# 2024-2025 Action Plan

## Edison Middle School

## Johnatan Guzman

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**Theory of Action:**

"Every student in our school will achieve personal and academic excellence through rigorous and equitable instruction."

**Vision:**

"To be a community hub that fosters innovative and engaged learning that prepares students for success in a dynamic world."

**Core Beliefs:**

"We believe in the potential of every student to succeed, supported by strong relationships, committed educators, and the community.

**Needs related to student achievement data**

Based on recent NWEA Map MOY data, there is a strong performance growth in specific areas like 7th grade math with 71% showing growth and 8th Algebra with 98% showing growth, but there are challenges with the emergent bilingual population underperforming in reading with less than 48% showing growth . This suggests a need for:

More effective training and coaching in sheltered instruction strategies to support emergent bilingual students.

Implementation of consistent high-quality tier 1 instruction to ensure all students, especially those who are emergent bilinguals, have access to rigorous and equitable instruction aligned with HISD’s vision of personal and academic excellence for every student.

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

Edison MS’ philosophy emphasizes rigorous and equitable instruction which is necessary for all students to achieve excellence. The school current system needs to:

Enhance the NES Model with fidelity for regular and effective professional development that aligns tightly with HISD's core values.

Improve monitoring and evaluation through highly effective On-the-Spot coaching and Spot Observations with HQ feedback to ensure the fidelity of NES curriculum implementation and instructional quality across all levels, thus supporting Edison MS commitment to high expectations and equitable educational opportunities.

**Needs related to improving the quality of instruction**

Based on IRT#1,2 & 3 ( IRT #1-8.80, IRT#2- 5.25, IRT#3- 9.58) Data, the feedback highlights gaps in intentional planning for lesson internalization to provide tier 1 quality of instruction and inconsistent side-by-side planning which affects the quality of instruction. The needs include:

Further develop leadership density within tier 2 administrators to effectively model HQ instructional practices, On-the-Spot coaching to implement highest leverage engagement strategies, differentiated instruction and sheltered instruction strategies.

Ongoing professional development/Side-by-Side Planning and teacher at-bats to support lesson internalization and effective delivery through instructional engagement strategies.

**Edison MS Action Plan**

|  |  |
| --- | --- |
| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*  Increase the level of high-quality tier 1 instruction through spot observations and feedback. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 65% of the scores on spot observations conducted in December 2024 will be Proficient 1 or higher; that percentage will increase to 80% in May 2025 |
| * 70% of the teachers will be Proficient I or higher in Planning, Engage & Deliver, Monitor & Adjust, Reinforce & Redirect, and Learning Environment in December 2024 as measured by Domain 1-3 of the spot observation rubric; that percentage will increase to 80% in May 2025. |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Train all teachers on the Spot Observation instructional rubric and characteristics (purposeful instruction, engagement, differentiation, and classroom management). * Conduct weekly spot observations and walkthroughs for all teachers to closely monitor lesson effectiveness. * Provide teachers with High-Quality feedback with low-inference and high-leverage instructional practices. * Provide On-the-Spot coaching of teachers during all spot observations and track feedback through google docs to measure teacher growth over time. * Create a calendar of implementation of high-leverage instructional strategies. Two strategies will be introduced every 3 weeks during PLCs and monitored by CLT. * Share aggregate data and provide professional development on common areas of need during weekly PLC meetings. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * All teachers in grades 6th-8th will be trained on the Spot Observation instructional model and characteristics during pre-service. * During weekly PLCs and Demo Thursdays, teachers will internalize the lesson to be able to deliver at grade-level rigor, be prepared to implement feedback, and execute teacher at-bats. * Teachers in grades 6th-8th will be trained on the effective delivery and planning for the LSAE instructional model. * Teachers will implement instructional practices based on instructional feedback from conducted Spot Observations. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action One:** Increase the level of high-quality tier 1 instruction through spot observations and feedback. | | |
| **Staff Development** | Who: Instructional Leaders( Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice. | | |
| What:   * Pre-service week training on Spot Observation instructional model and characteristics. * Real-time coaching sessions during spot observations. * Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. * Professional development sessions addressing common areas of need, based on aggregate data from spot observations. | | |
| When:   * Pre-service week for initial training. * Weekly for spot observations and real-time coaching. * Every week for PLCs and Thursday Demo day. * Scheduled times for professional development sessions throughout the school year. | | |
| Where:   * In-school training for pre-service and PLCs. * Classrooms for real-time coaching. * Professional development might be in-school or off-site, depending on the session. | | |
| **BUDGET** | **Proposed item** | **Description** | **Amount** |
| Staff development | Funds for materials ( Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training. | $5,000 |
| Materials/resources | Purchase of resources and materials for PLCs ( Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions). | $2,000 |
| Purchased services | N/A |  |
| Other | N/A |  |
| Other | N/A |  |
| **TOTAL** | | $7,000 |
| Funding sources:   * School budget allocation for professional development. * Possible grants or funds from educational partners or district initiatives. * Title I funding sources if applicable to the school's context. | | |

|  |  |
| --- | --- |
| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  Implement the NES ELA 6th-8th curriculum with fidelity to increase mastery of learning objectives. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 60% of students will score above the 50th percentile in Reading on NWEA Map BOY- MOY assessments. |
| * 44% of 6th-8th graders will meet at Meets or higher on the 2024-2025 Reading STAAR exam. |
| * 60% of students will score at Secure 2 or Higher by December 2025, increasing to 80% by May 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Daily PLC using protocols for backwards planning, DDI, and Lesson Internalization to provide ELA teachers with side-by-side planning, unpack standards, opportunities for teacher at-bats, and plan for highest leverage instructional practices. * Enhance Edison MS lesson plan checklist to provide training on required/exemplar components. * Conduct professional development on MRS strategies, high-leverage instructional practices, and teacher modeling. * Offer weekly feedback on lesson plans, DOLs, MRS, and lesson internalization during PLC meetings and Thursday Demo sessions. * Implement weekly walkthroughs to ensure alignment with scope and sequence and lesson pacing. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * ELA teachers attend and Internalize NES ELA preservice training and Thursday Demo sessions throughout the 2025 school year. * Weekly 45-minute "Demo Days" lessons for teachers to practice lesson internalization and delivery. * Weekly pre-work submission of lesson plans by ELA teachers for feedback on teacher annotations and internalization. * Engage in peer-to-peer feedback on lesson plans and "at-bats" during weekly Thursday Demos. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Two:** Implement the NES ELA 6th-8th curriculum with fidelity to increase mastery of Learning Objectives. | | |
| **Staff Development** | Who: Instructional Leaders( Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice. | | |
| What:   * Pre-service week training on Spot Observation instructional model and characteristics. * Real-time coaching sessions during spot observations. * Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. * Professional development sessions addressing common areas of need, based on aggregate data from spot observations. | | |
| When:   * Pre-service week for initial training. * Weekly for spot observations and real-time coaching. * Every week for PLCs and Thursday Demo day. * Scheduled times for professional development sessions throughout the school year. | | |
| Where:   * In-school training for pre-service and PLCs. * Classrooms for real-time coaching. * Professional development might be in-school or off-site, depending on the session. | | |
| **BUDGET** | **Proposed item** | **Description** | **Amount** |
| Staff development | Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training. | $5,000 |
| Materials/resources | Purchase of resources and materials for PLCs ( Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions). | $2,000 |
| Purchased services | N/A |  |
| Other | N/A |  |
| Other | N/A |  |
| **TOTAL** | | **7,000** |
| Funding sources:   * School budget allocation for professional development. * Possible grants or funds from educational partners or district initiatives. * Title I funding sources if applicable to the school's context. | | |

|  |  |
| --- | --- |
| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  Implement the NES Math 6th-8th curriculum with fidelity to increase mastery of Learning Objectives. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 60% of students will score above the 50th percentile in Math on NWEA Map BOY- MOY assessments. |
| * 40% of 6th-8th graders will score Meets Level or higher on the 2024-2025 Math STAAR exam. |
| * 65% of students will score at Secure 2 or Higher by December 2025, increasing to 85 % by May 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Daily PLC using backwards planning, DDI, and Lesson Internalization protocols to provide Math teachers with side-by-side planning,unpack standards, opportunities for teacher at-bats and plan for highest leverage instructional practices. * Enhance Edison MS lesson plan checklist to provide training on required/exemplar components. * Conduct professional development on MRS strategies, high leverage instructional practices, teacher modeling. * Offer weekly feedback on lesson plans, DOLs, MRS, and lesson internalization during PLC meetings and Thursday Demo sessions. * Implement weekly walkthroughs to ensure alignment with scope and sequence and lesson pacing. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Math teachers attend and Internalize NES Math Pre-Service training and Thursday Demo sessions throughout the 2025 school year. * Weekly 45-minute "Demo Days" lessons for teachers to practice lesson internalization and delivery. * Weekly pre-work submission of lesson plans by Math teachers for feedback on teacher annotations and internalization. * Engage in peer-to-peer feedback on lesson plans and "at-bats" during weekly Thursday Demos. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Three:** Implement the NES Math 6th-8th curriculum with fidelity to increase mastery of Learning Objectives. | | |
| **Staff Devel.** | Who: Instructional Leaders ( Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice. | | |
| What:   * Pre-service week training on Spot Observation instructional model and characteristics. * Real-time coaching sessions during spot observations. * Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. * Professional development sessions addressing common areas of need, based on aggregate data from spot observations. | | |
| When:   * Pre-service week for initial training. * Weekly for spot observations and real-time coaching. * Every week for PLCs and Thursday Demo day. * Scheduled times for professional development sessions throughout the school year. | | |
| Where:   * In-school training for pre-service and PLCs. * Classrooms for real-time coaching. * Professional development might be in-school or off-site, depending on the session. | | |
| **BUDGET** | **Proposed item** | **Description** | **Amount** |
| Staff development | Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training. | $5,000 |
| Materials/resources | Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions). | $2,000 |
| Purchased services | N/A |  |
| Other | N/A |  |
| Other | N/A |  |
| **TOTAL** | | **7,000** |
| Funding sources:   * School budget allocation for professional development. * Possible grants or funds from educational partners or district initiatives. * Title I funding sources if applicable to the school's context. | | |

|  |  |
| --- | --- |
| **KEY ACTION FOUR** | **Key Action** *(Briefly state the specific goal or objective.)*  Improve the effectiveness of tier 1 instruction for EB/EL students in Math and Reading. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 45% of EB students meet the TEA TSI Math target by May 2025. |
| * 34% of EB students to meet the TEA TSI Reading target by May 2025 |
| * 40% of EB students will grow at least one English proficiency level in TELPAS by May 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Implement Sheltered Instruction Ongoing Professional Development during pre-service, weekly PLCs, and Thursday Demo/Planning for all content area teachers. * Utilize Spot Observation form to monitor the implementation of HQ sheltered instruction practices, daily writing, and MRS. * Track EB student progress through Summit K-12 and develop interventions as needed. * Conduct weekly Sheltered Instruction professional development sessions within PLCs and Thursday Demo. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * All teachers internalize preservice and ongoing PD on sheltered instruction HQ practices and implementation. * ELA and Math teachers to exhibit Sheltered Instruction practices during weekly at-bat lessons. * ELA/Math teachers to submit lesson plans with language objectives for administrative feedback weekly. * Teachers to master three Sheltered Instruction strategies by December and six by May. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four:**  Improve the effectiveness of tier 1 instruction for EB/EL students in Math and Reading | | |
| **Staff Devel.** | Who: Instructional Leaders ( Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice. | | |
| What:   * Pre-service week training on Spot Observation instructional model and characteristics on Sheltered Instruction. * Real-time coaching sessions during spot observations. * Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. * Professional development sessions addressing common areas of need, based on aggregate data from spot observations. | | |
| When:   * Pre-service week for initial training. * Weekly for spot observations and real-time coaching. * Every week for PLCs and Thursday Demo day. * Scheduled times for professional development sessions throughout the school year. | | |
| Where:   * In-school training for pre-service and PLCs. * Classrooms for real-time coaching. * Professional development might be in-school or off-site, depending on the session. | | |
| **BUDGET** | **Proposed item** | **Proposed item** | **Proposed item** |
| Staff development | Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training. |  |
| Materials/resources | Instructional materials for ESL and Sheltered Instruction best practices |  |
| Purchased services | Subscriptions for assessment tools like Summit K-12. |  |
| Other | N/A |  |
| Other | N/A |  |
| **TOTAL** | | **5,000** |
| Funding sources:   * School budget allocation for professional development. * Possible grants or funds from educational partners or district initiatives. * Title I funding sources if applicable to the school's context. | | |

|  |  |
| --- | --- |
|  | **Key Action** *(Briefly state the specific goal or objective.)*  *The Principal will consistently provide on-the-job coaching and feedback at least once a month.* |
| **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 action 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. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * 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 |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Align staff schedules to ensure 100% compliance with each student's IEP by December 2024, increasing the effectiveness of individualized instruction and accommodations by May 2025. * Provide documented work samples demonstrating the use of accommodations and modifications in 90% of classroom observations by December 2024, increasing to 100% by May 2025. * Implement 80% of actionable feedback from coaching sessions into classroom practices by December 2024, increasing to 90% by May 2025. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four:**  *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 random quarterly reviews.* | | |
| **Staff Devel.** | Who: Instructional Leaders ( Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice. | | |
| What:   * Pre-service week training on Spot Observation instructional model and characteristics on Sheltered Instruction. * Real-time coaching sessions during spot observations. * Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. * Professional development sessions addressing common areas of need, based on aggregate data from spot observations. | | |
| When:   * Pre-service week for initial training. * Weekly for spot observations and real-time coaching. * Every week for PLCs and Thursday Demo day. * Scheduled times for professional development sessions throughout the school year. | | |
| Where:   * In-school training for pre-service and PLCs. * Classrooms for real-time coaching. * Professional development might be in-school or off-site, depending on the session. | | |
|  | **Proposed item** | **Proposed item** | **Proposed item** |
| Staff development | Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training. |  |
| Materials/resources | Instructional materials for ESL and Sheltered Instruction best practices |  |
| Purchased services | Subscriptions for assessment tools like Summit K-12. |  |
| Other | N/A |  |
| Other | N/A |  |
| **TOTAL** | | **7,000** |
| Funding sources:   * School budget allocation for professional development. * Possible grants or funds from educational partners or district initiatives. * Title I funding sources if applicable to the school's context. | | |