

2024-2025 Action Plan

Deady 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:

- 6th - 8th grade students scored 32nd on NWEA EOY Reading
- 6th - 8th grade students scored 26th on NWEA EOY Math
- 6th - 8th grade students scored 44th on NWEA EOY Science
- 6th - 8th grade students scored 32% on STAAR Reading Meets and Masters
- 6th - 8th grade students scored 22% on STAAR Math Meets and Masters
- 8th grade students scored 31% on STAAR Science Meets and Masters
- 8th grade students scored 14% on STAAR Social Studies Meets and Masters

Needs related to improving the quality of instruction:

- Based on IRT observations:
 - Domain 1 Average: 1.63 out of 2
 - Domain 2 Average: 3.73 out of 8
 - Domain 3 Average: 2.91 out of 5
- Improve reading instruction focusing on scaffolds, differentiation, and accommodations for emergent bilingual and special education student populations.
- Improve structure of lesson planning and internalization with embedded effective MRSs (pacing calendar that dedicate times to readiness standards and common assessment to assess the effectiveness of instructional strategies).
- Improve team planning and PLC structure to provide opportunities for teachers to share best practices, internalize, and model instructional strategies.
- Close the learning gaps for students in special populations (EBs, Special Education, Dyslexia, and 504)

Enrichment to help high achieving students show growth in NWEA MAP Assessments.

System evaluation (philosophy, processes, implementation, capacity):

- LSAE Model and Implementation
- Team planning structure and PLC structure
- Tracking system to implement small group and intervention instruction based on DOL data
- Campus PDs where teachers have opportunities to share their best instructional practices

Effective communication system to ensure campus adjustments are timely based on daily needs.

School Action Plan Template

KEY ACTION ONE

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

Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.

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

- By end of May 2025, our quality of instruction will increase from 8.72 points as measured by the IRT average score in 2024 to at least an overall average of 10.5 points or higher.
- By December 2024, 60% of the teachers will be proficient delivering high quality instruction receiving at least 8 out of 11 points in Domain II (parts I-III) based on the SPOT observation form; that percentage will increase to 80% receiving at least 9 out of 11 points by May 2025.
- By December 2024, 60% of the teachers will receive an overall rating of 11 out 15 based on the SPOT observation form as measured through T-TESS rubric; that percentage will increase to 80% by May 2025

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

- Instructional leaders calendar coaching times (70% or more each week of leaders in classrooms doing instructional coaching) by Friday of each week for the following week to ensure continuous coaching and feedback for developing teachers.
- Conduct quality spot observations including on-the-spot coaching and timely feedback
- Implement and coach teachers on the feedback after each IRT visit to close the gap between spot coaching and IRT observations
- Modeling observation of peers with effective practices. Practice and inspect daily classroom procedures and instructional expectations
- Conduct data analysis of DOL data to determine instructional adjustments needed

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

- Teachers will implement feedback received from spot observations.
- Teachers will collaborate on lesson alignment, DOLs, and participate in At-bats during PLCs and Demo Day.
- Teachers will apply high quality strategies and techniques provided to improve the quality of instruction.

- Teachers will implement the use of effective DOLs and MRS during each class period to check for understanding and increase student engagement.
- Teachers will analyze common assessment data every 2-3 weeks to pinpoint specific TEKS and identify subpopulations that require additional support, allowing them to adjust lessons as needed.

Key Action One:

Staff Devel.	Who:
	What:
	When:
	Where:

Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		

Funding sources:

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

The principal consistently provides on-the-job coaching and feedback at a minimum monthly to all Special Education teachers that will result in improving students' outcome.

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

- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).
- By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.
- 50% of the SPED students will demonstrate mastery during each progress monitoring checkpoint during the Fall Semester. 80% will demonstrate mastery during each progress monitoring checkpoint throughout the Spring of 2024.
- Special Education Students will increase by 0.8 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to EOY, and 1.6 in expected growth from BOY to EOY.
- Special Education students STAAR Math score at Meets level will increase from 8% to 13%.

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

- Schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist
- Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation.
- Utilize the district rubric to assess the instructional proficiency of an IEP.
- Assess all IEPs of returning students during the summer of 2024 and conduct ARD meetings to bring them to proficiency, if not proficient.
- Create a Special Education organizational chart that clearly defines the day-to-day roles, responsibilities, and schedules of all members that support the special education team.
- Strategically assign homerooms to students receiving special education services to promote a more efficient model of delivering in-class support, resources, and dyslexia services.
- Conduct SPED training for teachers on every campus professional development day.
- Review and improve campus systems aimed at tracking and document the implementation

of a student's accommodations and supplemental aids used in the classroom.

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

- Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP.
- Hold a PLC every three weeks with the caseload manager to ensure IEPs are being strictly met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments.
- Implement student IEPs daily as required by law.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation in a timely manner.
- Maintain student portfolios with student work samples and documented accommodations on the work samples.
- Special Education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study every 2 weeks
- Attend ARD meetings as requested.

Key Action Two:			
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		

	Purchased services			
	Other			
	Other			
			TOTAL	
	Funding sources:			

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

Improve reading and math proficiency in for all students in 6th - 8th grades.

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

- MAP NWEA Reading and Math, 70% or more of 6-8 grade students will meet 0.8 in expected growth on NWEA MAP Assessment in Reading and Math from BOY to MOY, and 1.6 in expected growth from BOY to EOY.
- Reading STAAR: In the 2024-2025 school year, the percentage of students at Masters level in STAAR will move from 32% in June 2024 to 42% in June 2025.
- Math STAAR: In the 2024-2025 school year, the percentage of students at Masters level in STAAR will move from 22% in June 2024 to 32% in June 2025.

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

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content.
- Train teachers on planning and implementation of vertically aligned lessons to better support students through scaffolding.
- Strengthen teacher skills in PLC by regularly reviewing student progress, then modeling and adjusting strategies based on student needs as evidenced by data.
- Foster a collaborative environment where teachers share best practices.
- Strengthen ELA curriculum to better support time and experience with reading and writing.
- Model implementation of instructional strategies and conduct on-the-spot coaching to support building teacher capacity.
- Facilitate demonstration days and provide coaching and feedback to teachers to fine tune instructional delivery practices.
- Strengthen Math curriculum to better support time and experience with applying a skill to a story problem.

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

- Increase SCR in all core content from September through April.
- Provide feedback on SCR at least once a week.
- Ensure at least one ECR a month is implemented in ELA and related to either social

	<p>studies or science grade level content.</p> <ul style="list-style-type: none"> • Use the rubric provided by TEA to assess student SCR's and ECR's. • Implement the consistent use of a response card for students thinking to be recorded and reviewed. • Participate in demonstration days weekly to fine tune instructional practice and strategies. • Implement MRS to gauge student understanding and coach/adjust for misunderstanding. • Model thinking and strategies for students during the instructional lesson. • Create and implement the use of anchor charts and supplemental aids during instruction to scaffold and support student learning.
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Key Action Three:			
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
TOTAL			

Funding sources:

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

Strengthening the academic achievement of all EB students in reading and math.

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

- 65% of our EB students in grades 6 through 8 will meet their individual expected BOY to MOY growth score (RIT score) on NWEA MAP in reading by 5 points.
- 60% of Emergent Bilingual students that have been in US schools 3 or more years, will have a composite score of Advance or Advanced High on their TELPAS scores.
- We will increase from 23% to 50% or more of our Emerging Bilingual students progressing at least one proficiency level in the composite rating as measured by TELPAS and set as a long-term target by TEA (2037-2038).
- Emergent Bilingual students scoring at the Meets level on the Reading STAAR test in Grades 6-8 will increase from 26% in 2024 to 33% in 2025.

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

- Facilitate demonstration days and provide coaching and feedback to teachers to fine tune instructional delivery practices.
- Implement a coaching cycle to include feedback with a follow up date to ensure effective implementation of LSAE.
- Ensure teacher annotation and internalization of lessons for effective implementation and pacing during instructional delivery.
- Create a tracking system for accountability to quantify high quality implementation through lesson internalization and submission.
- Create and share schedules and responsibilities of Teachers, Teacher Apprentices, and Learning Coaches for effective implementation of instruction and LSAE.

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

- Ensure that lesson slides have scaffolds (word parts, cognates, visual support, sentence stems, word banks) as needed for any Emergent Bilingual student
- Attend sheltered instruction professional development by campus or district
- Ensure “at bats” are implemented in slide decks for authentic engagement with content.
- Use research-based engagement strategies in math, such as white board and turn and talk to ensure full knowledge of content.
- Make in the moment adjustments, as needed, based on data gathered from student

engagement strategies.

- Ensure use of timer for effective pacing during lesson delivery.
- Set TELPAS goals for each Emergent Bilingual student
- Review designated supports for Emergent Bilinguals
- Utilize teacher-annotated slides and DOL as an exemplar to ensure efficiency in grading for timely push out to LSAE for students.

	Key Action Four:			
Staff Devel.	Who:			
	What:			
	When:			
	Where:			
Budget	Proposed item	Description	Amount	
	Staff development			
	Materials/resources			
	Purchased services			
	Other			
	Other			
			TOTAL	
	Funding sources:			