

Fleming Middle School

State of the School Data

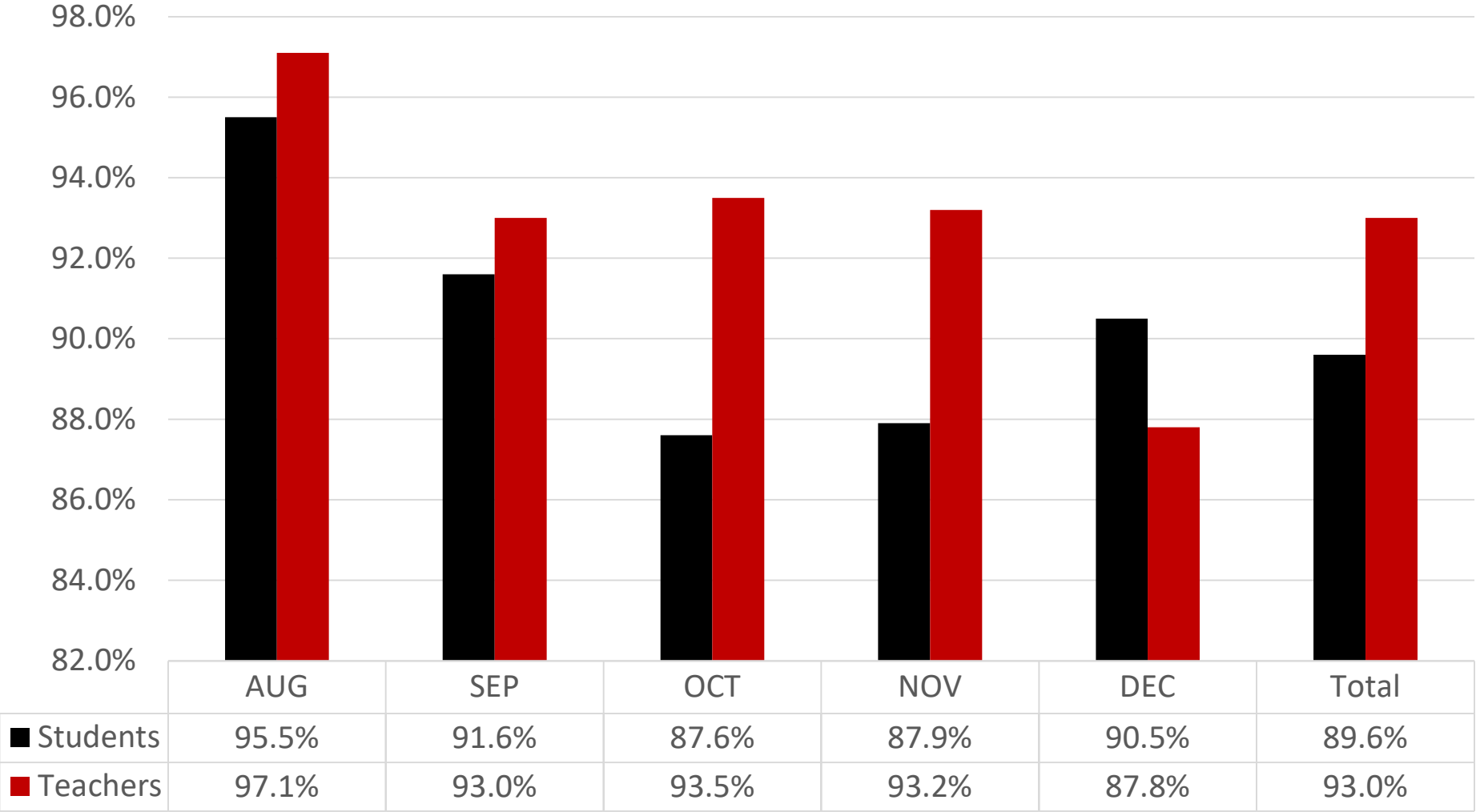


Mid-Year Update
Spring 2024

Prepared by: Devin Adams, Principal

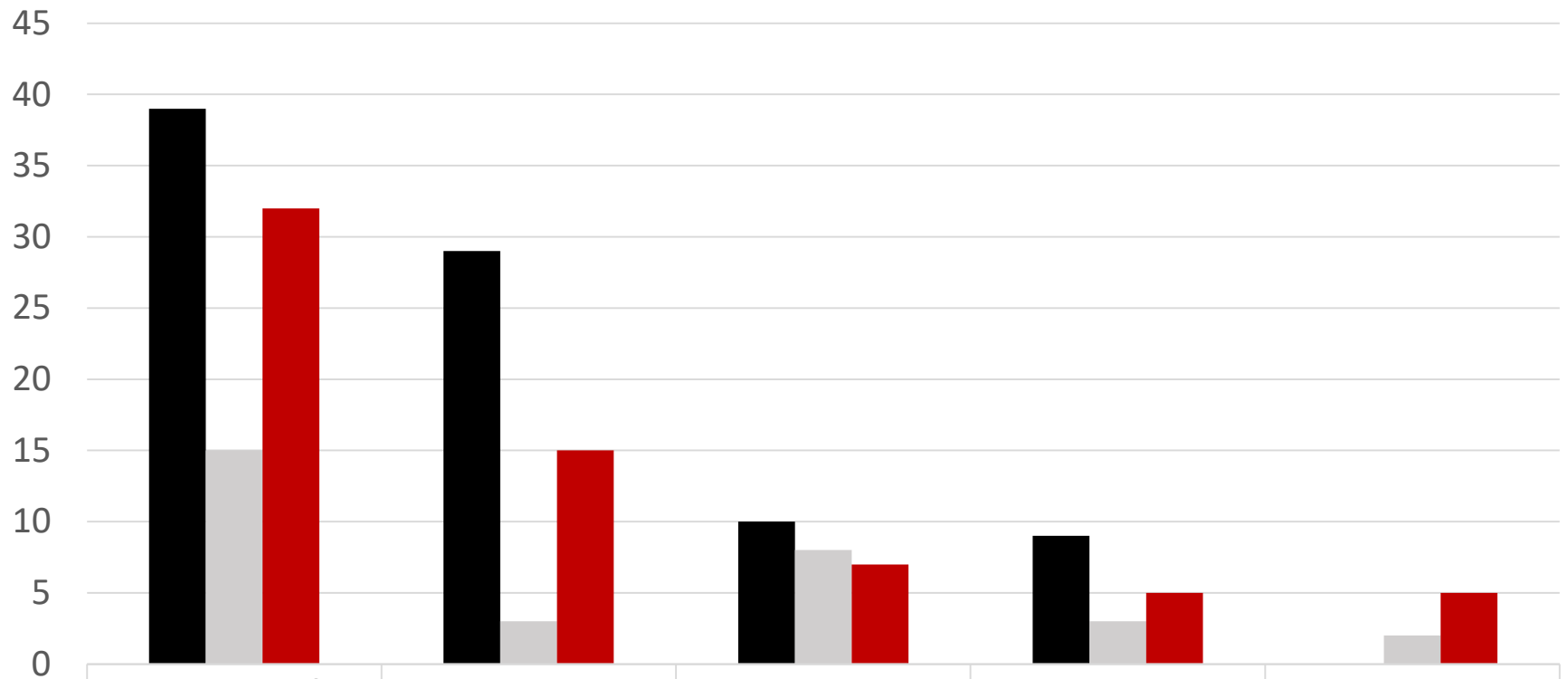
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Fleming MS Attendance Fall 2023



■ Students ■ Teachers

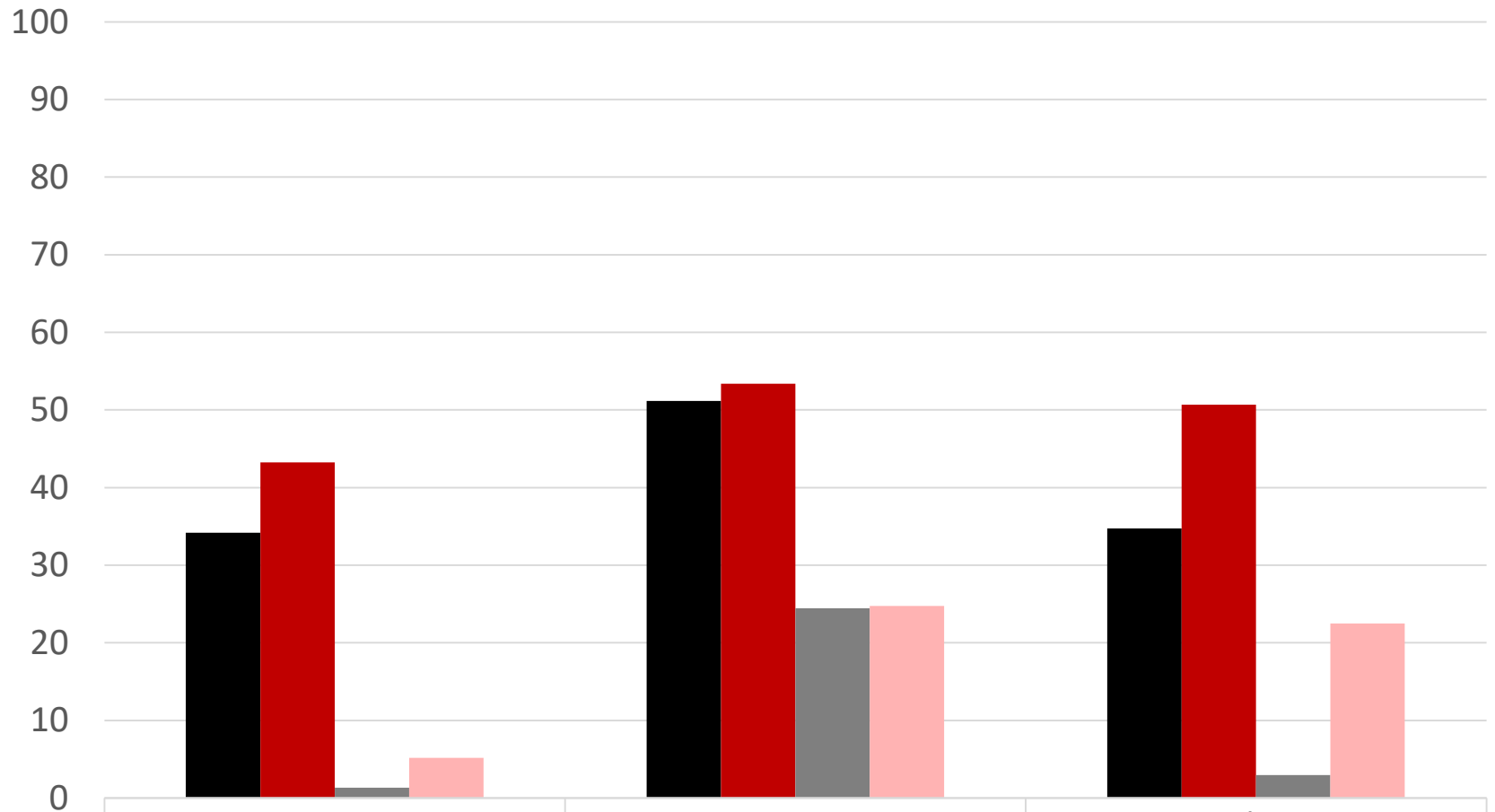
Fleming MS Discipline Fall 2023



	Number of Students	Fighting	Insubordinate	Safety Violation	Chronic Skipping
6th Grade	39	29	10	9	0
7th Grade	15	3	8	3	2
8th Grade	32	15	7	5	5

6th Grade 7th Grade 8th Grade

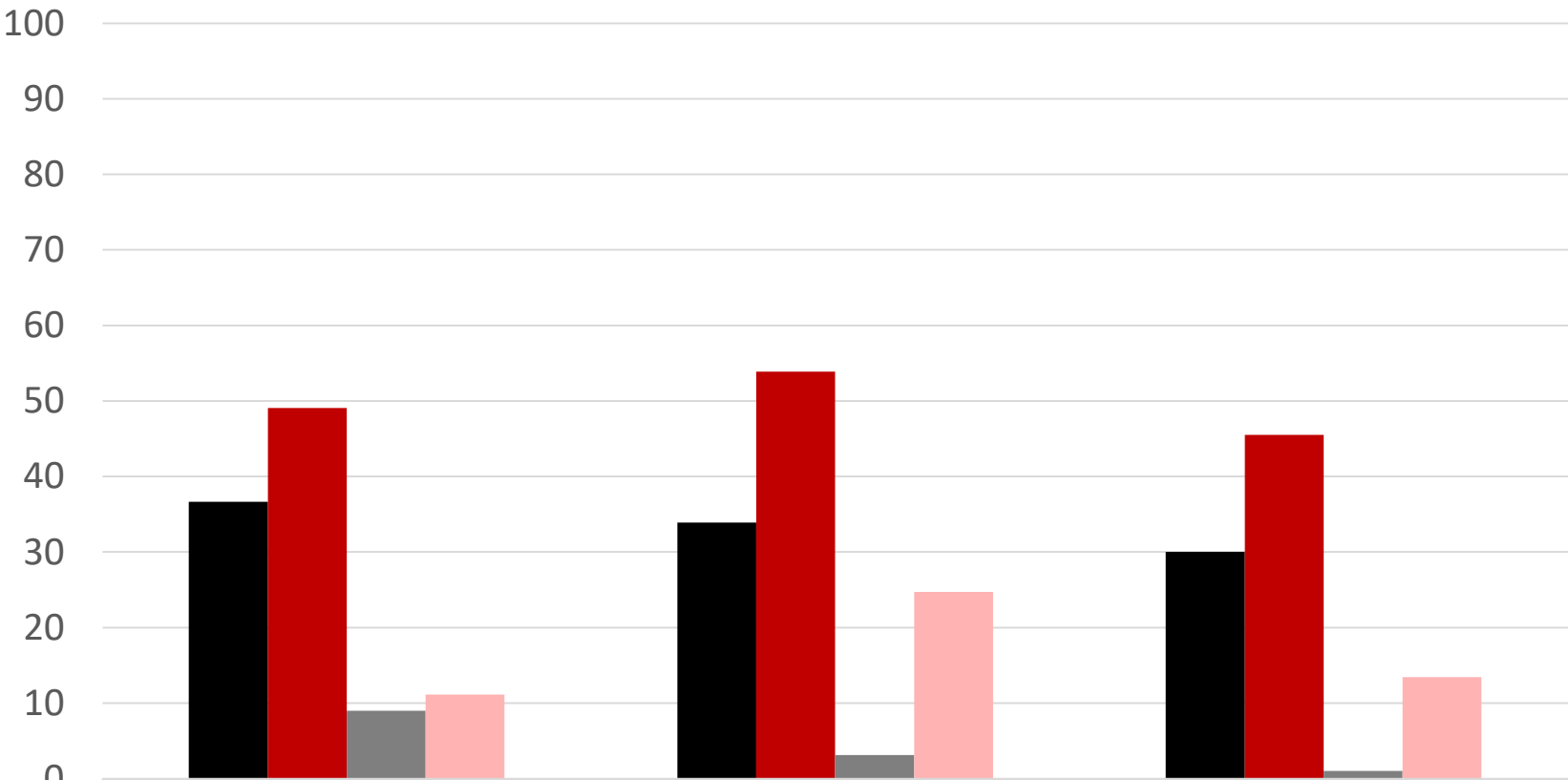
6th Grade Social Studies District Summative Assessment



	Fleming	Central	NES/NESA
■ Avg Score BOY	34	51	35
■ Avg Score MOY	43	53	51
■ % Pass BOY	1	24	3
■ % Pass MOY	5	25	22

Avg Score BOY
 Avg Score MOY
 % Pass BOY
 % Pass MOY

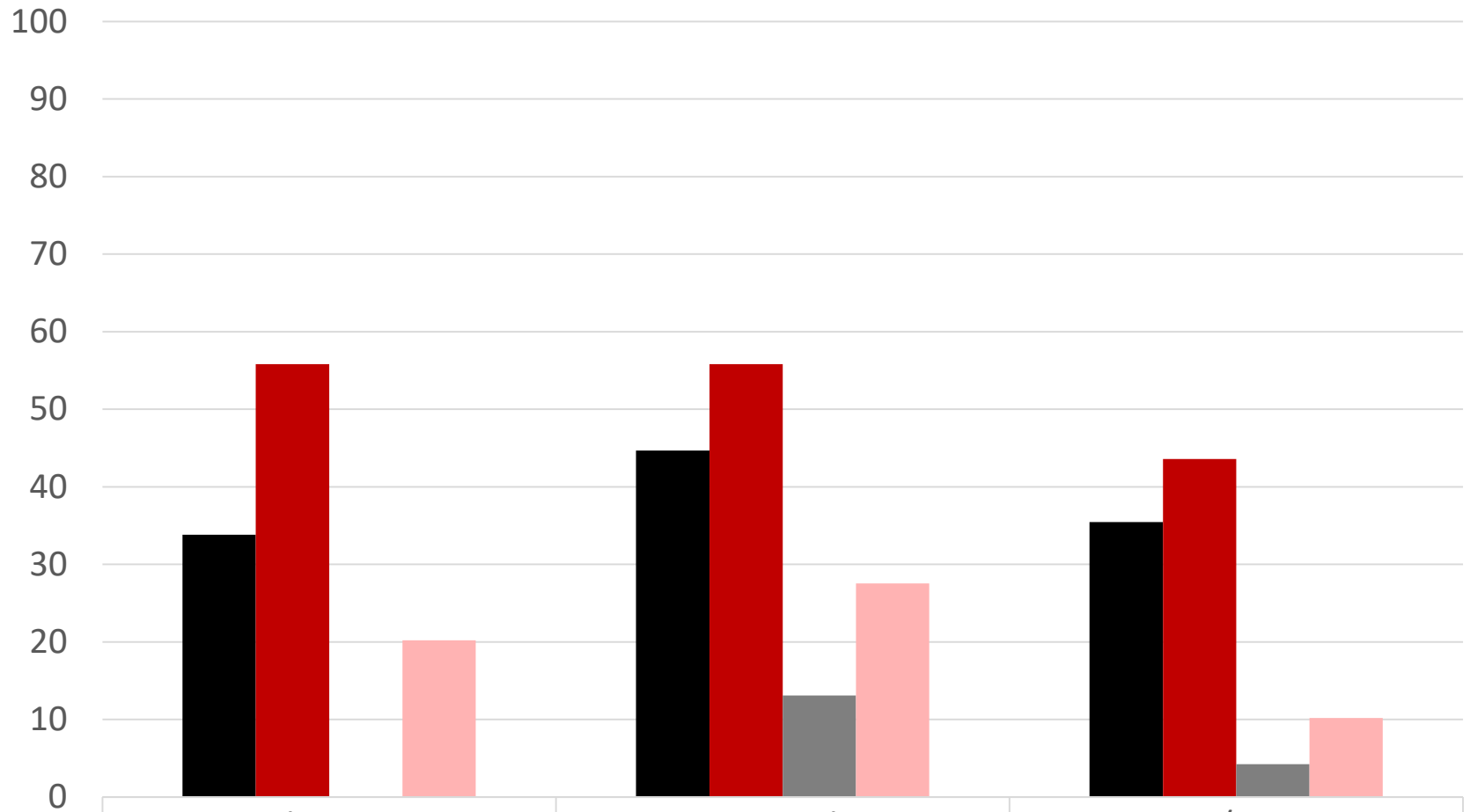
7th Grade Social Studies District Summative Assessment



<div></div> Avg Score BOY	37	34	30
<div></div> Avg Score MOY	49	54	46
<div></div> % Pass BOY	9	3	1
<div></div> % Pass MOY	11	25	13

Avg Score BOY
 Avg Score MOY
 % Pass BOY
 % Pass MOY

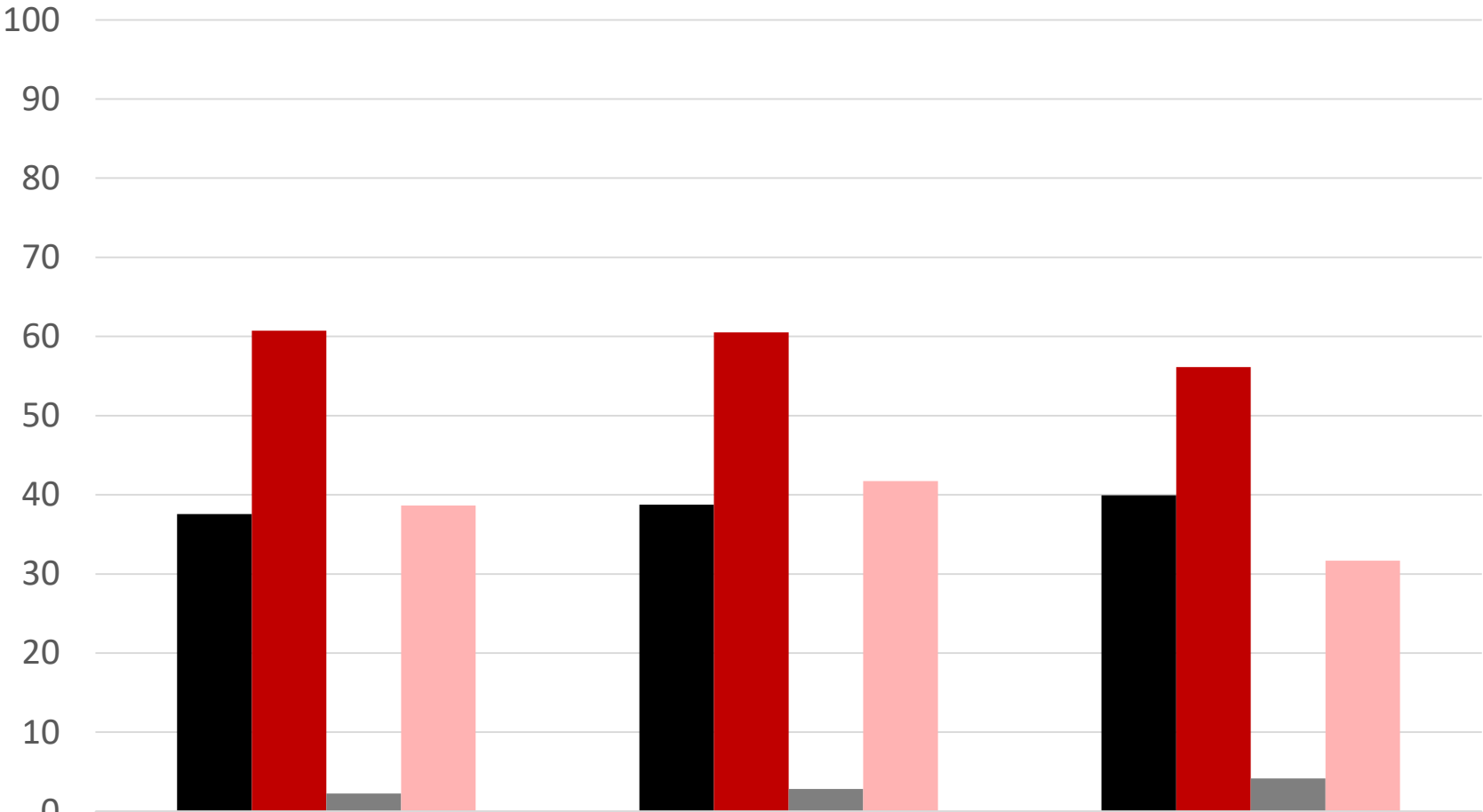
8th Grade Social Studies District Summative Assessment



■ Avg Score BOY	34	45	35
■ Avg Score MOY	56	56	44
■ % Pass BOY	0	13	4
■ % Pass MOY	20	28	10

■ Avg Score BOY ■ Avg Score MOY ■ % Pass BOY ■ % Pass MOY

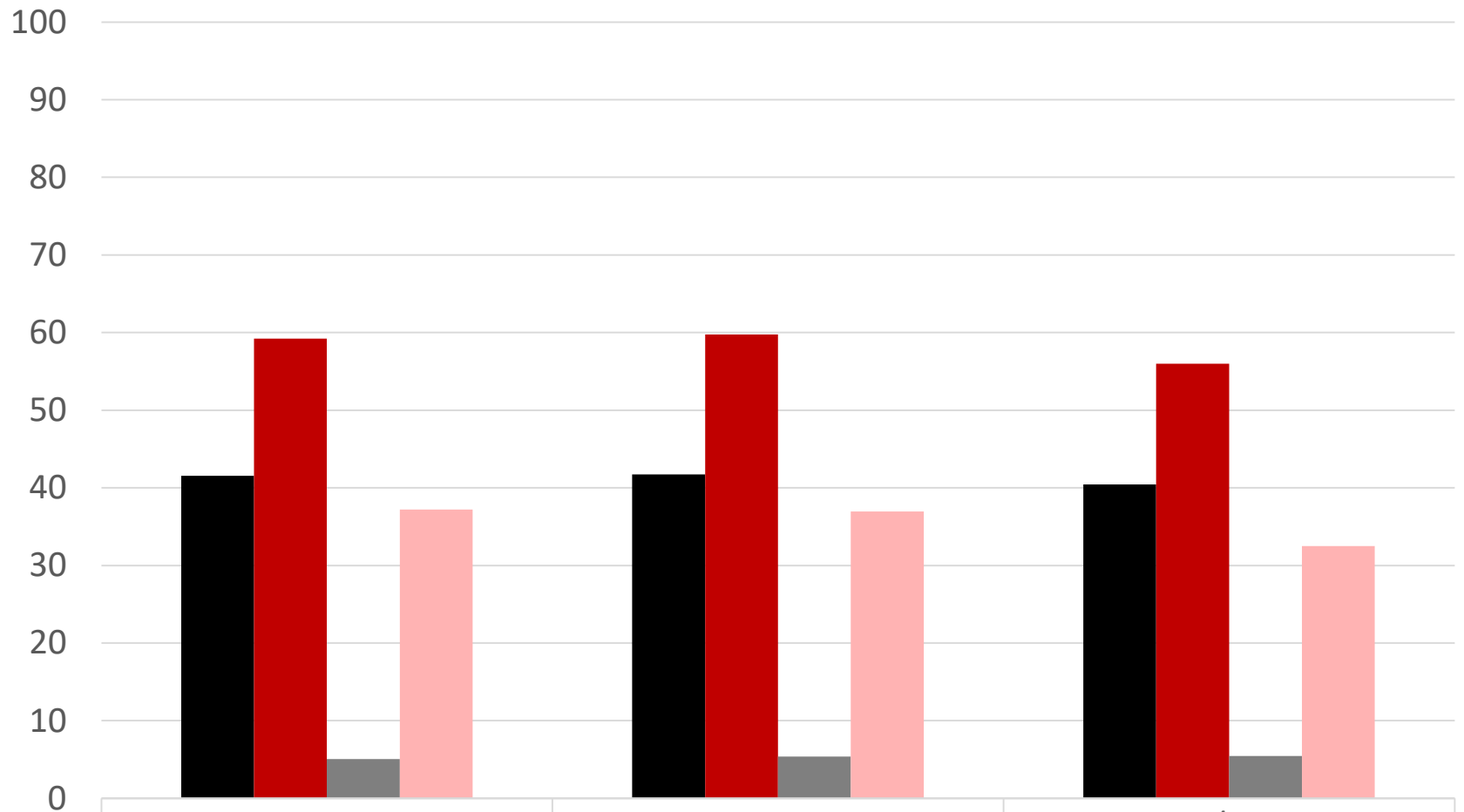
6th Grade Art of Thinking District Summative Assessment



	Fleming	Central	NES/NESA
<div></div> Avg Score BOY	38	39	40
<div></div> Avg Score MOY	61	61	56
<div></div> % Pass BOY	2	3	4
<div></div> % Pass MOY	39	42	32

■ Avg Score BOY
■ Avg Score MOY
■ % Pass BOY
■ % Pass MOY

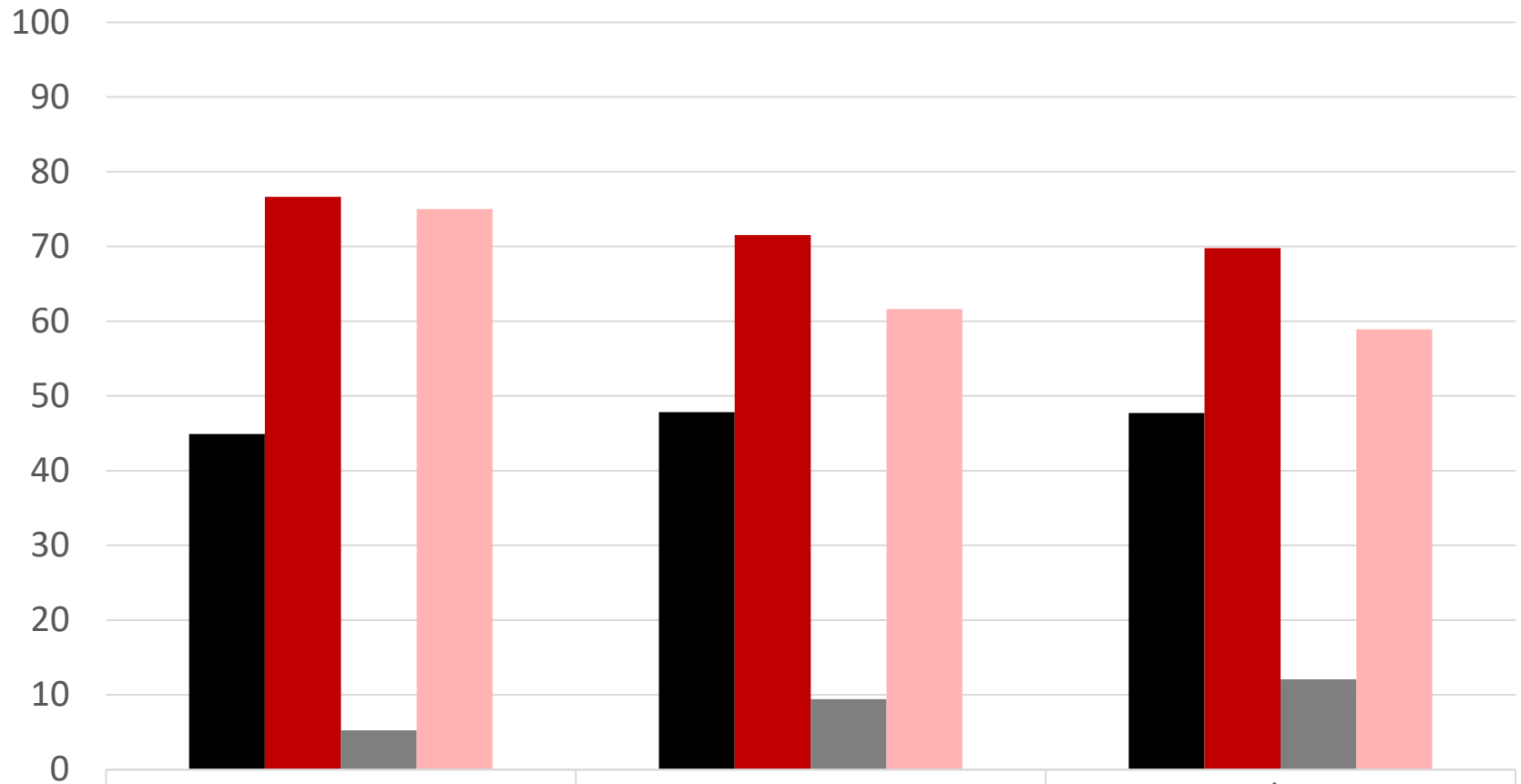
7th Grade Art of Thinking District Summative Assessment



	Fleming	Central	NES/NESA
■ Avg Score BOY	42	42	40
■ Avg Score MOY	59	60	56
■ % Pass BOY	5	5	5
■ % Pass MOY	37	37	33

Avg Score BOY
 Avg Score MOY
 % Pass BOY
 % Pass MOY

8th Grade Art of Thinking District Summative Assessment

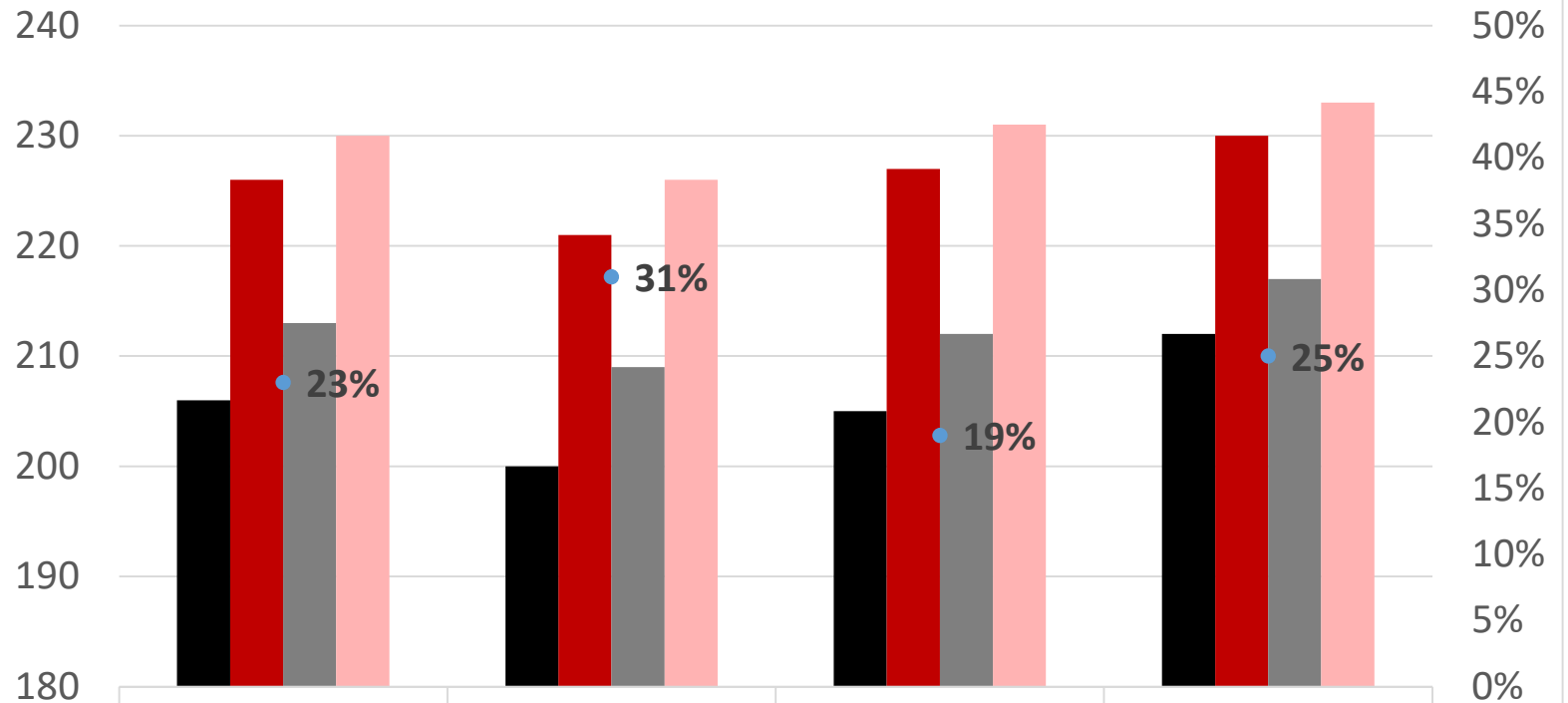


■ Avg Score BOY	45	48	48
■ Avg Score MOY	77	72	70
■ % Pass BOY	5	9	12
■ % Pass MOY	75	62	59

■ Avg Score BOY ■ Avg Score MOY ■ % Pass BOY ■ % Pass MOY

NWEA MAP Math

Fall 2023

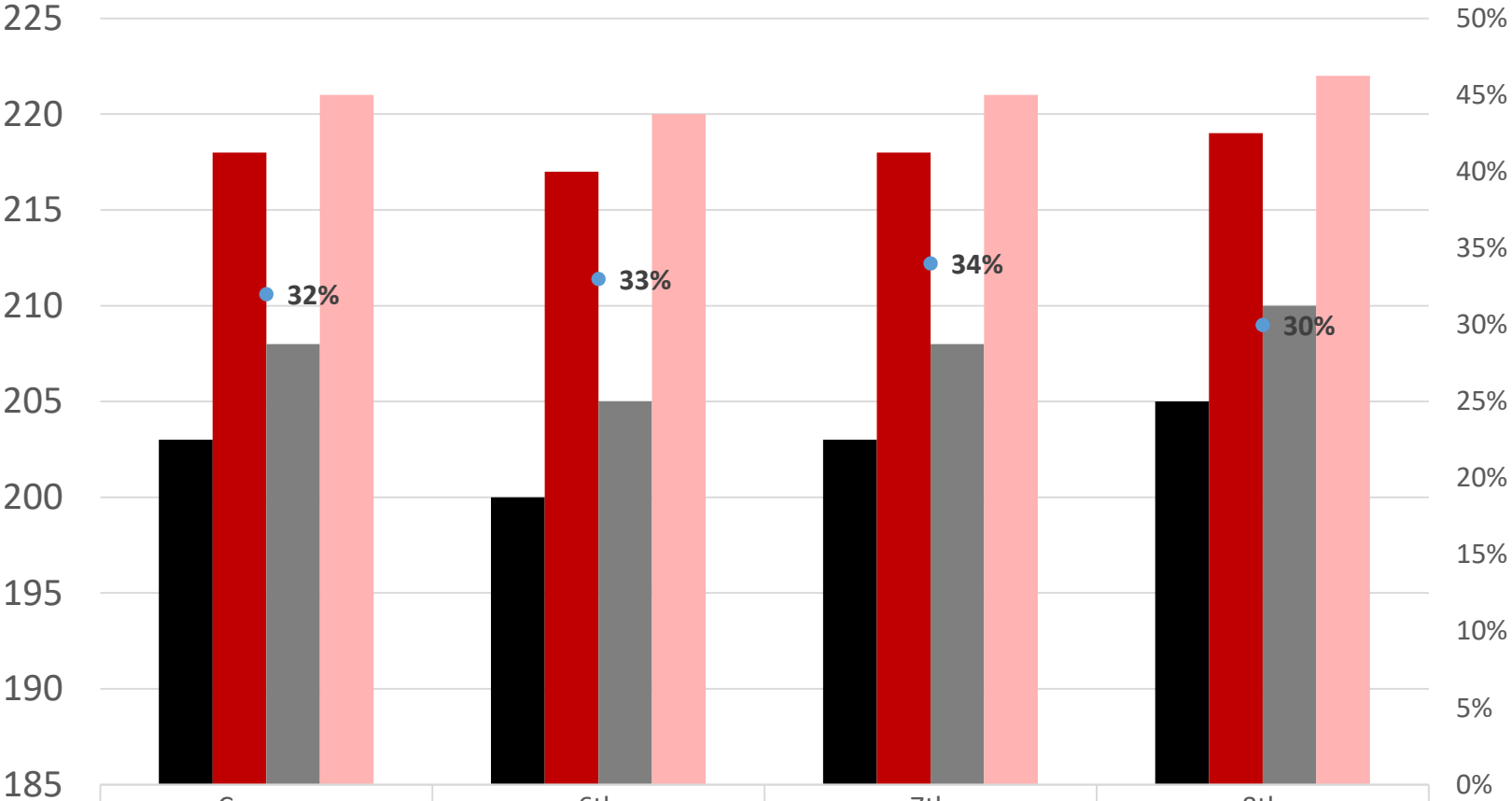


BOY RIT Score	Campus	6th	7th	8th
BOY Grade Level	206	200	205	212
MOY RIT Score Goal	226	221	227	230
MOY Grade Level	213	209	212	217
% >= 50th percentile	230	226	231	233
	23%	31%	19%	25%

BOY RIT Score BOY Grade Level MOY RIT Score Goal
 MOY Grade Level % >= 50th percentile

NWEA MAP Reading

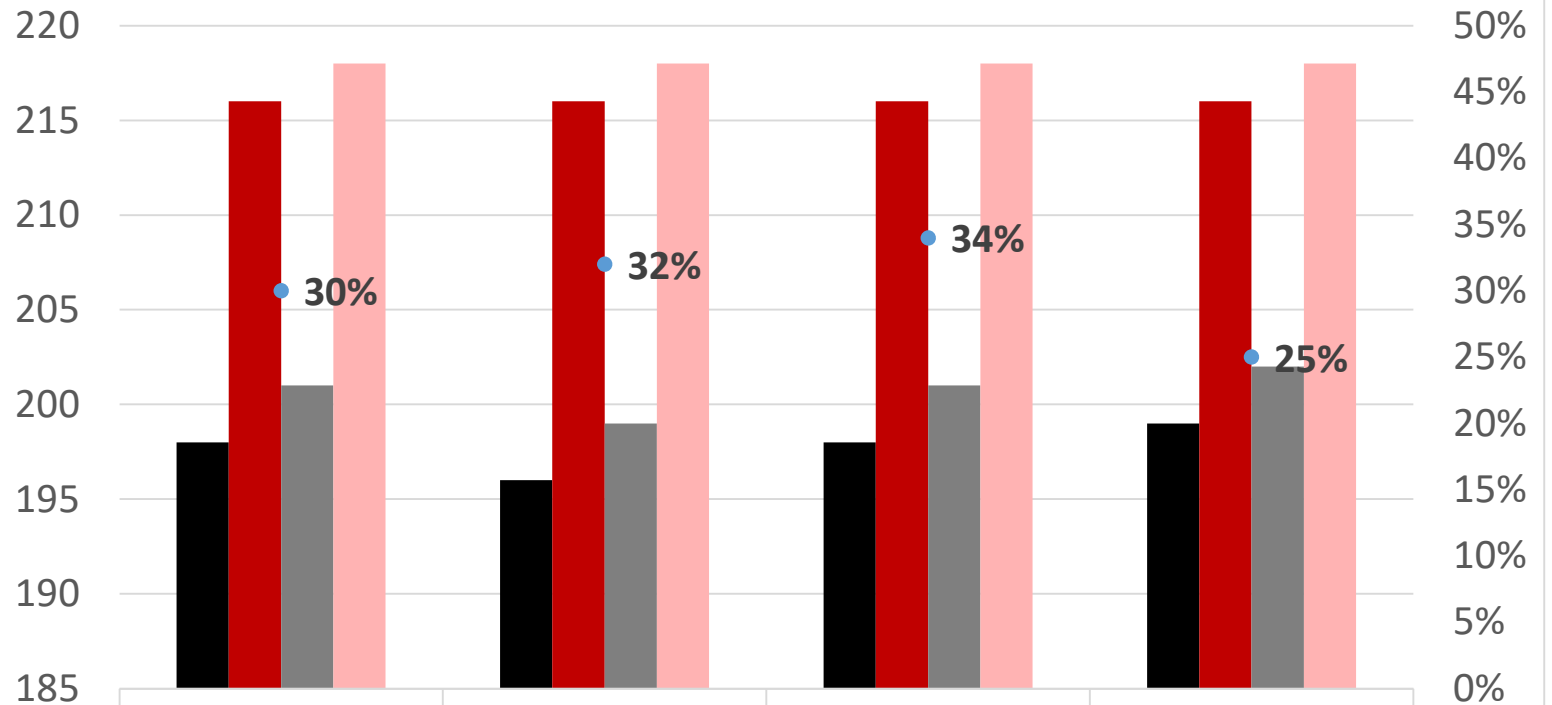
Fall 2023



BOY RIT Score	Campus	6th	7th	8th
BOY Grade Level	203	200	203	205
MOY RIT Score Goal	218	217	218	219
MOY Grade Level	208	205	208	210
% >= 50th percentile	221	220	221	222
	32%	33%	34%	30%

BOY RIT Score BOY Grade Level MOY RIT Score Goal MOY Grade Level % >= 50th percentile

NWEA MAP Science Fall 2023

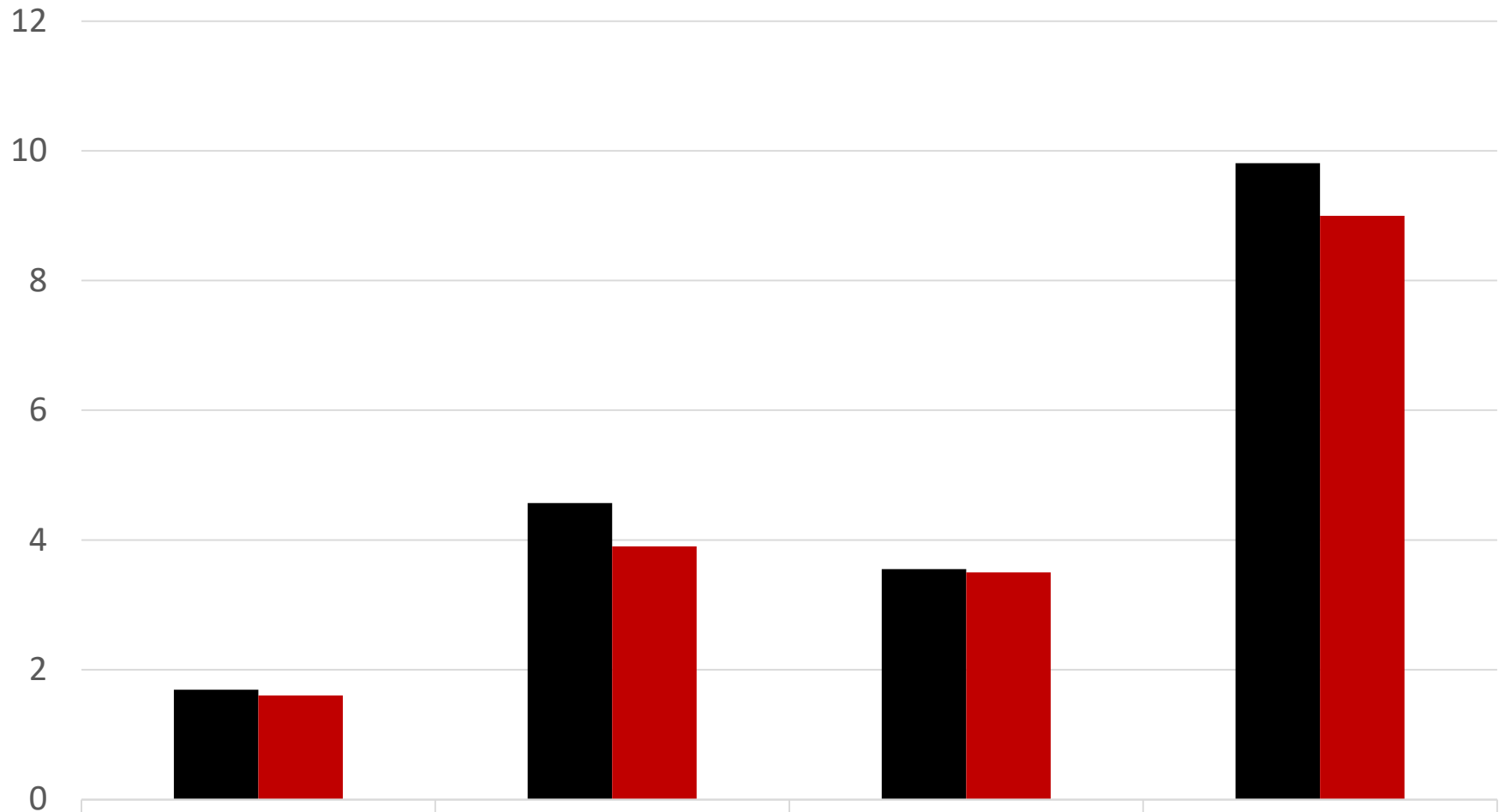


■ BOY RIT Score	198	196	198	199
■ BOY Grade Level	216	216	216	216
■ MOY RIT Score Goal	201	199	201	202
■ MOY Grade Level	218	218	218	218
● % >= 50th percentile	30%	32%	34%	25%

■ BOY RIT Score ■ BOY Grade Level ■ MOY RIT Score Goal
 ■ MOY Grade Level ● % >= 50th percentile

2023-2024 IRT Data

Walk #1



■ Campus	1.69	4.57	3.55	9.81
■ District	1.6	3.9	3.5	9

■ Campus ■ District

Key Action 1 (Dean Allen)

Grow staff capacity to provide the highest quality of instruction.

Fleming MS will be able to get much higher-than-average academic growth because of the high quality of the teachers' instruction. Indeed, the quality of instruction is the number one variable in improving the academic performance of any school. Hence, continually improving the quality of instruction will continue to be a key action of all our schools.

Indicators of Success	Checkpoint 1	Checkpoint 2
<u>At least 70% of scores will earn 5 points in the Domain 2: Instruction section of the district-level SPOT observations for Fall 2023;</u> this will increase to 80% of scores receiving 6 points for Spring 2024.	61%	
<u>80% of the teachers averaging 3 points in the Domain 2: Instruction section of the district-level SPOT observations in October 2023 will increase by 1 point by January 2024</u> and 2 more points by May 2024.	75%	
Action Steps	Met	Who
Attend professional development on the NES Instructional Framework model.	Yes	All
Attend curriculum training	Yes	All
Utilize instructional characteristics identified in Domain 2: Instruction section of the district-level SPOT observation form to inform instructional coaching.	Yes	Admin
Require a minimum number of SPOT observations per teacher so they can be tiered according to support needed	Yes	Admin
Implement a weekly lesson rehearsal protocol that necessitates the use of HQIM that will be exposed to students	Yes	Admin
Create a weekly lesson internalization protocol to be enacted during daily PLCs	Yes	Admin
Adjust PowerPoints, as necessary, to ensure all components of Purposeful Instruction are met.	Yes	Teachers
Create aggressive monitoring running rosters to quickly account for student's mastery during MRS/CFUs.	No	Teachers
Adhere to lesson internalization protocol to modify lessons without losing rigor	Yes	Teachers
Attend effective PLCs that focus on data and specific highly effective, tier I instructional strategies.	No	Instructional Staff
Participate in lesson rehearsal to improve their instructional practices.	Yes	Teachers and Apprentices

Key Action 2 (Dean Davis)

Implement the LSAE model with fidelity.

This will be the first year implementing the LSAE model. We will have to ensure the LSAE model is still executed with fidelity and that the LSAE assignment and activities not only meet our expectations, but that the teachers collaborate in ways that strengthen the model and the quality of their instruction. Additionally, we must continue to improve other key aspects of the model – learning coaches, team centers, DOL record keeping, LSAE grades, and extended LSAE.

Indicators of Success	Checkpoint 1	Checkpoint 2
<u>By December 2023, at least 70% of learning coaches will have an average of 5 points or more in sections 2 and 3 on the Learning Coach SPOT form;</u> this will increase to 85% at an average of 6 points or more by May 2024	No Data	
<u>By December 2023, at least 70% of teachers implementing the LSAE model will receive 4 or more points in the Supporting Practices section of SPOT observation form;</u> this will increase to 85% at 5 points by May 2024.	No Data	
Action Steps	Met	Who
Create and monitor the repository for the LSAE lessons and assignments created by district-level support.	Yes	Admin
Train administrators and teacher leaders on the use of the SPOT Observation form by 28AUG23.	Yes	Admin
Coach and provide feedback to teachers on the differentiated instruction.	Yes	Admin
Train staff on effective implementation of the LSAE model by 28AUG23.	Yes	Admin
Assess the school using the Supporting Practices section of the SPOT observation form weekly through October 2023 and biweekly afterwards on how well the LSAE model has been implemented.	No	Admin
Publish the LSAE implementation data every week in the PLC room.	No	Admin
Attend curriculum training for differentiated assignments, its use and the LSAE model.	Yes	LSAE Teachers
Update Daily DOL Trackers on door before the end the next class	No	LSAE Teachers
Incorporate feedback from leaders in LSAE implementation through lesson rehearsals, PLCs, and planning sessions.	Yes	LSAE Teachers
Direct learning coaches and teacher apprentices on the student groupings, common misconceptions, and methods for correction while in the team center.	No	LSAE Teachers
Complete each of the differentiated LSAE assignments to determine which supports are needed depending on the students' performance and misconception.	No	LSAE Teachers
Use a timer while providing instruction to ensure the urgency and flow of lesson so demonstration of learning can be administered at its appropriate time and students can move into their designated LSAE location.	Yes	Teachers

Key Action 3 (Dean Heim)

Strengthen the leadership density of Fleming MS

As the District implements the NES model, it needs to expand leadership density to ensure all parts of the District are adhering to the core beliefs and working at high levels. Fleming MS also needs to invest in teacher leaders so that they can become trainers and mentors for teachers new to the District model and to our school.

Indicators of Success	Checkpoint 1	Checkpoint 2
<u>By January 2024, 75% of the staff will self-assess their engagement in at least one of the leadership activities identified in our Campus Leadership Matrix;</u> this will increase to 90% in May 2024.	Self-assessment 05JAN24	
<u>By October 2023, 50% of PLCs will be teacher-led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies;</u> this will increase to 80%, including planning sessions, by January 2024.	60%	
Action Steps	Met	Who
Develop campus leadership matrix to assess all teachers by 18AUG23 and train teachers by 29SEP23.	Yes	Admin
Assess teachers at mid-year and end-of-year on the campus leadership matrix.	No	Admin
Train administrators on levels of leadership model and leadership competencies during summer leadership training.	Yes	Admin
Establish criteria for and select Grade Level and Department Chairs by 21AUG23.	Yes	Admin
Develop planning and PLC expectations and "look-fors" that are rooted in effective tier I and intervention instructional strategies to improve student performance and provide training to Department chairs by 15SEP23.	Yes	Admin
Train teachers and administrators on the Teacher Apprentice and Learning Coach responsibilities and how to coach them by 25AUG23.	Yes	Admin
Attend training on campus leadership matrix.	No	Instructional Staff
Lead PLCs and Grade Level meeting where instructional and non-instructional data are discussed and solutions to barriers of success are selected.	No	Instructional Staff
Hold Teacher Apprentices and Learning Coaches accountable for student achievement.	No	Teachers
Plan daily with teachers of the same content to ensure vertical alignment and instructional best practices based on CFU and DOL data.	Yes	Teachers and Apprentices
Attend monthly teacher leader meetings with campus administration to align actions with vision.	Yes	Department and Grade Level Chairs
Attend intensive professional development on leadership, LSAE model and DYAD Concept.	Yes	Teachers

Key Action 4 (Principal Apprentice Holmes)

Execute an effective co-teach model with teacher-of-record and teacher apprentice.

Fleming MS is implementing the NES staffing model which may provide teachers with additional in-class support. With an effective co-teach model, we can ensure that the academic needs of the students are addressed in the moment.

Indicators of Success	Checkpoint 1	Checkpoint 2
By November 2023, an average of a third of students will score in the Securing (S2) or higher on their demonstrations of learning; this will increase to 50% of students by April 2024.	34%	
Each Teacher Apprentice will earn at least 4 points in the Domain 2: Instruction section of the district-level SPOT observations for Fall 2023; this will increase 6 points for Spring 2024.	100%	
Action Steps	Met	Who
Train teachers on the HISD-Ready characteristics during summer orientation and professional development days.	Yes	Admin
Implement an aggressive monitoring protocol and train teachers and teacher apprentices on its use.	No	Admin
Hold weekly planning sessions with teachers and teacher apprentices to discuss anecdotal, formal, and informal data collected during lessons to improve instructional capacity.	Yes	Admin
Provide on-the-spot coaching and written feedback at least twice a month for every teacher apprentice using the SPOT observation form.	No	Admin
Create a portfolio template to guide apprentices through the data collection and analysis process as well as maintain reflections from observations and coaching sessions with appraiser, co-teacher(s) and other educators. The portfolio will be used to monitor progress and guide coaching sessions	Yes	Admin
Hold monthly coaching sessions with teacher apprentices to discuss anecdotal, formal, informal data collected during lessons to improve instructional capacity and proper implementation of the co-teaching model.	Yes	Admin
Create a classroom system to aggressively monitor student performance mid-lesson.	No	Instructional Staff
Update Daily DOL Trackers on door before the end the next class	No	LSAE Teachers
Complete assignments and bring to planning to discuss best instructional practices before presenting lessons to students.	No	Teachers and Apprentices
Apprentices rehearse mini-lesson and guided practice portion lessons with the teacher of record.	Yes	Lead Teachers of Apprentices
Implement on-the-spot coaching with fidelity.	No	Lead Teachers of Apprentices
Attend expert professional development of the implementation of HQIM and Master Course lesson before beginning the internalization protocol.	Yes	Teachers