

# School Improvement Overview

## Eastern Middle School

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

**School Goal(s):** All students will meet or exceed MAP Proficiency Measures for his or her respective grade-level.

**Instructional Goal(s):** (List math and literacy goals for each grade level band.)

**Pre-K Goals:**

**K-2 Goals:**

**3-5 Goals:**

**6-8 Goals:**

### Literacy Instructional Goal

All students in grades six, seven, & eight, with a focus on Hispanic male students who receive FARMS; and/or any student who receives special education services, will be able to cite specific textual evidence when writing or speaking to support conclusions drawn from the text using complete sentences.

**Common Core State Standards: (RI 6.1); (RI 7.1); (RI 8.1)**

### Mathematics Instructional Goals

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	<b>All sixth-grade students, with a focus on Hispanic males who receive FARMS; and/or any student who receives special education services, will be able to meet or exceed grade-level standard(s) on content area clusters of ratios and proportional relationships and expressions and equations as measured by classroom and district measures.</b>	<b>All seventh-grade students, with a focus on Hispanic males who receive FARMS; and/or any student who receives special education services, will be able to meet or exceed grade-level standard(s) on major content area clusters of ratios and proportional relationships and arithmetic relationships of rational numbers as measured by classroom and district measures.</b>	<b>All eighth-grade students, with a focus on Hispanic males who receive FARMS; and/or any student who receives special education services, will be able to meet or exceed grade-level standard(s) on major content area clusters of Linear Algebra and Quadratic Functions as measured by classroom and district measures.</b>
<b>9-10 Goals:</b>			
<b>11-12 Goals:</b>			

	<b>What will the focus of your work be?</b>
<b>Professional Learning on the Standards</b>	<ul style="list-style-type: none"> <li>• <b>Teachers will choose their level of knowledge in the following areas: Classroom Structures, Discourse, &amp; Culturally Responsive &amp; Equitable Teaching Practices and</b></li> </ul>

	<p><b>identify one new practice to employ.</b></p> <ul style="list-style-type: none"> <li>● <b>Teachers will be able to identify strategies that encourage students to become independent.</b></li> </ul>
<p><b>Analyzing Data to Inform Instruction</b></p>	<ul style="list-style-type: none"> <li>● <b>How to Use Data to Inform Instruction – This process is directly connected to how EMS monitors the schoolwide SIP Goal.</b></li> <li>● <b>Using MAP Strands to Inform Instruction</b></li> <li>● <b>Using Comparative Analysis Data during Professional Learning Cohorts (PLCs) – This will encourage teachers to reflect on their personal data and support improving instruction through the collaborative planning process.</b></li> </ul> <p><b>We will analyze Evidence of Learning (EOL) and Measures of Academic Progress (MAP) data to determine if we are meeting our goals.</b></p>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Professional Learning on Culturally Responsive and Equitable Teaching Practices</b></li> <li>● <b>Support staff in developing a deeper understanding of how institutional racism affects the way people perceive the world and the people in it.</b></li> </ul>
<p><b>School Climate and Culture</b></p>	<ul style="list-style-type: none"> <li>● <b>De-Escalation Strategies (Pre-Service)</b></li> <li>● <b>Staff Breakfasts (Monthly)</b></li> <li>● <b>Staff Recognition (Monthly and Other specific times during the year)</b></li> <li>● <b>Mindfulness Ideas and Committee Established</b></li> <li>● <b>Minor Incident Report (MIR)</b></li> </ul>