

## EXECUTIVE SUMMARY

### SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2020-2021

**Campus Name:** Marshall Middle Academy of Fine Art      **Campus #:** 061      **Principal:** Dr. Queinnise Miller

#### **Area Office: North Area Office**

##### **Executive Summary:**

**Vision:** “We will be the school of choice for scholars and families that are committed to achieving excellence in the arts and academics.” #dreambig

**Mission:** “We at Marshall Middle Academy of Fine Arts are committed to developing 21st century problem solvers & cultivating well-rounded scholars through personalized, authentic learning opportunities with the support of families and community partnerships. #wearemarshall

**Core Values:** (DREAM BIG) Disciplined, Reflective, Exceptional, Authentic, Mindful, Bold, Innovative, Growth-Mindset/Grateful/Generous. #iammarshall

##### **20-21 Mindset and SEL Commitment:**

Mantras of the 2020 Marshall Mindset.

I will dream big, innovate, inspire, and be a positive voice; I’m All In!

I will live outside the box because I know that’s where the magic happens. I will embrace the grey, and expect great.

Five Mantras of a Trauma-Informed School

Allow the student to de-escalate and regulate before solving the issue at hand. It’s never about the issue at hand. It goes much deeper than that. It’s a brain issue, not a behavioral issue. Discipline is to teach, not to punish.

##### **Marshall Demographics**

Marshall offers a diverse fine arts magnet program for our students gifted in visual arts, band, choir, orchestra, dance, guitar, piano and theatre arts. Currently, our Magnet population constitutes 25% of our student body, our gifted and talented population 6.8%, our special education population 11%, and our ELL population 31% of our enrollment. Marshall offers high school credit courses such as Algebra I and Spanish. The average daily attendance rate is 93.7%. The student ethnicities represented include Hispanic (85%) and African American (15%). We also have 82.4% at-risk, 31.1% Limited English Proficient (LEP) and greater 94% economically disadvantaged of enrollment. The dropout rate for Marshall is 0%. There are 54 teachers at Marshall, 67% female and 33% male. Of this group of dedicated and hardworking personnel, 37% are African American, 6% are Asian, 35% are Hispanic, 20% are White all averaging about 9 years of teaching experience.

##### **Priority One: 6th, 7th, & 8th Reading Proficiency and Performance**

Student achievement in both 6th, 7th, and 8th STAAR Reading has had a slower and lower growth than other contents. Based on Ren360 data, reading has the highest number of Tier 3 and Tier 2 scholars. Considering the root cause of the underachievement, areas of focus have been prioritized.

##### **Priority Two: English Language Learners**

Closer examination of Marshall student performance data points to a dire need to improve learning for ELLs in all contents and all grades. Currently, Marshall’s ELL population is 31%. Student achievement of ELLs is at 40% of ELL students reaching Approaches Grade Level Standard. Implementation of ESL instructional strategies has not been effective. This year Marshall teachers will receive appropriate training and implement new instructional strategies for addressing the needs of ELLs. Teachers will also be responsible for having weekly writing samples to support TELPAS writing, increase talk time, and independent reading.

##### **Priority Three: 6th, 7th, 8th Meets and Masters Performance**

While growth in the approaches area improved and increased, for the 2019-2020 school year, teachers will engage in professional development that encourages and supports aligning classroom activities and formative assessments with the appropriate level of rigor. Formative assessment data will be reviewed bi-weekly to measure and track meets and master’s data.

##### **Priority Four: Technology Integration**

Our goal is to become a 1 to 1 campus leveraging technology to provide personalized learning experiences in the 21<sup>st</sup> century as we move closer to actualizing our mission. MMAFA will partner and collaborate with internal and external stakeholders to drive our technological strides. Teacher and leader professional development will be ongoing to help build capacity and confidence with instructional technology.