

Sudbrook Magnet Middle School
Community School Progress Summary 2021-2022
Principal Gordon Webb

BCPS Vision: Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community.

School Mission:
 Sudbrook Magnet Middle School will create an academic environment where all stakeholders promote and embrace diversity and high expectations, while developing 21st century skills that encourage the use of critical thinking, collaboration, communication, and creativity in academic excellence to meet the challenges of the 21st century's global society.

Mathematics

Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.

Action Step(s):

- Teaching and learning will be rigorous and reflect high expectations for all students by aligning instruction, assignments, and assessments to the rigor of grade or course level standards
- Teachers will demonstrate an affirming attitude towards students and provide Instruction that will be culturally responsive to student strengths and needs that are aligned to the rigor of state standards.
- Teachers will demonstrate long range unit planning and daily lesson planning by providing instruction, assignments, and assessments that reflect the BCPS curriculum and recommended pacing guidelines.
- Teachers will use formative and summative data to plan for targeted, responsive instruction which accelerates, enriches (re-teach), or extends learning as needed.
- Teacher will create daily/weekly MCAP style questions for daily/weekly lesson implementation.

Literacy

Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.

Action Step(s):

- Teachers will use school-wide annotation and reading comprehension plan to develop independent critical readers and thinkers.
- Teachers will select more current, culturally relevant and responsive texts across contents.
- Teachers will implement specific SIOP and AVID strategies to differentiate and scaffold to the rigor of the standard and promote high expectations for all learners.
- Teachers will demonstrate long range unit planning and daily lesson planning by providing instruction, assignments, and assessments that reflect the BCPS curriculum and rigor of grade or course level standards.

- Teachers will use formative and summative data to plan for targeted, responsive instruction which accelerates, enriches (re-teach), or extends learning as needed.

Safe and Secure Environment

Action Step(s):

- Provide teachers with the professional development needed for them to implement culturally proficient and responsive instruction in order to build positive relationships with staff and students.
- Provide incentives to promote positive behavior and a sense of belonging among staff and students.
- Engage students and families in attendance related activities to ensure they are knowledgeable of the importance and effectiveness of consistent daily attendance.

Culture

How will the leadership team create the conditions that support this instruction?

Action Step(s):

- Host monthly, culturally relevant/responsive PD's that embed relationship building for our work with students, families, and staff.
- Sponsor weekly, monthly, and quarterly school wide incentives for staff and students.
- Review attendance data and the effectiveness of school-wide attendance strategies on a biweekly basis.