

2024-2025 Action Plan

Thomas 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:

	SCHOOL ACCOUNTABILITY RATING		
	2024 (Current)	2023	2022
Thomas Middle School	D	F	C

Subject	STAAR 2022-2023	STAAR 2023-2024
Math	APP- 49%, M- 21%, MA- 5%	APP- 49%, M- 24%, MA- 6%
Reading	APP- 53%, M- 24%, MA- 6%	APP- 54%, M- 28%, MA- 7%
Science	APP- 44%, M- 20%, MA- 4%	APP- 53%, M- 30%, MA- 7%
Social Studies	APP- 44%, M- 24%, MA- 10%	APP- 52%, M- 24%, MA- 6%
Algebra 1	APP- 100%, M- 95%, MA- 40%	APP- 100%, M- 95%, MA- 45%

Needs related to improving the quality of instruction:

- Improve student achievement for student who are identified as Special Populations.
- Build teacher capacity including data tracking and effective instruction.
- Close achievement gaps, this includes showing growth on all state and district accountability assessments.
- Improve PLC structure and lesson internalization to foster a school community that includes consistent and effective lesson internalization.

System evaluation (philosophy, processes, implementation, capacity)

- Lesson Internalization
- Data tracking
- Backwards planning (PLC Protocol, Unit and Lesson)
- Campus-wide systems
- Coaching and Development

School Action Plan- TEACHER DEVELOPMENT

KEY ACTION ONE: TEACHER DEVELOPMENT

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

Improve the quality of instruction for all scholars through targeted teacher development, coaching, and feedback.

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

- By end of May 2025, our quality of instruction will increase from 7.80 points as measured by the IRT average score in 2024 to at least an overall average of 11 points or higher.
- By December 2024, 90% of teachers with 3yrs of experience or higher will score an average of proficient or higher on SPOT observations.
- By February 2025, 100% of teachers will score an average of Proficient 1 or higher on SPOT observations.

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

- Leadership will provide targeted support and coaching to teachers based on their instructional needs. Teachers who require the most support will receive coaching and one-on-one lesson rehearsal with Admin, 2 times a week.
- Mentor/Mentee program for teachers, which includes bi-weekly informal SPOT observations, Demo-lesson peer-feedback.
- Specific 2-week action plan assigned to teachers who score at Progressing II or lower.
- Leadership team calibration walks twice a month and used to guide teacher support

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

- Staff members will participate in weekly PLC with administrators focusing on lesson internalization and student engagement.
- Participation in weekly demo-lessons, focusing on specific part of lesson needing improvement.
- Professional development based on staff needs.

Key Action One

Improve the quality of instruction for all scholars through targeted teacher development, coaching, and feedback.

Staff Development	Who: Teachers, Instructional Leaders, Teacher Leaders, Mentors		
	What: Provide targeted support to teachers that will help to improve student learning and high-quality instruction.		
	When: Ongoing: Spot Observations, Mentor meetings, On the Spot Coaching, Demo-Lessons, PLC		
	Where: Campus, Teacher Classrooms, District PD		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

School Action Plan- SPECIAL EDUCATION

KEY ACTION TWO: SPECIAL EDUCATION	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>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.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none">• A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least classroom observation per week with feedback and one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.• 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.• 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 Reading score of Meets level will increase from 2% to 7% and Math score of Meets level will increase from 3% to 8%.
	<p>Specific actions – School Leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none">• Align teacher and staff schedules to the student's IEP.• Observe and ask for work samples to document the use of accommodations and/or modifications.• Utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide.• Administrators will provide opportunities for teachers to gain knowledge on differentiating lessons based on individual student needs.• On the spot coaching and feedback once a week by an administrator with specific next steps.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none">• Progress monitoring of students on a three- and six-week basis to identify specific areas of need.• Staff are provided the relevant portions of the IEP and receive training on the portions.• Implementation of IEPs and documentation of instructional strategies.

Key Action TWO

50% of Special Education students will show growth in Reading and Math, through SPED teacher development and coaching.

Staff Development	Who: Special Education Chair, Co-Teachers, Instructional Leadership, General Education Teachers, Self-Contained Teachers.		
	What: Improve the campus special education department by implementing IEPs with fidelity to grow students academically in Reading and Math		
	When: Ongoing, PLC, Professional Development, Spot Observations		
	Where: Campus		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

School Action Plan - EMERGENT BILINGUAL

KEY ACTION THREE: EMERGENT BILINGUAL

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

Reduce the achievement gap for Emergent Bilingual students.

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

- We will increase from 45% to 55% or higher of our Emerging Bilingual students progressing at least one proficiency level in the composite rating as measured by TELPAS
- 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
- 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.

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

- Pull current student’s composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB students.

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

- ELD Interventionist will provide in class support, EB coaching, and conduct professional development as aligned to district and state expectations.
- LPAC administrator will work closely with the principal to ensure that state and district compliance and best practices are implemented.
- Teachers will differentiate their lessons to include EB supports and maintain documentation on EB student interventions.

Key Action Three

Staff Development	Who: ELD Interventionist, LPAC Team, Instructional Leaders, ESL Reading Teachers, General Education Teachers.		
	What: Identify, provide, and maintain EB supports to improve students ability to grow at least one level by the end of the year.		
	When: Ongoing- Testing of potential EB students every three weeks, ESL Classrooms, LPAC Meetings, PLC		
	Where: Campus		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources	Summit K12	
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

School Action Plan- WRITING

KEY ACTION FOUR: WRITING	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Increase the quality of writing on the Extended Constructed Response of the State Assessment.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By November 2024 50% of students will show improvement on DOL, open-ended questions. • By October 2024, 100% of teachers will embed daily constructed responses during Tier 1 instruction. • By February 2025 80% of students will show improvement on DOL, open-ended questions.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Tracking of short-constructed responses during SPOT observations. • Admin will incorporate writing into a Planning PLC once a month to ensure teachers are given tools for incorporating ACES. • Admin will track open ended responses on Common Assessments using OnTrack and the Rubric provided.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Teachers will provide student feedback based on written responses to open-ended questions. • Teachers will incorporate the writing into Tier 1 lessons and provide sentence stems and other supports as needed. • Teachers will track DOL open-ended responses and provide written feedback bi-weekly.

Key Action Four	
	Who: Teachers, Instructional Leaders, Teacher Leaders, Reading Teachers
	What: Improve short-constructed responses for 6 th -8 th grade.
	When: Ongoing

Staff Development	Where: Campus, classrooms, PLC, PD		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		