

School Improvement Overview

Thomas Edison High School of Technology

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i>	
School Goal(s): All students will take the licensure/certification exam for their CTE program of study.	
Instructional Goal(s): To improve literacy in all CTE programs by using best practices for literacy and language.	
Pre-K Goals:	N/A
K-2 Goals:	N/A
3-5 Goals:	N/A
6-8 Goals:	N/A
9-10 Goals:	N/A
11-12 Goals:	N/A

	What will the focus of your work be?
Professional Learning on the Standards	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <ul style="list-style-type: none"> ● Train teachers on the curricular standards and writing mastery objectives ● Receive Performance Matters Unify training and refresher in PLC to assist teachers with SLO data ● Learn best practices for vocabulary literacy <ul style="list-style-type: none"> ○ Learning how to use NearPod and Flocabulary ○ Know how to use academic language to communicate what students are being assessed on. <ul style="list-style-type: none"> ■ Pre-Assessments ■ Licensure Pre-Assessments ● Continued Language Acquisition training for CREA teachers

	<ul style="list-style-type: none"> ○ Grammar ○ Vocabulary ○ Sentence Structures ○ Oral/Written Communication ● Communicate the relevance and “why” to students. ● Collaborate biweekly with other Edison teachers, ESOL & Special Ed teachers, and paras - what is effective teaching and learning? Use of teacher and student exemplars ● Implement content vocabulary strategies <ul style="list-style-type: none"> ○ Visuals ○ Clarifying examples ○ Questions with word bank ● Incorporate technology (PowerPoint/Slides, quizlets, KaHoot, Google Classroom, Cengage)
<p>Analyzing Data to Inform Instruction</p>	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <ul style="list-style-type: none"> ● Professional learning on how to select and analyze data using MCPS’s five essential questions ● Ongoing Performance Matters training ● Interpret the data and use the data to answer the five essential questions ● Collect Informal and formal classroom data to inform instruction <ul style="list-style-type: none"> ○ CREA classroom and district data ● Analyze data within PLC’s using the MCPS five essential questions ● Performance Matters (Unify) data and its impact on instruction ● Student Learning Objectives (SLOs) through assessment and analysis ● Marking period reflection data ● Analyze Semester grades 2019-2020 and create an action plan
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students? Classroom: How do these align to the needs of the focus students?</i></p> <ul style="list-style-type: none"> ● Universal Design for Learning <ul style="list-style-type: none"> ○ CREA ● Culturally responsive instruction ● Growth Mindset ● Equitable Practices (A Resource for Equitable Classroom Practices MCPS 2010) ● Classroom Management strategies. <ul style="list-style-type: none"> ○ Student-to-student discourse

Exhibit D
 Overview for School Website

	<ul style="list-style-type: none"> ○ Random-calling strategies ○ KaHoot ○ Wait time ○ Reciprocal teaching ○ Welcoming students by name
<p>School Climate and Culture</p>	<p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <p><i>What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <ul style="list-style-type: none"> ● Whole-child approach training ● Mental Health Week ● Staff Breakfasts ● Staff Potluck Luncheon ● Hispanic Heritage Month Luncheon ● Cultural Inclusion (Day of the Dead) ● Be Well 365 revisited ● Social-Emotional Learning practices ● Apply Maslow’s Hierarchy in the classroom ● Trauma-informed practices ● Restorative Justice <ul style="list-style-type: none"> ○ Community Circles with staff and students ○ Study Circles with the staff