School Action Plan

CORE VALUES

1. **All students can learn and reach their potential.**
2. **Effective teachers make the most difference in student academic performance.**
3. **For every child to succeed, we must hold students and ourselves to high expectations.**
4. **We value parent engagement and community support.**
5. **We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.**

MISSION STATEMENT

"We will be the school of choice for scholars and families that are committed to excellence in the arts and academics."

VISION STATEMENT

"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 in a safe environment with the support of families and community partnerships.

Key Action One	**Key Action** (Briefly state the specific goal or objective) ● Ensure teachers provide the highest quality instruction daily
	Indicators of Success (Measurable results that describe success) ● 65% of core teachers will rate an average of proficient on a minimum of 4 spot observations by December 2023, this percentage will increase to 75% by February 2024. ● Student performance CFUs of exit tickets/DOL will be STAAR 2.0 aligned higher order thinking (HOT) strategies with 80% of students averaging 70% or higher weekly by December 2023, increasing to 85% of students averaging 75% or higher by February 2024.

	Specific Actions – School Leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Create a teacher development plan
	   ○ Identify strengths and weaknesses of staff
	   ○ Prioritize and group teachers by tiered strengths/weaknesses for coaching and development
	   ○ Identify needs based training opportunities
	   ○ Using a specific coaching framework

- Create a observation and feedback calendar
- Track and monitor teacher's progress by conducting walkthroughs/observation
- Upon successful completion reestablish new action steps/goals
- Create and support a framework for student expectations

Specific Actions – Staff (What specific action steps will the staff take to accomplish the objective?)
- Establish individual/department goals
- Establish a plan of action with my appraiser
- Incorporate technology and online resources
- Participate in coaching/feedback
- Implement pedagogy and best practices
- Backwards planning based on historical and current data or learning expectations
- At bats during PLCs/planning

Key Action Two	**Key Action** • Progress monitoring will be leveraged to support student academic growth using Multi-tiered systems of support (MTSS)
	Indicators of success (Measurable results that describe success) • We will reduce 15% of our RLA and Math students from tier 3 to tier 2 by June 2024. • We will reduce 15% of our RLA and Math students from tier 2 to tier 1 by June 2024. • This will be measured through a district tiered report that tracks and compares students BOY, MOY and EOY data. • 100% of core staff will be trained on and implement progress monitoring by October 2023
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?) • Leaders will support through bi-weekly meetings with teachers • 8 week PLC meeting to review T2/T3 students • Align SEL strategies in the school and classroom management plans • Professional learning of MTSS
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?) • Follow the MTSS school pacing calendar • Uploading documents in Power school/HISD connect • Create events in Power school/HISD connect for the 8 week PLC meeting

	● Collect evidence for students of concern ● Follow the IAT referral process for students

Key Action Three	**Key Action** (Briefly state the specific goal or objective) ● For all teachers to utilize multiple response strategies to promote an engaging learning environment
	Indicators of Success (Measurable results that describe success) ● Out of 24 spot observations of classrooms in October by the building leadership team, 80% of teachers will average proficient or higher on the use of multiple response strategies. This percentage increases to 90% by February 2024. ● Decrease off-task /negative behavior occurrences with all student learners engaged in the lesson which will be verified by tracking PEIMS data every 3 weeks with progress report and or report card data resulting in a 5% decrease from 2022-2023 data by June 2024.
	Specific Actions – School Leaders (What specific action steps will the building leaders take to accomplish the objective?) ● Training on the protocols and expectations of Spot Observations ● Perform spot observations weekly (based on tier) ● Make immediate suggestions for adjustment when needed ● Establish a support feedback cycle
	Specific Actions – Staff (What specific action steps will the staff take to accomplish the objective?) ● Teachers implement behavior management plan that fosters a positive environment and encourages all students to participate and reach academic goals ● Teachers will embed 2-3 MRS strategies in all lesson plans ● Teacher will utilize check for understanding strategies on average every 4 minutes ● Teachers will have 100% student engagement and participation

Key Action Four	**Key Action** (Briefly state the specific goal or objective) ● Ensure all stakeholders consistently engage with data analysis to evaluate student performance to reach campus academic goals.
	Indicators of Success (Measurable results that describe success)

● Student performance CFUs of exit tickets/DOL will be STAAR 2.0 aligned higher order thinking (HOT) strategies with 80% of students averaging 70% or higher weekly by December 2023, increasing to 85% of students averaging 75% or higher by February 2024. ● Students will increase their proficiency on campus or district summative accumulated assessment standards by a minimum of 5% from November 2023 to March 2024.

Specific Actions – School Leaders (What specific action steps will the building leaders take to accomplish the objective?)
● Provide training on how to access and utilize assessment data
● Review informal and formal assessment data to inform classroom instruction
    ○ Train teachers to modify and reteach lessons based on identification of low performing standards
    ○ Train teachers on how to create small groups based on levels of proficiency
● Train teachers on how to have informed data conversation

Specific Actions – Staff (What specific action steps will the staff take to accomplish the objective?) ● Complete data analysis document after each formal assessment ● Review classroom data weekly to inform tier II instruction (small group) ● Align instructional practices based on previous data and curriculum guides