



North Marion School District
Theory of Action and Action Plans
2023-2024
North Marion Intermediate

Theory of Action:

If principals, leadership teams and instructional mentors

- align high-leverage instructional practices, support academic language skills and provide clear learning targets;
- develop differentiation skills and effective professional learning communities;
- implement new math and ELA materials with culturally responsive practices;
- Implement social-emotional frameworks with an emphasis on academic mindsets;
- and develop an assets-based and relationships oriented attendance plan;

THEN teachers will be able to

- implement aligned curriculum, instruction and materials that are rigorous, relevant and culturally responsive;
- empower students to develop skills across the curriculum in ways that build their confidence to challenge themselves;
- and develop systems to expand the percentage of staff who are skilled in the use of culturally responsive practices and reflect the demographics of our community.

Goal 1

Implement rigorous and aligned PreK-12 curriculum standards, instruction, and materials that are culturally responsive.

Strategy 1.1	Continued implementation of ELA curriculum focusing on culturally responsive strategies and equitable access for all students.
Action Step 1.1.1	Build capacity to support small group work for differentiated and targeted ELA learning using HMH materials. <ul style="list-style-type: none">● <i>Differentiation trainings built into PD calendar</i>● <i>Training on how to use the curriculum with instructional coach</i>● <i>Continuing to analyze ways to incorporate differentiation into the classroom</i>
Action Step 1.1.2	Build capacity to write and utilize learning standards/goals using academic mindset language framed in “I can...” statements. <ul style="list-style-type: none">● <i>Every class, every day, for every content area has a learning target and it is normally written as an “I can” statement</i>● <i>Worked with teachers on the importance of learning targets at beginning of the year</i>

	<ul style="list-style-type: none"> • <i>Inspect on every walkthrough and emphasize them in feedback</i>
Action Step 1.1.3	<p>Build student capacity to measure their own progress in relation to the standard(s).</p> <ul style="list-style-type: none"> • <i>Under constructions</i>
Action Step 1.1.4	<p>Use formative assessments to guide instruction and class progress.</p> <ul style="list-style-type: none"> • <i>Emphasizing the importance of formative assessment from whole class to guide instructional decisions when meeting with teachers and providing feedback</i> • <i>PD opportunities for formative assessment built into PD calendar</i>
Action Step 1.1.5	<p>Continue to support a culture of warm demand which emphasizes academic mindsets and creates intentional space for students' funds of knowledge as students self-monitor their progress towards a learning goal with effective feedback in support of independent learners with agency.</p> <ul style="list-style-type: none"> • <i>Introduced warm-demander at beginning of the year</i> • <i>Continue to reference and support the importance of this concept in communications</i>

Strategy 1.2	Implementation of math curriculum focusing on culturally responsive strategies and equitable access for all students.
Action Step 1.2.1	<p>Calendar training opportunities with vendors.</p> <ul style="list-style-type: none"> • <i>Multiple days of PD with HMH coach already and reflected in PD calendar</i>
Action Step 1.2.2	<p>Create a PLC calendar with the training and opportunities for discussion and feedback.</p> <ul style="list-style-type: none"> • <i>Annual PD calendar developed with leadership team</i>
Action Step 1.2.3	<p>Work with instructional coach to support the training, PLCs and teacher feedback in a non-evaluative model.</p> <ul style="list-style-type: none"> • <i>Many walk-throughs this year focused on celebrating what is right</i> • <i>IC is consistently in classrooms providing great feedback</i>
Action Step 1.2.4	<p>Provide time and opportunity to modify math annual maps and unit plans with the new curriculum.</p> <ul style="list-style-type: none"> • <i>Teams continue to design and modify their annual maps</i>
Action Step 1.2.5	<p>Continue to support a culture of warm demand which emphasizes academic mindsets and creates intentional space for students' funds of knowledge as students self-monitor their progress towards a learning goal with effective feedback in support of independent learners with agency.</p>

Strategy 1.3	Increase teacher capacity to provide high leverage culturally responsive instructional strategies providing targeted and differentiated support.
Action Step 1.3.1	Monitor implemented practices for effectiveness and provide feedback as needed - learning walks and walkthroughs (administrative, instructional coach, and/or peer) <ul style="list-style-type: none"> • <i>TDG training for admin, coach, and key staff</i> • <i>Many learning walks emphasizing strengths</i> • <i>Teachers observing one another</i>
Action Step 1.3.2	Build capacity to write and utilize learning standards/goals using academic mindset language framed in “I can...” statements. <ul style="list-style-type: none"> • <i>All teachers trained on the importance of LTs written as I can statements</i>
Action Step 1.3.3	Build student capacity to measure their own progress in relation to the standard(s).
Action Step 1.3.4	Use formative assessments to guide instruction and class progress.
Action Step 1.3.5	Use the Dufour model to continue to support the development of PLCs. <ul style="list-style-type: none"> • <i>Trained Instructional Leaders regarding Dufour’s model and implemented in PLCs</i>
Action Step 1.3.6	Continue to develop a culture of warm demand where students have a sense of belonging, foster a growth mindset, develop a sense of belief in self, and value the learning as applicable to their growth.

Goal 2	Empower each student to develop skills across the curriculum in ways that build their confidence to challenge themselves.
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Strategy 2.1	Implement and support a social and emotional plan that supports academic mindsets and embraces the assets and strengths of all students.
Action Step 2.1.1	Continued professional development of a culture of warm-demand with an onboarding opportunity for new staff.
Action Step 2.1.2	Provide time on the PD calendar to train staff on academic mindsets; additionally, develop a school-wide campaign and theme around mindsets matter.

Action Step 2.1.3	Implement the RULER framework to support classroom culture agreements, emotional identification and regulation strategies, and restorative opportunities. Training times will need to be on the PD calendar.
Action Step 2.1.4	Implement the Sources of Strength program to help students identify their strengths and inter-personal connections with both peers and adults which they can access during times of crisis.
Action Step 2.1.5	Continue to support Positive Behavior and Interventions Systems and a culture of care. These systems will use constructivist means to identify productive school behaviors and to calibrate routines and rituals for student success.

Strategy 2.2	Build teacher capacity to support the development of academic language skills, utilizing strategies to increase student engagement and equitably demonstrate knowledge through multiple modes of discourse.
Action Step 2.2.1	The learning target will be articulated, linked to standards, embedded in instruction, and understood by students...written in "I can" statements. Additionally, students measure their own learning in relation to the target.
Action Step 2.2.2	Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning.
Action Step 2.2.3	Students take ownership of their learning to develop, test, and refine their thinking.
Action Step 2.2.4	Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student.

Strategy 2.3	Develop and implement a plan to support attendance with an emphasis on creating a climate of belonging for all students.
Action Step 2.3.1	Create a culture in which all staff purposefully develop relationships with students. For example, someone who they know, like and with whom they have a safe and mutually respectful and supportive relationship (warm demander).
Action Step 2.3.2	Provide detailed and timely information to families about their child's absences as well as positive messaging about school to improve attendance.
Action Step 2.3.3	Identify students for increased support based on attendance in order to facilitate targeted efforts to reduce chronic absenteeism.
Action Step 2.3.4	Engage and listen to families to develop and deliver positive and culturally relevant messages about the importance of attendance in school.

Action Step 2.3.5	Create visuals (bulletin boards, banners, and posters) that reflect attendance messaging and that are modified during the year to sustain impact.
Action Step 2.3.6	Make attendance a normal topic in all interactions with parents and students from day 1.

Goal 3	Develop systems to expand the percentage of staff who are skilled in the use of culturally responsive practices that reflect the demographics of our community.
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Strategy 3.1	Implement and align professional development to support the Ready for Rigor culturally responsive framework
Action Step 3.1.1	Develop a staff-wide definition and understanding of CRPs using Zaretta Hammond’s CRP Framework.
Action Step 3.1.2	PD time to develop and build an understanding of the CRP Ready for Rigor Framework and make connections to the classroom and our daily interactions with systems and people.

Strategy 3.2	Engage and communicate with the diverse cultures and demographics of the North Marion community about our work in relation to the strategic plan.
Action Step 3.2.1	Work with the leadership team and staff to design a communication plan (quantity and format of class communications) to go to families and emphasize the need to use the language of the strategic plan in the communications.
Action Step 3.2.2	Work with the Site Council to continue to understand how to best serve community needs.
Action Step 3.2.3	Listening sessions with students and parents to listen to those at the margins and discover additional ways we may meet student and community needs.
Action Step 3.2.4	Introduce staff to the 5 Dimensions of Teaching and Learning.

Strategy 3.3	Align our job descriptions, interview questions, recruiting practices, interview committee preparation, and systems of onboarding, mentoring, and support in ways that would support a culturally responsive and inclusive school environment.
Action Step 3.3.1	Ensure that all employment opportunities are vetted through culturally responsive and inclusive practices as designed by the central office.
Action Step 3.3.2	Onboard and mentor new staff in relation to the Theory of Action and ensure understanding of culturally responsive practices.