Vision

Murray Language Academy seeks to graduate young people whose talents and independence will sustain their constant inquiry and reflection, whose interest in community and the world around them surpasses their self-interest, and whose passion for learning pushes them to greater intellectual heights.
The mission of Murray Language Academy is to develop and inspire the intellectual will in young people. We believe in scholarship, creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, heart, service, and leadership to a global society. We strive to maintain a safe, secure, caring, and joyful environment.
Our Core Values

In pursuit of its mission, the Murray Language Academy is guided by three core values:

- In developing **Mind**, students develop the capacity and propensity to ask good questions, evaluate, estimate, think critically;

- In building **Character**, students develop to persevere, self-regulate, use the habits of highly effective people; and

- In creating **Community**, students develop to be good citizens.
Priorities

- Balanced Assessment and Grading
- Instruction
- MTSS
ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers.

Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments.

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families.

Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
Theory of Action

If we do... Use school-based teams to discuss and monitor the effects of teaching on student learning and integrate formative assessments into instruction and intervention of individual students.

then we see... A collaborative approach to evaluate teaching practices and its effectiveness on student learning. Teachers utilizing a backward design of planning that focuses on outcomes and assessment. Teachers will utilize this data to plan for individualized and small group instruction.

which leads to... A collective data informed environment that drives practices and increases student learning and achievement.
Theory of Action

If we do...Create a fair grading system that is balanced, communicates learning progress and reflects an accurate accounting of student mastery and achievement.

then we see...Proactive students monitoring assignments and taking ownership of grades. Cross curricular and disciplinary collaboration amongst teachers. Shift in instruction and curriculum that reflect current teaching trends.

which leads to...More on track students Grading that effectively reflects student mastery of current standards. Assessments that effectively evaluate current standards.
Instruction

- Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student
- Engage students in learning and foster student ownership
- Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
Theory of Action

If we do... Plan and assign tasks, discussion techniques and questions that are cognitively challenging for individual students and require students to provide evidence of their reasoning

then we see... Increased rigor of instruction, student engagement and ownership of learning.

which leads to... A shift in mindset and increased critical thinking of students and depth of understanding measured by the high quality instruction. This will directly impact student engagement and academic growth as evidenced by student attainment and growth data. We will have more on track students.
Theory of Action

If we do... Engage all learners in content areas by differentiating and fully integrating opportunities and providing students frequent, informative feedback.

then we see... Responsive instruction that is adjusted to meet the needs of all learners. We will see lessons that are inclusive using a wide variety of activities, methods and practices. We will see increased student engagement and ownership of learning, increased student connections and understanding between content areas.

which leads to... Students will have a comprehensive understanding of the CCSS which leads to improved student academic gains and growth. We will see an improved climate and culture of learning for all students and increased student autonomy and ownership of learning.
MTSS

- MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes
- Shared Leadership: Administration recruits a diverse MTSS core team
- Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions
- Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3
Theory of Action

If we do...Have shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school’s MTSS Framework and Implementation.

then we see...Diverse reference points utilized to strategically create a balanced and focused school wide intervention plan that addresses the needs of all students.

which leads to...A comprehensive and detailed MTSS framework and implementation of an effective functioning system.
Theory of Action

If we do... Have our MTSS team gather and utilize multiple data sources to define problems, take action for tiers 1, 2, 3, progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments.

then we see... Teachers and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas and provide responsive practices where teachers are adjusting instruction based on tiered intervention data that will positively impact student learning.

which leads to... Targeted and differentiated instruction that provides tiered supports that addresses the individual needs of students. A continuous cycle of monitoring of all students which will ultimately produce student growth.