

2024–2025 Action Plan



Pin Oak Middle School

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School Action Plan – Needs Assessment

District Philosophy and Guiding Framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Pin Oak Middle School students have demonstrated a history of excellence on end-of-year STAAR assessments, NAEP, and PSAT. However, while analyzing the 2023-2024 Math STAAR results, we identified a shift in performance among our special education students in the Masters category from the 2022-2023 to the 2023-2024 academic years across all grade levels. In 6th grade, there was a slight decrease of 2%, in 7th grade a 7% decline was noted, and in 8th grade, a 6% decrease was observed. Furthermore, there is a pressing need to address the proportion of special education students' performance as there has been a decline in their performance of "Meets" and "Masters" levels in STAAR Math and an increase in the percentage of students who achieved "Did Not Meet" in 6th and 7th grade. This data provides valuable insights that can guide us in identifying areas for targeted support and improvement strategies to ensure the success of all special education students.

- STAAR SPED MATH MEETS/MASTERS: In the 2022-2023 school year, there was a 3% decrease in the percentage of 6th grade SPED students achieving "Meets" and a 2% decrease in those achieving "Masters" compared to the 2021-2022 school years. Additionally, for 7th grade SPED students, there was a 7% decrease in those achieving "Masters", and for 8th grade SPED students, there was a 6% decrease in those achieving "Masters" compared to the previous academic year.
- STAAR SPED MATH DID NOT MEET: In the 2022-2023 school year there was a 4% increase in the percentage of 6th grade SPED students achieving "Did Not Meet", and a 17% increase in 7th graders achieving "Did Not Meet" as compared to the previous academic year.
- STAAR MATH: 86% of 6th and 8th grade students and 87% of 7th grade students achieved "approaches" or higher on the 2023 Math STAAR. This is an increase of 6% in 6th grade, 2% in 7th grade and a decrease of 2% in 8th grade.
- FIVE YEAR STAAR MATH TREND: Five year data trends indicate a 6% increase (from 8% in 17-18 to 14% in 22-23) in the amount of students who "Did Not Meet" on 6th grade math

STAAR assessment.

- NWEA: Performance data from the NWEA Math BOY to MOY indicates that Pin Oak students in all grades on average fall in the 71st percentile in achievement and only 8% of students fall below the 20th percentile but only scored in the 53rd percentile of growth and 22% of students scoring between 1% and 20% of growth.
 - The 7th grade math students show the most concern, scoring in the 42nd percentile of growth and 29% of students falling between 1% and 20% of growth.
 - Also of concern is the decline in achievement scores for 7th-grade math students scoring in the 55th percentile at the BOY but showing a 6% decrease in growth scoring in the 49th percentile for the MOY, this also includes a 1% increase (from 11% to 12%) of students scoring between 1% to 20% of growth.

Needs related to improving the quality of instruction

To enhance instructional quality, teachers must utilize the prescribed curriculum, Carnegie Learning and MATHia, while engaging in collaborative Professional Learning Communities (PLCs) to internalize and deliver lessons before initial instruction. They should continuously reflect on their practices, incorporating feedback to improve instructional delivery and implement daily Structured Classroom Routines (SCR) from September through April, providing regular feedback using the Texas Education Agency (TEA) rubric to assess student performance. By consistently employing active student engagement strategies like whiteboard activities and turn & talk exercises, educators ensure a comprehensive understanding of content and sustained student engagement. Moreover, teachers will make real-time adjustments to instruction based on data gathered from student responses, fostering an environment conducive to academic growth and individualized learning. Our aim is to equip students for the demands of the future, specifically targeting readiness for the year 2035. The district's action plan for our school encompasses several key areas:

- Improve the consistent implementation of High-Quality Instruction (HQI) and aligned accommodations for Special Education students and services, ensuring academic success and student growth.
- Strengthen teacher capacity to deliver high-quality math instruction.
- Build teacher capacity to deliver High-Quality Instruction (HQI), ensuring academic success and student growth in grades 6-8.

System evaluation (philosophy, processes, implementation, capacity)

Upon careful analysis of student achievement data and High-Quality Instruction (HQI) metrics, it is evident that there exists a pressing need to enhance teacher practices pertaining to the adjustment of instruction and activities. This necessity arises from the observation that student misconceptions persist despite interventions, necessitating a more dynamic approach to addressing individual learning needs while sustaining high levels of student engagement. While teachers have been awarded an average score of 6 in Domain 2, indicating a commendable level of instructional proficiency, the data reveals a concerning trend: less than 50% of teachers consistently adapt their instruction and activities to cater to the diverse learning requirements of each student. This misalignment between proficiency ratings and actual instructional practices underscores the imperative for targeted improvements in teacher pedagogy.



School Action Plan

KEY ACTION ONE

Key Action *(Briefly state the specific goal or objective.)*

Ensure IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations are documented in PowerSchool.

Indicators of success *(Measurable results that describe success.)*

- By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through district audits.
- By the end of the reporting period in 2025, ensure that 100% of Special Education staff members are compliant with all reporting requirements for the district by completing and submitting all required reports accurately and on time.
- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- The principal, SPED administrator, and department chair will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD deliberations.
- By May 2025, through progress monitoring checkpoints, ensure that 80% of students meet their expected growth from the beginning of the year (BOY) to the end of the year (EOY).
- Accommodations for students with IEPs are consistently and correctly documented in PowerSchool, showing that staff are actively using the system and adhering to the outlined supports.
- Evidence from Spot Observations shows that accommodations outlined in the IEPs are being implemented effectively in daily high quality instruction.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- By August 9, 2024, the Special Education Administrator and Chairperson will develop and finalize schedules for all students, incorporating necessary in-class support and dyslexia services as stipulated in their respective IEPs.
- By August 9, 2024, the Special Education Administrator will collaborate with the master scheduler to integrate all mandated services outlined in Individualized Education Programs (IEPs) into the master schedule, ensuring students receive the

support and accommodations necessary for their academic success.

- The principal will monitor the Campus Compliance Dashboard in Easy IEP.
- The Special Education Administrator will maintain the campus ARD tracker to ensure all ARDs are held on time and with required members.
- The Special Education Administrator will monitor the documentation of accommodations weekly in PowerSchool.
- The Special Education Administrator will convene monthly meetings from August 2024 through May 2025 to review Individualized Education Programs (IEPs) in collaboration with case managers and the department chair, ensuring a comprehensive assessment of student needs and alignment with best practices in special education.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- The special education case managers will monitor and assess the growth and progress of Special Education students by reviewing all progress reports on a biweekly basis to determine the effectiveness of student accommodations.
- During bi-weekly cluster meetings beginning in August 2024 and continuing through June 2025, the case manager will engage in collaborative sessions with core teachers to ensure the comprehensive implementation of Individualized Education Programs (IEPs), encompassing the seamless integration of accommodations and modifications specified within each student's IEP.
- Teachers will ensure their Special Education students' accommodations are reflected in PowerSchool.
- By August 12, 2024, teachers will be provided with relevant portions of student IEP documentation prior to the beginning of the school year, ensuring timely access to essential information crucial for effective instructional planning and delivery. Acknowledgment of receipt for student documentation is expected from all teachers and staff by August 12, 2024, ensuring accountability and adherence to established timelines.
- Staff members responsible for the implementation of special education services will complete all requisite paperwork associated with Admission, Review, and Dismissal (ARD) meetings, as well as documentation pertaining to the implementation of IEPs, in accordance with federal and state IEP compliance date requirements. This includes the preparation of Prior Written Notices (PWN), thorough documentation of accommodations provided (notated weekly in PowerSchool), and acknowledgment of IEP receipt (by August 12, 2024).
- The special education chairperson will organize and schedule all required annual

ARD meetings, as well as meetings related to REED (Review of Existing Evaluation Data) and three-year evaluations, for the first semester of the school year by September 1, 2024, and November 1, 2024, for the second semester of the year.

- All service providers will update state folders (in accordance with district academic report card timelines) with comprehensive service logs, ensuring accurate and up-to-date documentation of services rendered to students. This is in conjunction with quarterly district folder audits.
- All annual ARD meetings and evaluations due before the 2024 snapshot date will be completed by September 6, 2024. Ensuring timely assessment and intervention for students requiring special education services.

Key Action One:

Who:

Principal
Special Education and Campus Administrators
District SPED Department
SPED Chairperson
Case Managers
Teachers
Support Staff

What:

During pre-service, the Special Education Administrator and Department Chair will provide training and all relevant portions of the IEP (PLAAFP, Goals, and deliberations) to teachers prior to the start of the school year. Teachers will sign for receipt of their student documentation by August 12, 2024.

During pre-service (August 2024), the Special education SLC-Standard teacher will train staff on the needs of students with autism in the general education classroom.

During campus professional development days, the Special Education Administrator and Department Chair will train teachers on what special education co-teach support looks like and what is expected in a co-teach class as it pertains to the support of special education students.

When:

District Staff Professional Development Days (September–November,

	January-February, May-June) Biweekly Cluster Team Meetings Weekly Special Education Department Meetings Weekly Administrators Meeting		
	Where: Pin Oak Middle School		
B U D G E T	Proposed item	Description	Amount
	Staff development	Provided by the Special Education Dept.	\$0
	Materials/resources	Instructional Materials	\$6,547.00
	Purchased services	Digital resources/ applications	\$0
	Other	Part-Time SPED Clerk	\$24,000.00
	Other	Not Applicable	\$0
	TOTAL		\$30,547.00
	Funding sources: General Funds		

K E Y	Key Action <i>(Briefly state the specific goal or objective.)</i> Strengthen teacher capacity to deliver High-Quality Math Instruction.
A C T I O N	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • By the end of 2025, ensure that 100% of math teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework. • 100% of math teachers will submit detailed lesson plans weekly including DOLs and LOs that are aligned to the district-approved curriculum to specifically target student needs. • Through the Math PLC's, grade-level teams will internalize lessons by annotating for misconceptions, checks for understanding, and academic vocabulary to meet the needs of their students resulting in 100% of math teachers achieve a 4 or higher on Domain II: Engage & Deliver within the SPOT evaluation framework. • By the end of 2025, current 8th graders, who were 7th graders in 2023-2024, will achieve a 15% increase in the percentage of students meeting or mastering the 2024-2025 STAAR assessment, compared to their previous performance. • By the end of 2025, 90% of all students who take the Math STAAR assessment will achieve a passing score.
T W O	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> • By June 2024, develop a master schedule specifically tailored to support double-blocking math instruction, particularly targeting students who have demonstrated a need for intensified intervention based on prior academic data (NWEA/STAAR). This framework will incorporate differentiated instructional strategies, targeted interventions, and ongoing progress monitoring to ensure personalized support for each student. • By June 2024, develop a master schedule specifically tailored to support double-blocking math instruction, particularly targeting students who have demonstrated a need for intensified intervention based on prior academic data (NWEA/STAAR). This framework will incorporate differentiated instructional strategies, targeted interventions, and ongoing progress monitoring to ensure personalized support for each student.

- By June 2024, develop a master schedule structured to accommodate common planning time for both departmental and grade-level teams. This collaborative planning time will facilitate the alignment of instructional goals, sharing of best practices, data disaggregation, creating common assessments, and calibration activities (SCR & ECR) to ensure high-quality instruction and alignment across grade levels.
- The content administrator and department chair will provide targeted training during weekly department PLCs to math teachers on integrating content writing, with an emphasis on Short Constructed Responses (SCRs) into the demonstration of learning (DOL) process. This training will focus on the importance of fostering students' mathematical literacy and communication skills, enabling them to articulate their reasoning and problem-solving processes effectively.
- The content administrator and department chair will offer specialized training during weekly department PLCs (Tuesdays) to math teachers on incorporating student engagement strategies such as whiteboards and turn & talks into their lesson cycles. Which are aimed at enhancing student engagement and fostering collaborative learning environments conducive to mathematical exploration and discourse.
- Campus administrators will give on-the-spot coaching and regular written feedback for all math teachers via the district-developed SPOT observation form, with coaching sessions conducted weekly and formal feedback provided at least once a month. Feedback will be aligned with the district's spot observation form, focusing on planning, student engagement and instructional delivery, instructional practices, high-quality instruction, classroom management, and student engagement strategies to support continuous professional growth and improvement.
- Provide specialized training for lead teachers, including department chairs and team leads, on utilizing the spot observation form effectively during their monthly meeting. Additionally, facilitate regular classroom walkthroughs with lead teachers, aiming to enhance their leadership capacity and promote a culture of instructional excellence within the math department.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Utilize the provided curriculum resources, including Carnegie Learning and MATHia, as foundational frameworks for math instruction. Ensure alignment with established standards and instructional objectives, leveraging the comprehensive resources and interactive features embedded within these platforms to enhance student engagement and facilitate differentiated learning experiences.
- Utilize PLCs as collaborative forums for math educators to internalize and collectively deliver lessons prior to initial instruction. Through collaborative planning and shared expertise, PLCs will serve as platforms for refining instructional practices, identifying effective teaching strategies, and ensuring coherence in curriculum delivery across grade levels.
- Teacher leaders will facilitate effective PLC meetings focused on data analysis and the identification of specific engagement strategies tailored to the needs of diverse student populations. These PLC sessions will provide opportunities for teachers to examine student performance data, identify trends and areas for improvement, and collaboratively develop targeted instructional interventions to address student needs and enhance learning outcomes.
- Teachers will engage in ongoing reflection on instructional practices and incorporate feedback received from observations and peer evaluations to refine and improve the delivery of instruction. Emphasizing a growth mindset approach, encouraging educators to continually seek opportunities for professional development and refinement of their teaching methodologies to better meet the needs of their students.
- Implement a structured approach to daily Short Constructed Response (SCR) activities from September 2024 through April 2025, embedding opportunities for students to demonstrate their understanding of mathematical concepts and problem-solving skills through written responses. These daily SCRs will provide valuable insights into student comprehension and mastery of key concepts, informing instructional planning and intervention strategies.
- Provide regular feedback on student SCRs, offering constructive guidance and support to foster students' growth and development in mathematical communication and problem-solving skills. Utilize the rubric provided by the Texas Education Agency (TEA) to assess student SCRs systematically, ensuring

consistency and alignment with state standards and expectations.

- Consistently integrate the use of interactive instructional strategies such as whiteboards and turn & talk activities to promote active engagement and deepen students' understanding of mathematical content. These strategies will facilitate collaborative learning experiences, encourage peer interaction and discussion, and provide opportunities for students to actively construct and communicate their mathematical reasoning.
- Make real-time adjustments to instructional approaches based on ongoing assessment data and student responses. Continuously monitor student progress and comprehension during instructional activities, utilizing formative assessment data to inform instructional decisions and adapt teaching strategies to meet the evolving needs of students effectively.

Key Action Two:

Who:

Principal
Assistant Principals
Math Department Chair & Administrator
Math Teachers & Intervention Teacher

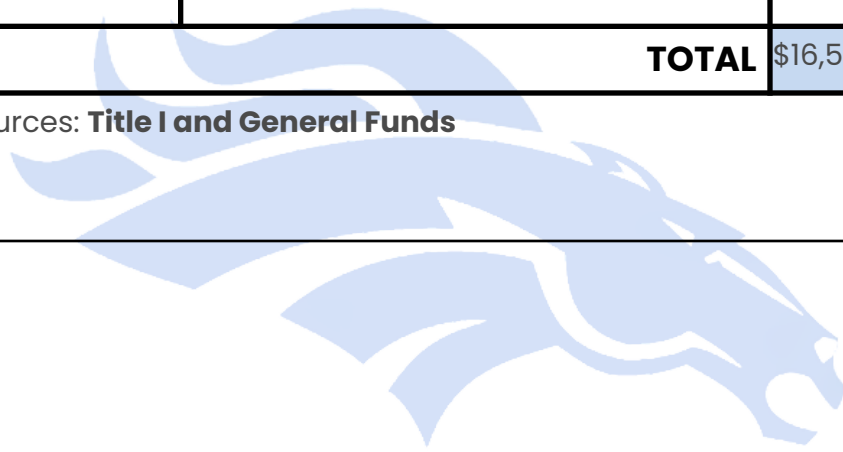
What:

During campus professional development days, the Math Administrator and teachers will primarily focus on lesson internalization, disaggregation student performance data, creating common assessments, "at-bats," and identification of specific engagement strategies tailored to the needs of diverse student populations.

When:

District Staff Professional Development Days (September–November,
January–February, May–June)
Weekly PLCs
Weekly Administrator Meeting
Monthly At-Risk Meetings

	Where: Pin Oak Middle School		
B U D G E T	Proposed item	Description	Amount
	Staff development	Provided by Campus Leaders	\$0
	Materials/resources	Instructional Materials & Math Manipulatives	\$2,500
	Purchased services	IXL Math	\$14,000
	Other		
	TOTAL		\$16,500
	Funding sources: Title I and General Funds		



Key Action *(Briefly state the specific goal or objective.)*

Build teacher capacity to improve English proficiency for Emergent Bilingual students.

Indicators of success *(Measurable results that describe success.)*

- By June 2025, 50% of Emergent Bilingual students will meet their individual growth target on NWEA MAP EOY Reading.
- By June 2025, 60% of EB teachers will score 7/10 or higher in Domain II: Monitor & Adjust, as measured by the monthly average spot score for the second semester.
- By August 9, 2024, the LPAC administrator will collaborate with the master scheduler to identify which teachers will serve EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- By May 2025, ensure that 100% of sheltered instruction and reading teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework.
- By May 2025, ensure that 80% of teachers achieve a score above 2 on Domain II: Monitor & Adjust within the SPOT evaluation framework.
- By May 2025, ensure that 80% of teachers supporting EBs are consistently using sheltered instruction strategies, such as using visuals or sentence stems, in their lessons.
- By May 2025, track that 90% of sheltered instruction and reading intervention teachers regularly use language learning software and supports (i.e. Summit K-12 and IXL) with EBs, as documented in lesson plans.
- Through the ELA/R PLC's, grade-level teams will internalize lessons by annotating for misconceptions, checks for understanding, student engagement strategies, and academic vocabulary to meet the needs of their EB students resulting in 100% of ELA/R teachers achieve a 4 or higher on Domain II: Engage & Deliver within the SPOT evaluation framework.
- By May 2025, 100% of eligible Emergent Bilingual students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Develop and implement a Middle School schedule that facilitates dedicated common planning time for content and grade level cluster teams, including ELA, math, science, and social studies, with completion targeted by August 9, 2024. This structured scheduling initiative aims to foster collaboration and cohesion among EB educators within each subject area, enabling them to align instructional goals, share best practices, and develop cohesive curriculum plans to enhance EB student learning outcomes.
- Provide specialized training for EB teachers on HISD-specific student engagement strategies by October 3, 2024. This training will focus on equipping EB educators with a diverse array of effective instructional techniques and strategies tailored to engage and motivate EB students, fostering active participation and deeper learning experiences within the classroom setting.
- Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers who clarify all instructional expectations, set norms, and calibrate.
- Ensure documentation, timelines, and coding align with federal and state guidelines.
- Facilitate training sessions for EB teachers on the EB spot observation form by October 2024. These sessions will familiarize EB educators with the key components and expectations of the observation process, ensuring alignment with district standards and protocols for instructional evaluation and feedback.
- Offer comprehensive training for EB teachers in writing across the curriculum, specifically focusing on Short Constructed Response (SCR) tasks, in all core content areas by October 2024. This training initiative will empower EB educators to effectively integrate writing instruction into their subject-specific curriculum, facilitating EB student mastery of essential writing skills and promoting deeper understanding of content knowledge across disciplines.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Execute strategies and techniques disseminated during Professional Development (PD) sessions to enhance instructional practices. By implementing these evidence-based approaches, educators aim to elevate the quality of instruction and promote meaningful learning experiences for EB students across different content areas and grade levels.
- Engage in the internalization of lessons learned and deliberate practice through consistent participation in weekly Professional Learning Communities (PLCs). Teachers will refine their instructional skills, receive peer feedback, and engage in targeted skill-building exercises, thereby honing their expertise through repeated "at-bats" within a supportive professional learning community.
- Engage in ongoing reflection on instructional feedback received from observations, peer evaluations, and student assessments, with a commitment to continuously improving the delivery of instruction. By actively seeking feedback, educators can identify areas for growth, refine instructional strategies, and adapt their practices to better meet the diverse needs of their students, ultimately fostering greater academic achievement and engagement.
- Facilitate effective PLCs centered around data analysis, Short Constructed Response (SCR)/Extended Constructed Response (ECR) calibration exercises, and specific student engagement strategies such as whiteboards and turn & talk activities. These PLC sessions provide valuable opportunities for educators to collaboratively analyze student performance data, calibrate scoring practices, and share effective instructional strategies aimed at enhancing student learning outcomes and promoting a culture of continuous improvement within the school community.

Key Action Three:

Who:

Principal
Assistant Principals
LPAC Administrator & Clerk

B U G E T	At-Risk Coordinator EB Teachers		
	What: During campus professional development days, the ELA/ LPAC Administrator, At-Risk Coordinator and EB teachers will primarily focus on integrating and assessing the effectiveness of sheltered instruction strategies. EB teachers will also spend time on lesson internalization, disaggregating student performance data, creating common assessments, participating in “at-bats,” and identifying specific engagement strategies and scaffolds to meet the needs of their students.		
	When: District Staff Professional Development Days (September–November, January–February, May–June) Weekly PLCs Weekly Administrator Meeting		
	Where: Pin Oak Middle School		
B U G E T	Proposed item	Description	Amount
	Staff development	Provided by Instructional Leadership Team	\$0
	Materials/resources	Summit K-12 and IXL	\$14,000
	Purchased services	Digital Resources (Pear Deck & Quizziz and Kahoot)	\$21,000
	Other	Clevertouch	120,000
	Other	Extra duty for 10-month instructional leadership team members	\$2,000
	TOTAL		\$143,000
	Funding sources: Title 1, State Comp. Ed and General Funds		

Key Action *(Briefly state the specific goal or objective.)*

Improve the performance of African American students by closing the achievement gap in math.

Indicators of success *(Measurable results that describe success.)*

- 100% of African American students will complete their assigned pathway in IXL according to their NWEA (BOY) score that targets their identified achievement gap(s) in math.
- By June 2025, 40% of African American students will meet their performance targets as defined by TEA Domain 3 accountability.
- By the end of 2025, 70% of African American students will reach Meets and Masters on STAAR.
- By June 2024, the percentage of Tier II and Tier III students earning approaches or higher on the STAAR/EOC math assessment will increase by 10% as compared to SY23-24.
- By June 2025, 80% of Tier II and Tier III students will meet or exceed their individual growth goals on NWEA EOY MAP.
- By the end of 2025, ensure that 100% of math teachers achieve a score of 2 on Domain I: Planning within the SPOT evaluation framework.
- Math PLC's, grade-level teams will internalize lessons by annotating for misconceptions, checks for understanding, and academic vocabulary to meet the needs of their students resulting in 100% of math teachers achieving a 5 or higher on Domain II: Engage & Deliver within the SPOT evaluation framework.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Identify and document a primary and secondary (backup) At-Risk Coordinator in the iDelegate platform.
- Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- Review the spot observation form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
- Ensure all math teachers identify their Tier II and Tier III students by class and create a plan of action to address learning gaps that consists of data conversations during planning time.
- Math Administrator and At-Risk Coordinator will assign pathways in IXL for all African American students in alignment with their NWEA data.
- By August 9, 2024, the math administrator will collaborate with the master scheduler ensuring Tier II and Tier III students receive double-blocked math classes necessary for their academic success.
- By June 2024, develop a master schedule structured to accommodate common planning time for both departmental and grade-level teams. This collaborative planning time will facilitate the alignment of instructional goals, sharing of best practices, data disaggregation, creating common assessments, and calibration activities to ensure High Quality Instruction (HQI) and alignment across grade levels.
- Build capacity in campus leaders and teachers to conduct PLCs that routinely evaluate student performance by subgroups.
- Make real-time adjustments to instructional approaches based on ongoing assessment data and student responses. Continuously monitor student progress and comprehension during instructional activities, utilizing formative assessment data to inform instructional decisions and adapt teaching strategies to meet the evolving needs of students effectively.
- The content administrator and department chair will offer specialized training during weekly department PLCs (Tuesdays) to math teachers on incorporating student engagement strategies such as whiteboards and turn & talks into their

lesson cycles. Which are aimed at enhancing student engagement and fostering collaborative learning environments conducive to mathematical exploration and discourse.

- Campus administrators will give on-the-spot coaching and regular written feedback for all math teachers via the district-developed SPOT observation form, with coaching sessions conducted weekly and formal feedback provided at least once a month.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will review administrator-provided data to provide targeted weekly intervention through subject tutorials for African American students.
- All teachers will participate in targeted professional development on specific instructional and student engagement strategies during district professional development days.
- Teachers will provide STAAR readiness preparation support in class and in weekly tutorials to support student's academic success.
- Utilize the provided curriculum resources, including IXL, as foundational frameworks for math instruction. Ensure alignment with established standards and instructional objectives, leveraging the comprehensive resources and interactive features embedded within these platforms to enhance student engagement and facilitate differentiated learning experiences.
- Utilize PLCs as collaborative forums for math educators to internalize and collectively deliver lessons prior to initial instruction. Through collaborative planning and shared expertise, PLCs will serve as platforms for refining instructional practices, identifying effective teaching strategies, and ensuring coherence in curriculum delivery across grade levels.
- Tier II and Tier III students will be required to attend weekly tutorials.
- Teacher leaders will facilitate effective PLC meetings focused on data analysis and the identification of specific engagement strategies tailored to the needs of diverse student populations. These PLC sessions will provide opportunities for teachers to examine student performance data, identify trends and areas for improvement, and collaboratively develop targeted instructional interventions to address student needs and enhance learning outcomes.
- Consistently integrate the use of interactive instructional strategies such as whiteboards and turn & talk activities to promote active engagement and deepen students' understanding of mathematical content. These strategies will facilitate

collaborative learning experiences, encourage peer interaction and discussion, and provide opportunities for students to actively construct and communicate their mathematical reasoning.

- Teachers will engage in ongoing reflection on instructional practices and incorporate feedback received from observations and peer evaluations to refine and improve the delivery of instruction. Emphasizing a growth mindset approach, encouraging educators to continually seek opportunities for professional development and refinement of their teaching methodologies to better meet the needs of their students.

Key Action Four:

Who:

Principal
Assistant Principals
At-Risk Coordinator
Math Department Chair & Administrator
Math Teachers & Intervention Teacher

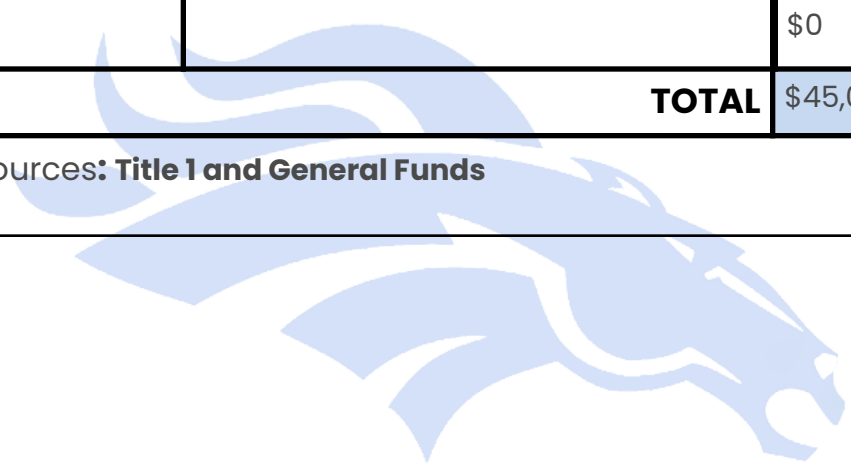
What:

During campus professional development days, the Math Administrator, At-Risk Coordinator and teachers will primarily focus on lesson internalization, disaggregating student performance data, creating common assessments, participate in “at-bats,” and identify specific engagement strategies and scaffolds to build capacity among the math teachers.

When:

District Staff Professional Development Days (September–November,
January–February, May–June)
Weekly PLCs
Weekly Administrator Meeting
Monthly At-Risk Meetings

B U G E T	Proposed item	Description	Amount
	Staff development	Math Administrator & Department Chair	\$0
	Materials/resources	Digital Resources (Pear Deck & Quizziz and Kahoot)	\$21,000
	Purchased services	IXL Math	\$14,000
	Other	Extra duty pay for tutorials	\$10,000
	Other		\$0
	TOTAL		\$45,000
	Funding sources: Title 1 and General Funds		



Campus Goals

Special Education

1. By the end of the 2024–2025 school year, 100% of IEPs include specific, clear, and measurable goals tailored to each student’s unique needs.
2. By the end of 2024–2025, all IEPs for students will be reviewed and updated to reflect measurable, individualized goals and accommodations that meet compliance standards.
3. By the end of 2024–2025, 100% of IEPs meet quality standards and are fully compliant with legal requirements.

High Quality Math Instruction

1. By the end of the 2024–2025 school year, current 8th graders will achieve a 5–7% increase in the percentage of students meeting or mastering the 2025 STAAR assessment compared to their previous performance, as measured by 2023–2024 STAAR assessment.
2. By June 2025, 90% of African American students will meet their performance targets as defined by TEA Domain 3 accountability.

Emergent Bilingual

1. By May 2025, 80% of EB teachers achieve a score above 4 on Domain II: Monitor & Adjust within the SPOT evaluation framework.
2. By May 2025, 75% of emergent bilingual students will grow one proficiency level, as measured by TELPAS.