|  |
| --- |
| School: Marvin Moss |
| School Year: 23-24 |

** School Performance Plan**

 Student Success

|  |
| --- |
| Goal: By June 2024, Marvin Moss’ overall proficiency will increase in the area of English Language Arts, for all third through fifth grade students from 41% to 56%.  By June 2024, Marvin Moss students will increase in the area of English Language Arts, for all students; third grade 65%, fourth grade 44%, fifth grade 60%.   By June 2024, Marvin Moss’ overall proficiency will increase in the area of Math, for all students third through fifth grade students from 39% to 50%.  By June 2024, Marvin Moss students will increase in the area of Math, for all students; third grade 60%, fourth grade 53%, fifth grade 60%.   By June 2024, all of the Level 3 and 4 English Language Learners will increase overall proficiency by .5 as demonstrated on the ACCESS Assessment. Improvement Strategy: **I READY** Diagnostic Assessments 3x a year -   Daily engagement in educational pathway as determined by IReady for 45-60 minutes a week in the areas of Math and ELA.   Action Steps: Set schedule for quarterly IReady Diagnostic Assessments. Teachers analyze diagnostic results to discuss during weekly PLC and Quarterly Data Dive Meetings. Daily schedule created for students to engage in IReady educational pathway for 30-50 minutes a week. Data Dive at the beginning of the year to determine next steps and intervention groups. Quarterly Data Dive Meetings with grade levels.  Collaborative Goal Setting with teachers with a common SMART Goal aligned to IReady Diagnostic Assessment Data.  |

Adult Learning Culture

|  |
| --- |
| Goal: By May 2024, all students in K-3 will increase the percentage of performing above the 40th percentile, as measured by Measure of Academic Progress (MAPS) to Kinder: 60%, First 60%, Second 60%, Third 80%. By June 2024, 60% of the students in the MTSS process will transition tiers or exit the system as determined by student performance on formative assessments, Criterion Based Measurements, and summative assessment data.Improvement Strategy: Professional Learning Communities  Action Steps: Learning Facilitator conducts coaching cycles with all teachers; modeling and co teaching to involve the gradual release model. Professional Development Survey Meeting with Administration, Learning Facilitator and ELD to create yearly Professional Development Plan for the year.   Analyze informal and formal observation data to determine monthly focus for tier 1 instructional strategies Monthly Professional Development Meet monthly with Learning Facilitator and ELD  to discuss data and debrief of monthly PD sessions. Attend weekly PLC meetings- Administration Team has a schedule in three week cycles Analyze student data from beginning of the year MAPS and IReady Diagnostic Assessment Data to determine specific targets of need within the classroom settings.   Complete Design Thinking Documents (Curriculum Mapping) for all content area units (ELA, Math, and Science) Creation of SMART Goals for each ELA, Math and Science Units of Study.    |

Connectedness

|  |
| --- |
| Goal: By June 2024, Marvin Moss’ chronic absenteeism rate will be reduced for our overall student population by 8.2% from 18.2% to 10% as determined schoolwide attendance data. By June 2024, Marvin Moss’ Student Climate Survey will increase in the areas of Responsible Decision Making to 65%, Managing of Emotions to 49%, and Management of Goals 65%.Improvement Strategy: Positive Behavior Intervention and Supports Social Emotional Learning  Action Steps:Positive Actions to target chronic absenteeism * Incentive plans for individual students.
* Outreach to parents by phone and attendance letters, when needed.
* Incentives for classroom attendance.
* Resources to families to support increasing student attendance.
* Schoolwide PBIS and Self Managers (Student Leadership)
* Run Weekly Attendance Reports
* Office Staff sends home letters
* Weekly communication between the Administrative Team
* Applications for Self Managers
* Classroom Guidance Schedule
* Attendance Data from the end of the 22-23 school year- begin monitoring students who were considered Chronically or Severely Chronically Absent
* Enter students into MTSS for attendance concerns.  Tier 2 and Tier 3 plans
* Tardy Incentive Plans implemented after the first month of school.
* Family Engagement Committee organized and meeting to increase opportunities for parent engagement.
 |