

Sudbrook Magnet Middle School
School Progress Summary 2023-2024
Gordon Webb, Principal

<p>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.</p>	<p>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.</p>
ACTION STEPS	
Mathematics	Culture
<p>Action Step(s):</p> <ul style="list-style-type: none"> • Cognitive engagement in lessons and inquire when clarity and/or further explanation is necessary. • Connect new learning to enduring learning and essential questions. • Engage in content discourse using academic language. • Engage in the cognitive work of rich tasks aligned to standards and complete with accuracy/expectations. • Providing verbal and written justification utilizing key vocabulary. 	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Math teachers will utilize Illustrative Mathematics curriculum planning resources during weekly PLC meetings to complete long and short-term planning. • Math teachers will analyze student data to drive instruction and adjust long and short-range planning to address student deficiencies and meet assessment deadlines. • Participate in professional learning to: <ul style="list-style-type: none"> ○ deepen understanding of the coherence framework and rigor of the standards. ○ assist students in monitoring and reflecting on the problem-solving process. <p>RMS Attribute: Cultivating high expectations and advancing learning for every member of the school community.</p>
<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
Literacy	Culture
<p>Action Step(s):</p> <ul style="list-style-type: none"> • Students will be able to read text of sufficient complexity for their grade level and their content and write for a variety of purposes and audiences. 	<p>Action Step(s):</p> <ul style="list-style-type: none"> • Teachers will participate in Disciplinary Literacy (READ) professional learning, using content-specific practices, in order to

<ul style="list-style-type: none"> • Students use the READ strategy throughout all content areas (at least one component in each lesson). • Students support their written and/or spoken responses through textual evidence. • Students utilize key vocabulary in their written and/or spoken responses. 	<p>implement schoolwide literacy initiative.</p> <ul style="list-style-type: none"> • Teachers will incorporate appropriate Disciplinary Literacy practices into their lessons. • Teachers will incorporate key content vocabulary into their unit lesson plans in order to allow students to utilize that vocabulary into their written and/or spoken responses <p>RMS Attribute: Cultivating high expectations and advancing learning for every member of the school community.</p>
<p>Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.</p>	
<p>Safe and Secure Environment</p>	<p>Culture</p>
<p>Action Step(s):</p> <ul style="list-style-type: none"> • Students will know and exhibit the school code of conduct (Sudbrook’s SR2): <ul style="list-style-type: none"> ○ Safe- Safe- I am a safe keeper with my feelings, words, and body. ○ Responsible- I am responsible for my learning, my actions, my materials, and the school’s property. ○ Respectful- I am respectful to myself, my peers, and the adults in the building. • Participate in Advisory (Second Step Curriculum) to learn SEL skills and build relationships with peers and adults. • Share interests, needs, and feedback through focus groups, advisories, and survey completion. • Access resources and instruction irrespective of their background/ability. 	<p>Action Step(s):</p> <p>Participate in monthly PLCs to examine and interrogate biases and how they show up in planning, implementation, assessing learning, and creating a safe and culturally responsive classroom environment especially for our Black/Brown, ELL, Socially Disadvantaged, and students receiving special education services.</p>
<p>RMS Attribute: Providing socially just learning opportunities and environments for every student.</p>	<p>RMS Characteristic: The school environment is welcoming, inclusive, and affirming for all.</p>

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