

THE MOUNT WASHINGTON SCHOOL #221
FEBRUARY 6, 2024
STATE OF THE SCHOOL ADDRESS

Lisa Brown, Principal

Michael Johnson, Assistant Principal

THE MOUNT WASHINGTON SCHOOL

Mission

The Mount Washington School transforms students into creative, reflective, and analytical problem-solvers who are compassionate and prepared to compete and persevere in an evolving world.

Vision

The vision of The Mount Washington School is to celebrate unique talents and inspire lifelong learning.

MY EDUCATIONAL PHILOSOPHY

Students deserve to be a part of a school community that will **MOTIVATE, NURTURE, ENCOURAGE**, and **INSPIRE** them to achieve academic success.

2023-2024 MWS TEAM THEME

Follow the Blue Ribbon Road

- *“All of the students in all of our schools deserve all that a high-quality education makes possible- talents that are discovered, doors that open, and the lives that change.”*
- *Dr. Sonja Brookins Santelises*



DISTRICT COMMITMENTS



Responsiveness



Investment in Learning



Excellence

5 PROMISES

Be here

Be safe

Be honest

Be productive

Let go and move on

districts that succeed

breaking the
correlation
between
race,
poverty,
and
achievement

KARIN CHENOWETH

PLANNING FOR SY23-24

- Wholeness-More students feel connected and supported at their school
- Literacy-More students meet or exceed grade level expectations in ELA/Literacy
- Mathematics-More students meet or exceed grade level expectations
- Graduation-More students will graduate within four years prepared to succeed in higher education or a career

SPP GOALS



Literacy-SY22/23 47.5% of students were proficient on the ELA MCAP. The target this year is to increase the achievement proficiency level to 52.4%.



Math-In SY22-23 21% the MCAP proficiency level was 21%. The annual target for SY23-24 is 30.5%



Graduation Goal-K-5 DIBELS literacy assessment 74% students were at or above proficiency. The annual target for SY23-24 is to increase this to 84%.

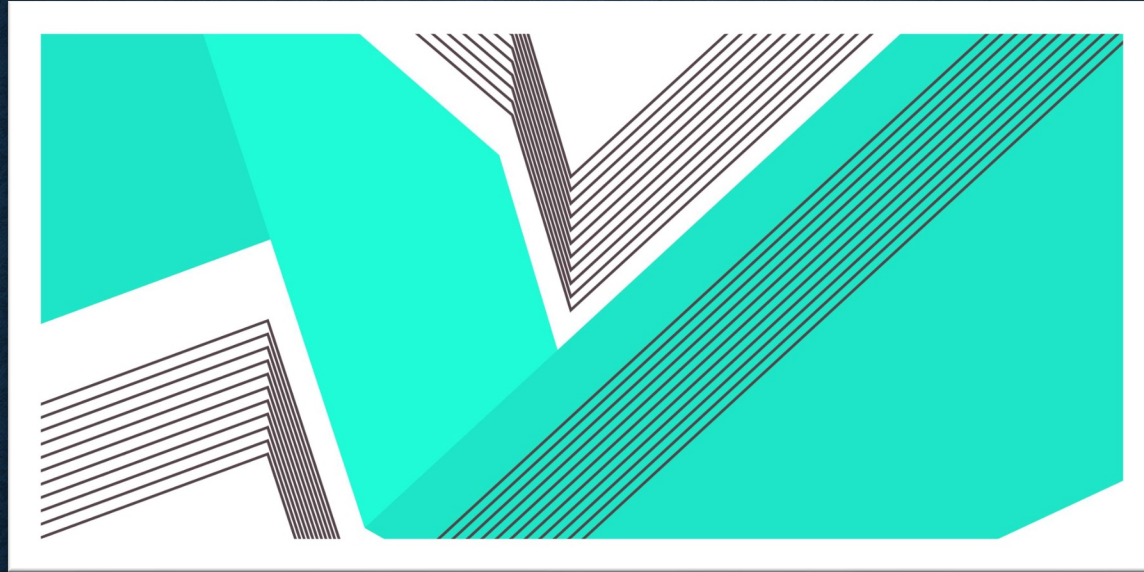


Wholeness-SY22-23 chronic absentee rate was 25.4%. The annual target for SY23-24 is to decrease this number to 23.2%.

STUDENT LEARNING PLAN: GOALS

The completion of these plans will support:

- Deeper **relationships** among teachers, students, and families
- **Student voice** and engagement in their learning
- **Family expertise** in student learning and partnership with teachers
- A **clear plan** for supporting student learning that everyone can get behind!



LITERACY DATA

STUDENTS WHO WERE ALMOST PROFICIENT BASED ON LAST SPRING'S MCAP DATA

Current Grade Level	Number of Students	Percent of Students	Domains that Students Need More Support In
4th (3LY)	5	9%	Key Ideas & Details: Informational Written Conventions
5th (4LY)	8	14%	Key Ideas & Details: Informational Written Conventions
6th (5LY)	9	14%	Key Ideas & Details: Informational Vocabulary: Reading Writing Conventions
7th (6LY)	11	17%	Craft and Structure Literature Text Types and Purpose Writing Narrative
8th (7LY)	13	18%	Key Ideas & Details: Literature All Writing Criterion

DIBELS DATA

Kindergarten

Below-Benchmark-Above %

MOY District	23-39-38%
BOY	13-31-56%
MOY	17-27-56%
	Slight decline for benchmark students from BOY to MOY

Grade 1

Below-Benchmark-Above %

MOY District	27-44-29%
BOY	11-39-50%
MOY	16-36-49%
	Slight decline for benchmark students from BOY to MOY

Grade 2

Below-Benchmark-Above %

MOY District	24-40-36%
BOY	9-46-45%
MOY	11-37-52%
Growth	Growth from benchmark to above benchmark students

Grade 3

Below-Benchmark-Above %

MOY District	22-40-38%
BOY	14-38-48%
MOY	13-28-59%
Growth	Growth from benchmark to above benchmark students

Grade 4

Below-Benchmark-Above %

MOY District	24-38-38%
BOY	32-53-15%
MOY	19-46-35%
Growth	Growth from benchmark to above benchmark students

Grade 5

Below-Benchmark-Above %

MOY District	24-41-35%
BOY	12-47-41%
MOY	17-32-51%
Growth	Growth from benchmark to above benchmark students

MODULE EOM: WIT AND WISDOM

Grade	Meeting and Exceeding Expectations Students	Partially Meeting Expectations & Developing Students	Strengths	Concerns
1 st	61%	39%	Development	Conventions
2 nd	49%	51%	Development	Style
3 rd	41%	59%	N/A	Structure/Conventions
4 th	46%	54%	Structure	Conventions
5 th	81%	19%	All Areas	Structure
6 th	0%	100%		All Areas
7 th	5%	95%		All Areas
8 th	23%	77%		All Areas

LITERACY COACH COLLABORATIVE PLANNING FOCUS

	Concepts
September	<ul style="list-style-type: none">• Curriculum Implementation
October	<ul style="list-style-type: none">• iReady Data Analysis and its impact on instruction
November	<ul style="list-style-type: none">• Long Range Planning with new curriculum module
December	<ul style="list-style-type: none">• EOM Data & Curriculum Pacing
January	<ul style="list-style-type: none">• MCAP Analysis• Student Work Analysis
February	<ul style="list-style-type: none">• Foundational Literacy Benchmark alignment to Foundations Curriculum• The impact of productive struggle on writing tasks• Connections between Wit and Wisdom curriculum and Maryland State Assessments

MATHEMATICS DATA

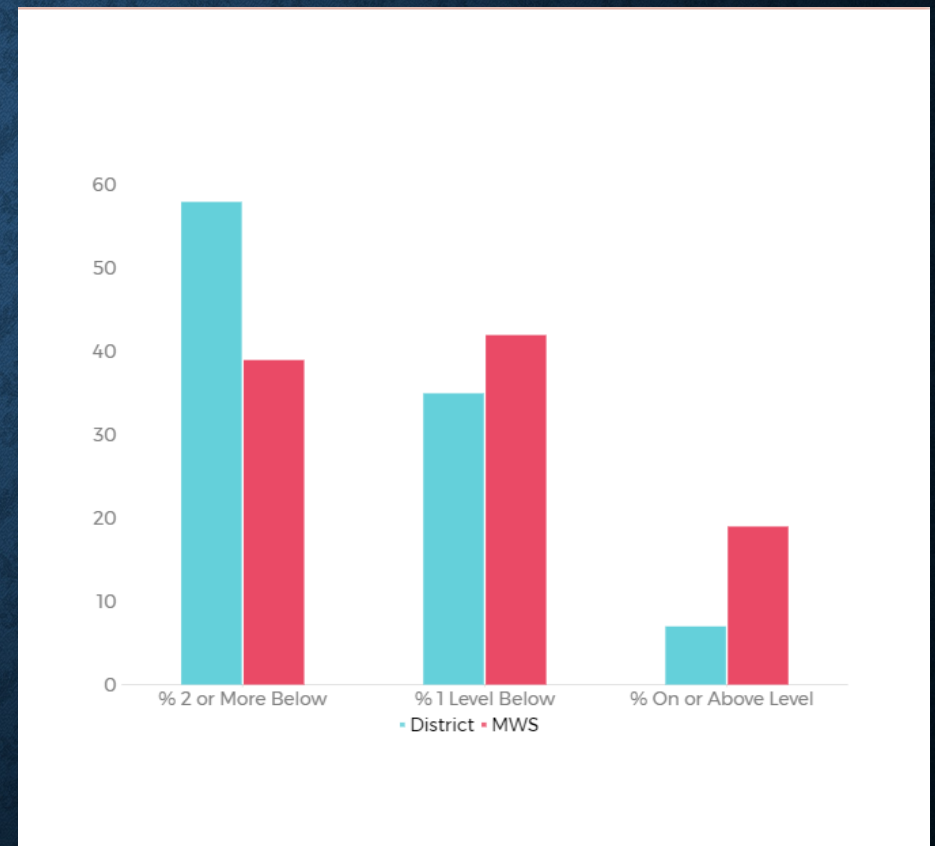


STUDENTS WHO WERE ALMOST PROFICIENT BASED ON LAST SPRING'S MCAP DATA

Current Grade Level	Number of Students	Percent of Students	Domains that Students Need More Support In
4 th (3LY)	10	19%	Number and Operations, Fractions, Measurement and Data, Geometry
5 th (4LY)	11	18%	Number and Operations in Base Ten, Fractions, Measurement and Data, Operations and Algebraic Thinking, Geometry
6 th (5LY)	13	20%	Number and Operations, Measurement and Data, Operations and Algebraic Thinking
7 th (6LY)	8	14%	Geometry, Statistics and Probability, Expressions and Equations, The Number System
8 th (7LY)	7	10%	The Number System, Reasoning, Ratios and Proportional Relationships, Statistics and Probability

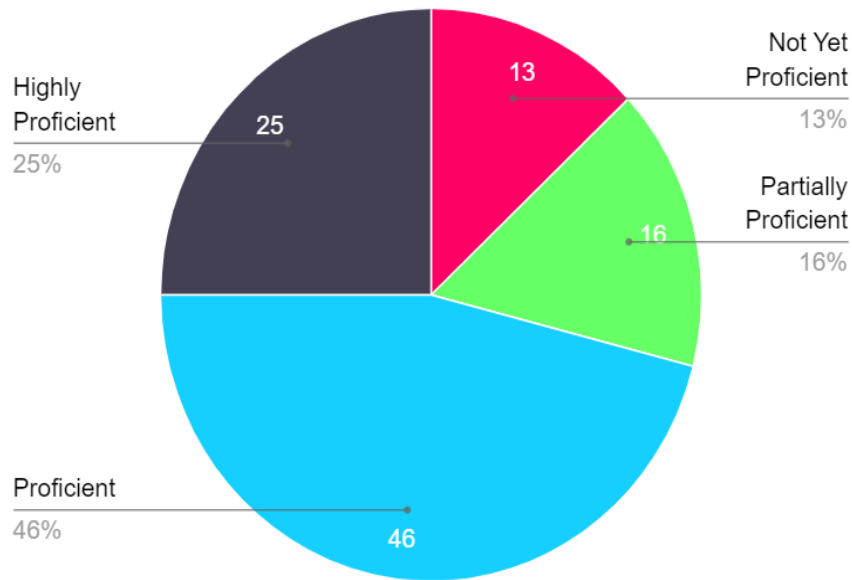
BEGINNING-OF-YEAR (BOY) I-READY MATHEMATICS DIAGNOSTIC ASSESSMENT 2023-2024

BCPSS Scores compared to The Mount Washington School	% of students who scored 2 or more levels below their grade level	% of students who scored 1 level below their grade level	% of students who scored on or above their grade level
District	58	35	7
MWS	39	42	19
Percentage Difference	19	17	12



MATH EUREKA END OF MODULE (EOMS) 2023-2024 QUARTER 1, GRADES K - 5

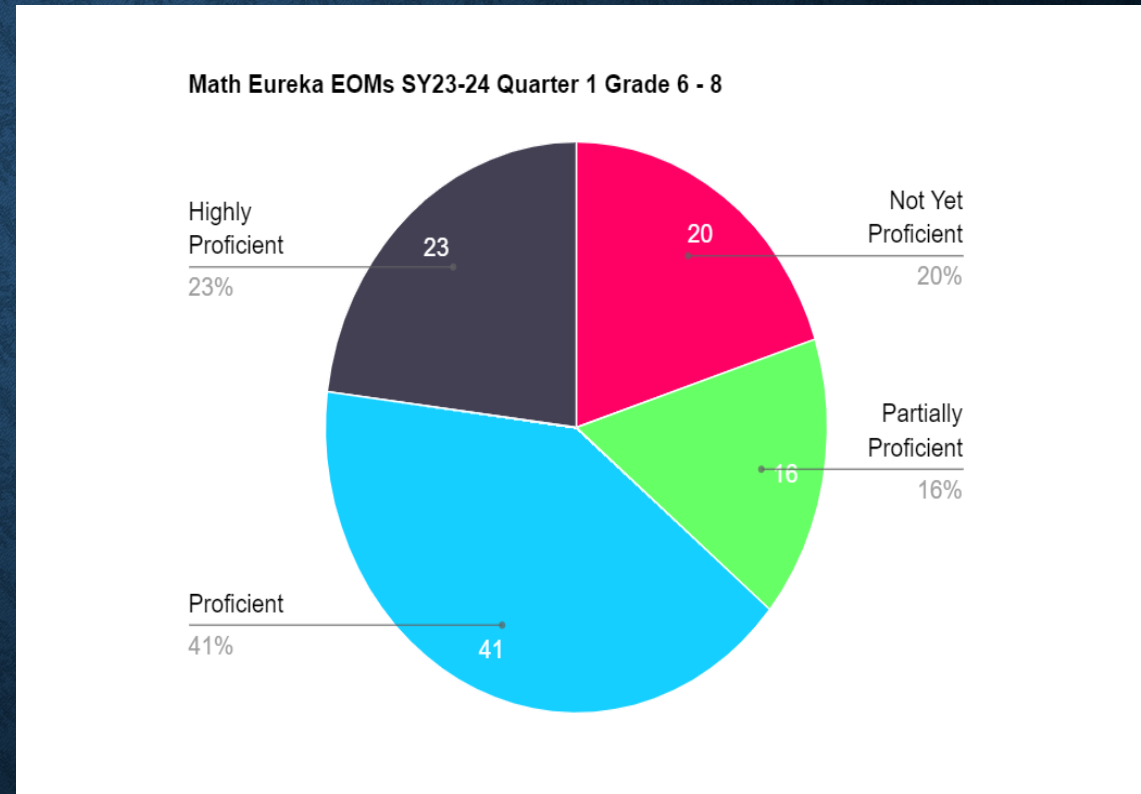
Math Eureka EOMS SY23-24 Quarter 1 Grade K - 5



Grade Band	% of Students Not Yet at the Proficient or Grade Level Standard	% of Students Who Are Partially Proficient	% of Students Who Are Already Proficient or On Grade Level	% of Students Who Are Highly Proficient or Above Grade Level Standards
K - 5	13	16	46	25

MATH EUREKA END OF MODULE (EOMS) 2023-2024 QUARTER 1, GRADES 6 - 8

Grade Band	% of Students Not Yet at the Proficient or Grade Level Standard	% of Students Who Are Partially Proficient	% of Students Who Are Already Proficient or On Grade Level	% of Students Who Are Highly Proficient or Above Grade Level Standards
6 - 8	20	16	41	23





STUDENT EXPECTATIONS

- Lockers
- Cell Phone Usage/Storage

High- Quality Stakeholder Experience

All schools provide exceptional service to all individuals. Everything we do—from the way people are greeted upon entry into our buildings to how we respond to their needs and concerns— demonstrates a high degree of professionalism and ensures that all people who are part of our school community feel acknowledged, seen, valued, and respected. A high-quality stakeholder experience includes transparent communication that is frequent, inclusive, helpful, and aligned to district policies. We recognize that our stakeholders are partners in the school, which is demonstrated by our commitment to implementing standard practices for communication, engagement, and problem-solving with decency and humanity.

Schoolwide and Classroom Norms & Routines

Schoolwide norms are common expectations for how all students, staff, and other members of the school community will engage and interact with one another to contribute to a positive school culture and climate. Schoolwide routines are the systems and procedures that are established to support smooth functioning of the school. A similar set of expectations should be adopted at the classroom level in every class. Schoolwide and classroom norms and routines must be communicated, practiced, modeled, celebrated, and revisited continuously so that they are understood and consistently implemented by all stakeholders, maintaining consistency from day 1 to day 180.

Nurturing Relationships & Well-Being

All members of a school community have a role to play in creating and maintaining a relationship-centered culture, which is evidenced by care, compassion, and genuine concern for the well-being of everyone. In nurturing relationships, there is a focus on getting to know and value each person and being responsive to their unique needs and interests. Building a relationship-centered culture requires an ongoing commitment to developing and sustaining positive connections, trust, and community over time. To ensure the well-being of all members of a school community, systems, structures, and protocols are designed and continuously implemented to support the academic, social, emotional, and mental health needs of staff and students.

Supportive Behavior Approaches

Adults have the primary responsibility for creating an environment that models and encourages mutual respect, empathy, and responsibility to community, while reinforcing the school's core values. Staff regard challenges and conflicts as opportunities to support student learning and growth and seek to understand and respond compassionately to the concerns that lie at the root of student behavior. Disciplinary consequences have a clear and logical connection to the behavioral issue being addressed, honor the dignity of all involved, and encourage opportunities for repairing relationships and addressing harm. School teams regularly review school discipline data to identify patterns, develop proactive strategies for support, and ensure equitable outcomes for all students.

CLIMATE WALK FEEDBACK

MWS-HIGHLIGHTS

- Parent Involvement
- Lower school-Operations & Logistics
- Kindergarten classrooms looked amazing!
- Evidence of PATHS to PAX in lower school building

MWS-SUGGESTIONS

- Create a common language utilizing the 5 promises
- Re-launch hall pass system
- Train and relaunch restorative practices

CITY SCHOOLS BULLYING AND HARASSMENT

*CITY SCHOOLS WEBSITE

[HTTPS://WWW.BALTIMORECITYSCHOOLS.ORG/PAGE/ADDRESSING-BULLYING-HARASSMENT-AND-SEX-BASED-DISCRIMINATION](https://www.baltimorecityschools.org/page/addressing-bullying-harassment-and-sex-based-discrimination)

- **Bullying** All students have the right to a safe, supportive school environment. Bullying, harassment, or intimidation will not be tolerated.
- **Reporting an incident** Bullying can be reported by students, parents, staff members, or anyone who witnesses or is concerned about an alleged incident.
- **All reports will be investigated.** The school principal (or designee) *must* investigate within two school days, and parents should expect to hear about resolution within two further school days. The principal also reports the investigation and action taken to the district office.
- If the investigation concludes that bullying took place, the bully will be disciplined in accordance with the Code of Conduct. If you are not satisfied with the investigation or resolution, contact the CEO Ombudsman at 443-984-2020.

CYBERBULLYING AND ONLINE SAFETY

*CITY SCHOOLS WEBSITE

[HTTPS://WWW.BALTIMORECITYSCHOOLS.ORG/PAGE/ADDRESSING-BULLYING-HARASSMENT-AND-SEX-BASED-DISCRIMINATION](https://www.baltimorecityschools.org/page/addressing-bullying-harassment-and-sex-based-discrimination)

- Whether bullying takes place in person or online, it will not be tolerated at City Schools. Families should be aware of students' social media use and report any bullying or threatening communication using the online or print forms.

Resources

City Schools is working to make sure that all schools are positive places where students can feel safe and know they are respected and valued. If any member of a school community is concerned about bullying, he or she should speak with a teacher, counselor, principal, school police officer, or other member of the staff. There are also many websites that provide information about bullying and how to prevent or respond to it. Here are four comprehensive examples.

- [StopBullying.gov](http://stopbullying.gov)
A website maintained by the federal government that provides information from the U.S. Department of Education, Department of Health and Human Services, and other agencies
- [Bullying Prevention](#)
Resources from the Maryland State Department of Education
- [National Bullying Prevention Center](#)
Resources from the nonprofit PACER organization
- [Family Online Safety Institute](#)
Resources about both cyberbullying and keeping children safe on the Internet

RESTORATIVE PRACTICES

- School Based Professional Development
- School-Based Coaching and Implementation Support
- Pre/Post Implementation Assessment
- Semi and Annual Service Reports
- Progress Check Calls

SCHOOL WHOLENESS

- Wellness Team (Second Step Curriculum)
- Diamonds on the Rise
- Paths to Pax
- Parent Square
- Sheppard Pratt



Clinician Name:

Eryka Hines, LMSW (she/her)

My Role:

Through Baltimore Expanded Schools Behavioral Health Programs partnership with Sheppard Pratt, I will provide mental health services to elementary, middle and high school students in Baltimore City Public Schools. I will be working directly in the school alongside the staff which eliminates common barriers to therapy such as transportation and consistency.

Contact Information:

Email:
Eryka.Hines@sheppardpratt.org
Work Cell:
240-687-4910

Program Director/ Clinical Supervisor:
Shawmickia Simmons, LCSW-C
Shawmickia.Simmons@sheppardpratt.org

The Mount Washington School

Mondays: 8:00am - 4:00pm

The Historic Samuel Coleridge-Taylor Elementary School

Wednesdays: 8:00am - 4:00pm

Fridays: 8:00am - 4:00pm

Forest Park High School

Tuesdays: 7:30am - 3:30pm

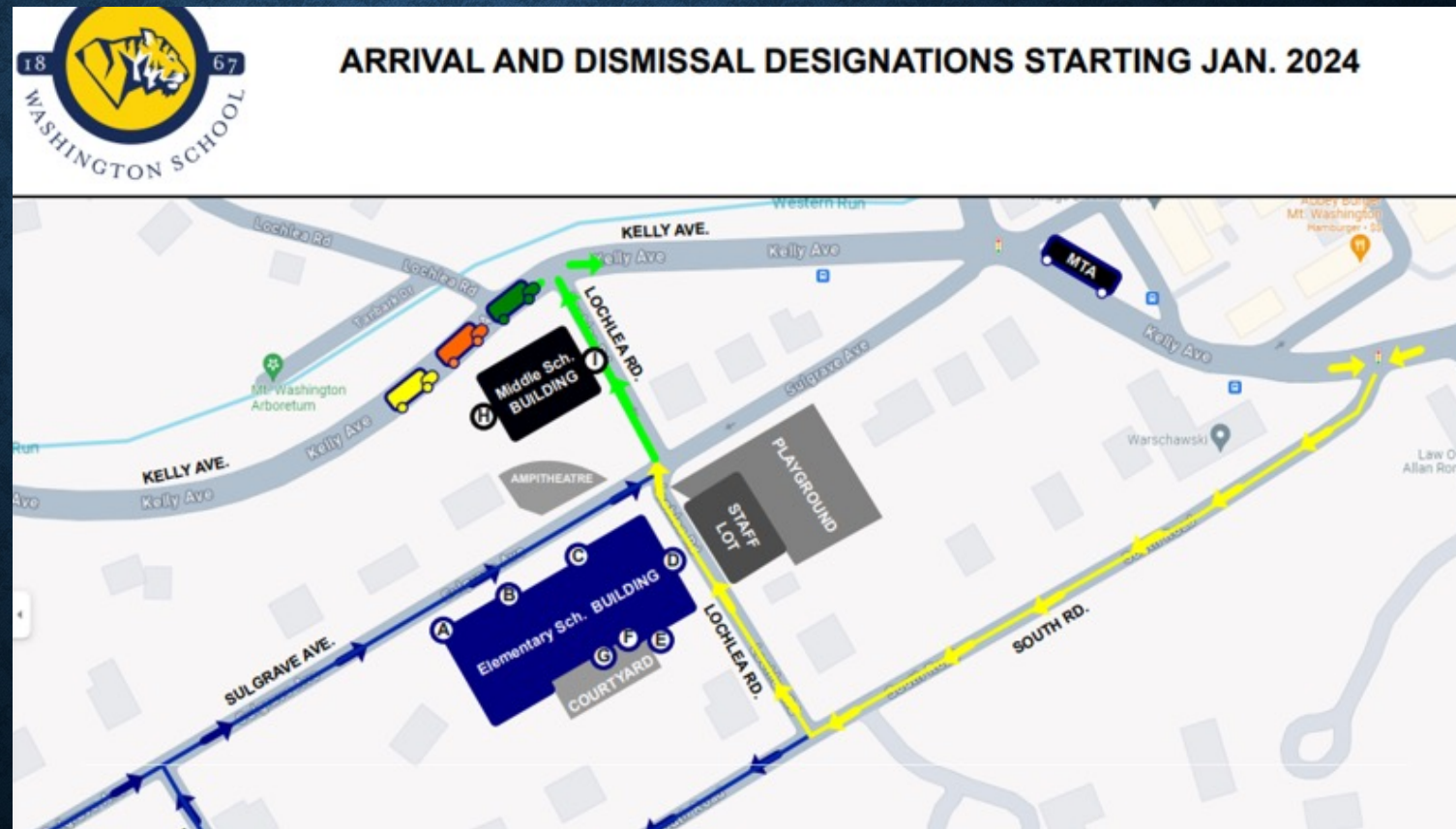
Thursdays: 7:30am - 3:30pm

School Based Mental Health Services:

- Diagnostic evaluations/treatment planning
- Skill development and student support groups
- Referral supports to psychiatric care and/or medication management as needed
- Crisis intervention and stabilization
- Child, family, and/or group therapy
- Classroom observations and teacher consultations
- Parent workshops and staff professional development opportunities on behavioral issues

ENTRY/DISMISSAL

- Traffic Updates
- Car pool



MWS COMMUNICATION TOOLS

- Parent Square
- Who to Call Handout

SCHOOL COMMUNITY UPDATES

- Community Budget Forums
- Needs Assessment
- Family Survey
- Playground Updates

SCHOOL FAMILY AND COMMUNITY COUNCIL

- **The Mount Washington School Family and Community Council (SFCC)** meets each month during the school year to discuss and develop plans to improve student achievement, ensure quality programs, enrich family and community engagement, and help our school achieve its greatest potential.
- The SFCC consists of the MWS Principal, Assistant Principal, Teachers, Family Representatives for each grade, Community Representatives, and others.
- Contact SFCC co-chair [Toja Okoh](#) to get involved, or check the [Upcoming Events](#) Calendar to attend a meeting.
- We have the Family and Community Engagement Committee, Facilities Committee and Culture and Achievement Committee

Q/A

Lisa Brown, Principal, LDBrown02@bcps.k12.md.us

Michael Johnson, Assistant Principal, MHJohnson@bcps.k12.md.us