

School Improvement Overview

MONTGOMERY BLAIR HIGH SCHOOL

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

School Goal(s): All students, with a focus on the identified five subgroups: All FARMS, African American, FARMS/Non-FARMS, and Hispanic FARMS/Non-FARMS, will be academically eligible and meet two or more Evidence of Learning measures.

Instructional Goal(s): Teachers will use culturally responsive teaching practices to provide multiple measures for success by differentiating content, process, and product.

TSI Goal: The identified TSI student group(s) will meet or exceed the total earned percent on the MD Report Card of 34.4% as measured by the Maryland Accountability Program.

Pre-K Goals:	
K-2 Goals:	
3-5 Goals:	
6-8 Goals:	
9-10 Goals:	<p>English 9th: Provide direct instruction, practice, and application for each of the different types of writing (narrative, analysis, and informational) in order to meet two or more EOL measures. 10th: Provide direct instruction that focuses on developing claims and supporting claims with evidence.</p> <p>Math Teachers will be able to help students use explicit math vocabulary and literacy skills in order to interpret word problems and solve for precision in order to increase student proficiency for the progress check (district) measure in Algebra 1, Geometry, Algebra 2 and Precalculus by 5-7%.</p>

<p>11-12 Goals:</p>	<p><u>English</u> 11th: Provide direct instruction on how to develop and support strong claims with sufficient evidence in order to improve students’ analytical and argumentative writing skills. 12th: Provide direct instruction on written communication, specifically how to plan and use evidence to support a thesis in a formal analytical essay.</p> <p><u>Math</u> Teachers will be able to help students use explicit math vocabulary and literacy skills in order to interpret word problems and solve for precision in order to increase student proficiency for the progress check (district) measure in Algebra 1, Geometry, Algebra 2 and Precalculus by 5-7%.</p>
<p>Curricular Alignment</p>	<p>ESOL: Teachers will develop academic language for language learners to support their academic success and to maintain academic eligibility and meet two or more EOL measures.</p> <p>Reading: Teachers will provide direct instruction of reading strategies and opportunities for practice and application with a variety of texts in order to move students to grade-level reading comprehension.</p> <p>Special Education: Teachers will use explicit instructional strategies, such as faded teacher prompts, text chunking, and metacognitive thinking.</p> <p>Social Studies: Teachers will support the development and use of historical thinking skills (corroboration, claim and evidence, sourcing, etc.) in student writing toward proficiency in two or more EOL measures.</p> <p>CAP: The English classes in CAP focus on all of the Core Learning Practices for English Language Arts by scaffolding the transition between middle and high school in 9th grade. Then in 10th grade, they are made ready for their first college level English course which they take in their 11th grade year.</p> <p>Career and Technology: Teachers will work with students to use technical language correctly in their summary writing.</p> <p>Fine Arts: Teachers will provide direct instruction and opportunities to practice describing, analyzing, interpreting, and judging through verbal critiques and written statements or evaluations. In addition, visual art teachers will provide opportunities for creating, presenting, responding, and connecting through the themes: narrative, perception, inquiry, and voice, while general music teachers provide opportunities for creating, performing, responding and connecting through common learning tasks.</p>

	<p>Science: Teachers will use science data tables, graphs, articles and text to help students construct explanations, design solutions and engage in argument from text to obtain, evaluate and construct scientific explanations.</p> <p>World Languages: Teachers will use data to inform planning and instruction to help all levels of students improve in the areas of writing, speaking, reading, and listening. Teachers will work collaboratively to differentiate texts, instructional methods, and opportunities for students to show what they know and are able to do.</p> <p>Counseling: The Montgomery Blair High School Counselors serve as leaders and act as positive change agents in collaboration with the Blair learning community. We promote student success by providing preventative and responsive counseling services to support students' personal, academic, and career development. We will continue to strive to work with teachers, an administration as we provide ASCA driven plans to support our students. We also will continue to work in collaboration with teachers within the classroom as we provide our Naviance, PBSL and SOS lessons.</p>
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	What will the focus of your work be?
Professional Learning on the Standards	<p><i>ENGLISH:</i> Blair's English department will use our monthly department and PLC meetings to analyze student performance data on Performance Matters as well as course-alike formative and summative assessments. During department and PLC meetings, English teachers will focus on planning instruction and creating assessments that are aligned to Common Core Standards and indicators.</p> <p><i>MATH:</i> Blair's Math Department will use our PLC time to look closely at the MCPS Math standards for math courses, and use a hybrid model of Lesson Study in order for teachers to plan and discuss best practices for particular lessons each month. We will spend time focusing on vocabulary and correct use of math vocabulary in order to express findings in math problems.</p>
Analyzing Data to Inform Instruction	<p><i>ENGLISH:</i> Blair's English department will use the ORID process to analyze student performance on the Quarter One Narrative Common Writing Task. Within grade-level PLCs, English teachers will discuss trends and determine next steps (reteaching and intervention opportunities for students. English teachers will also use this opportunity to fine tune and revise interventions for students on their SLO action plans based upon each individual's performance.</p>

	<p><i>Blair’s teachers (all classroom teachers) will use a priority list of students to focus on for interventions within the SLO framework. The list of students has been derived from data provided by MCPS based on the Equity Accountability Model and student attainment of EOL measures.</i></p> <p>MATH: Blair’s Math Department will use our monthly Math Department meeting and some of our PLC meetings to spend time on Performance Matters to analyze data collected from Progress Checks, Grades, and select formatives. We will use this data to make informed decisions about future support for students. We will choose our SLO students based on the needs of our EOL students who have less than 3 measures, and monitor and support them through academic support, classroom support, and parent outreach.</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>ENGLISH: <i>Blair’s English department will focus on building relationships with students as a means of creating a sense of belonging in the classroom space. Through the intentional incorporation of community builders, lessons designed for multiple modalities, and instructional texts and materials that represent marginalized perspectives, teachers will foster a greater sense of equity via deliberate practice.</i></p> <p><i>During monthly department meetings, teachers will receive professional development in the areas of equity and culturally responsive teaching. Teachers will also have the opportunity to share best practices amongst each other.</i></p> <p>MATH: Blair’s Math Department will continue to explore the growth mindset for students, and will share it with students through mini lessons in classrooms. Cultural Awareness will still be a focus at Montgomery Blair High School. We will create our lessons to include appropriate cultural connections to our math curriculum.</p>
<p>School Climate and Culture</p>	<p>ENGLISH: <i>Blair’s English department will provide Academic Support to all students during lunch Monday-Friday of each week. Grade-level PLCs will provide academic support through a teacher rotation schedule designed to give students an opportunity to work with and build positive relationships with various teachers in addition to their own.</i></p> <p>MATH: <i>Blair’s Math Department will continue to include the annual Pi Day celebration, field trips, and many projects to help students to learn more about the beauty of mathematics. We will offer support at lunch, afterschool, and online and will reach out to our elementary math students (through our Math Honors</i></p>

Exhibit D

Overview for School Website

	<p><i>Society) with a community event. Our teachers will be supported with being a part of the decision making process for planning math support for students and will have an integral part in making the mathematics program.</i></p>
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