness</p>	<p>Switch to healthier foods in vending machines, provide teachers with research and strategies for more movement breaks during class, Workout Club, option for movement outside during lunches, Basketball and Kickball Jamborees</p>
<p>Character Education and Empathy</p>	<p>PBIS, beginnings of our community circles program, school-wide SSL projects, extending Bulldog Barkers to student-student and student-staff, considering ways character education might fit into restorative justice structures next year, Bulldog Bucks and Bulldog store, PBIS celebrations</p>	