

Tuscaloosa Magnet School - Middle

<p>Vision</p> <hr/> <p>Be a premier, innovative school system where students graduate fully prepared for life and career success</p>	<p>Mission</p> <hr/> <p>To support a culture of high expectations for each and every student to achieve personal, academic, and career excellence.</p>	<p>Beliefs</p> <hr/> <ul style="list-style-type: none"> • Maintain a climate of two-way communication and trust with stakeholders • Foster a systemwide culture of innovation • Maintain an inclusive environment and high expectations • Thriving students in our system • Improve academic achievement and enrichment through quality instruction for all students • Be accountable
---	---	--

Student Success	Safe and Supportive	Stakeholder Engagement	Organ. Effectiveness
Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> • Increase student reading proficiency and growth • Increase student math proficiency and growth • Increase student science proficiency and growth. • Decrease the number of students with excessive absences of 10 or more days. 	<ul style="list-style-type: none"> • Increase the intentionality of embedding SEL, Core Values, and ATL Skills to ensure student needs are being met for success in school. 		
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> • Analyze and examine individual student data to determine priority standards. 	<ul style="list-style-type: none"> • Provide professional development for teachers to learn how to intentionally embed SEL, Core Values, IB Learner Profile, and ATL skills into 		

- Create and implement the use of formative assessments to provide on-going feedback regarding student learning. Use the PLC Process.
- Provide Tier 2 and 3 supports based on individual student needs
- Implement Close Reading Strategies in all classrooms that allows students to interact and engage with complex text.
- Provide differentiated instruction (TWIRL), scaffolding, and small group instruction, and checks for understanding (LIT HIGH FIVE).
- Vertical planning with ELA and Social Studies Teachers to provide quality instruction in reading and writing.
- Provide Professional Development for teachers using HMH, Into Literature, Waggle, and Writeable
- Monitor student progress to determine whether instructional strategies are effective. (Data Teams Process)
- The instructional Coach will work side by side with teachers and serve as a resource for classroom best practices, effective instruction, etc.
- Utilize standards based learning targets in order for students to define discuss, and reflect upon what they are learning and why.
- Provide differentiated instruction, scaffolding, and small group instruction, and checks for understanding.
- Analyze and examine individual student data to determine focus standards (on-going).
- Create and implement the use of formative assessments to provide on-going feedback regarding student learning. Use the PLC Process.

- the curriculum and units.
- Provide opportunities for students to showcase their understanding of our character education initiatives (Core Values, IB Learner Profile, Approaches to Learning Skills).
- Weekly character education and SEL Lessons in HOUSES on Monday's.
- Intentionally embed SEL, Core Values, IB Learner Profile, and ATL skills into the curriculum and units.
- Survey the teachers, students, and parents for feedback on our character education and their understanding of the Core Values, IB Learner Profile, and ATL Skills.
- Students will receive counseling lessons on topics identified based on student needs.

Critical Initiatives

- Provide Tier 2 and 3 supports based on individual student needs.
- Vertical planning with the intentions that the Science teachers can support the math teachers with particular standards when given the opportunity.
- The instructional Coach will work side by side with teachers and serve as a resource for classroom best practices, effective instruction, etc.
- Monitor student progress to determine whether instructional strategies are effective. (Data Teams Process)
- Utilize standards based learning targets in order for students to define discuss, and reflect upon what they are learning and why.
- Analyze and examine individual student data to determine priority standards and develop formative assessments, (on-going).
- Monitor student progress to determine whether instructional strategies are effective.
- Utilize standards based learning targets in order for students to define discuss, and reflect upon what they are learning and why.
- Meet with students who had 10 or more absences during 22-23 school year.
- Actively monitor student attendance and send letters that are applicable to student truancy.
- Collaborate with students and families to conduct student conferences to implement the attendance plan.

Critical Initiatives

Critical Initiatives

Critical Initiatives

Key Measures

- Increase from 86 to 100 Prof. in ACAP Reading.
- Digital Data Wall: Student Performance/Growth

Key Measures

- Lesson plans, observations
- Student Products/Assessments

Key Measures

Key Measures

- Data Teams Process
- Lesson plans, observations
- Weekly Collaborative Team Meetings Notes/Agenda
- CFA's and Rubrics
- Increased proficiency on teacher made assessments
- RTI Monthly Meetings, Checklist, Documentation
- Student Products/Assessments
- Observations, Meeting Agendas
- Increase from 50% prof in ACAP Math to 100
- Assessment Results
- Increase from 62% to 100% on ACAP Science.
- Attendance Data
- The number of attendance letters/referrals

- Student Survey: Pre and Post
- Product Rubrics
- Behavior Data
- Weekly Collaborative Team Meetings Notes/Agenda
- Stakeholder survey results
- Panorama Results/School Level Survey Results