

# **2024-2025 Action Plan**

**Holland Middle School**

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# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core  
Beliefs**

**Vision**

**Theory of  
Action**

## Theory of Action:

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

## Vision:

Together with community stakeholders, we at Holland Middle School are focused on preparing our students for college and careers. We aim to inspire and empower students to excel both academically and socially, while fostering their academic interests, inquiry, and success in a more technologically advanced world.

## Core Beliefs:

- All students can learn and reach his or her potential.
- Effective teachers make the most difference in student academic performance.
- For every child to succeed, we must hold students and ourselves to high expectations.
- We value parent and community support.
- We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.
- We value equity and commit to reducing inequities inherent in the education system.

## Needs related to improving the quality of instruction

Based on campus observations and IRT visits, the feedback provided will emphasize the ineffective instructional practices such as inconsistent tier 1 instruction and inadequate teacher training which affect the quality of instruction. The needs include the following:

- Improve teacher preparation and coaching to ensure effective utilization of differentiated and sheltered instruction strategies.
- Increase effective use of embedded MRS strategies throughout on grade level direct instruction, by scheduling continued professional development opportunities throughout the school year.

## Needs related to student achievement data:

The data indicates that while 7th-grade students are performing well in math and reading, there is a notable underperformance within the Emergent Bilingual population. Addressing this issue may involve implementing targeted strategies to support these students. The suggestions include:

- 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)

Holland Middle School's philosophy is centered on providing rigorous and equitable instruction to ensure every student has the opportunity to achieve excellence. To continue meeting these standards, the school's current system may need to evaluate and enhance its instructional strategies and resources. The following systems are suggested:

- Enhance system capacity for regular and effective professional development that aligns tightly with HISD's core values.
- Develop a strategic plan to enhance system capacity that includes measurable goals, such as increasing the percentage of students meeting grade-level standards.
- Improve monitoring and evaluation processes to ensure the fidelity of curriculum implementation and instructional quality across all levels, thus supporting HISD's commitment to high expectations and equitable educational opportunities.

# School Action Plan Template

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**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.)*

- 70% of the teachers will be Proficient 1 or higher on spot observations conducted through December will be; that percentage will increase to 87% by May 2025
- The campus average in the Engage and Deliver dimension on the SPOT Observation dashboard will increase to 3.8 by January 2025 then 4.2 out of 6 by May 2025.
- The campus average in the Planning dimension on the SPOT Observation dashboard will increase to 1.4 by January 2025 then 1.5 out of 2 by 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 model 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 written feedback on lessons and next steps.
- Provide real-time coaching of teachers and track feedback through google docs to measure teacher growth over time.
- Administrators have to calendar out their coaching times. (70% or more each week of administrators in classroom doing instructional coaching)
- Tiering teachers and creating systems of support.
- Share aggregate data from spot observations to identify trends and areas needing additional support and provide professional development on common areas of need during weekly PLC meetings.
- Train teachers how to use data effectively to inform instructional decisions and differentiate instruction based on students' individual needs during their 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 week.
- During weekly PLCs, teachers will internalize the lesson to be able to deliver at grade-level rigor and be prepared to implement feedback and give at-bats.
- Teachers in grades 6th-8th will be trained on 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, coaching and feedback.

**Who:** Instructional Leaders including the Principal, APs, ELDS, as well as Teacher Leaders) and Teachers/ Elective (grades 6th-8th)

**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.
- 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.

<b>B u d g e t</b>	Proposed item	Description	Amount
	Staff development	<ul style="list-style-type: none"> <li>• District-led PD</li> <li>• Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, large Post-It Notes, Clipboards) for Spot Observation instructional model training.</li> </ul>	\$5,000
	Materials/resources	<ul style="list-style-type: none"> <li>• District curriculum resources</li> <li>• Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, large Post-It Notes, Clipboards) for Spot Observation instructional model</li> </ul>	\$5,000
	Purchased services	None	\$0
	Other		
	Other		
	<b>TOTAL</b>		<b>\$10,000</b>
	Funding sources: <ul style="list-style-type: none"> <li>• School budget allocation for professional development.</li> <li>• Possible grants or funds from educational partners or district initiatives.</li> <li>• Title I funding sources if applicable to the school's context.</li> </ul>		

<div>KEY ACTION TWO</div>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<p>Campus improves English proficiency for Emergent Bilingual students through mastery of daily objectives and standards aligned to Reading STAAR and TELPAS.</p>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>By January 2025, 20% of the Emergent Bilingual students will meet their individual growth targets on NWEA MOY MAP Reading. By May 2025, 40% of Emergent Bilingual students will meet their individual growth target on NWEA MAP EOY Reading.</li> <li>44% of EB students grow one proficiency level on TELPAS by May 2025 with 50% of Beginner/Intermediate Emergent Bilingual Students meeting the progress goal of 40 minutes per week using Connect To Literacy via Summit K12.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish</i>

*the objective?)*

- Conduct daily PLC planning sessions with ELA teachers to unpack standards and outline each 6-week grading cycle, refining and incorporating DOLs and MRS.
- Develop a targeted pull-out plan for specific students to improve speaking and listening skills for TELPAS.
- Develop and distribute a lesson plan checklist, providing guidance on mandatory components, and utilize the Spot Observation Form to monitor the use of sheltered instruction practices, daily writing, and MRS.
- Conduct professional development on ECR/SCR writing strategies, STAAR 2.0 Item Types, Sheltered Instruction, and MRS selection and execution to maintain student engagement in the classroom.
- Provide feedback on lesson plans, DOLs, MRS, SI strategies, and lesson internalization during PLC meetings and "at-bat" practice sessions.
- Implement weekly walkthroughs to ensure alignment with district scope and sequence and lesson pacing.
- Track and assess EB/EL student progress every three weeks and develop interventions as needed.

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

- ELA teachers to undergo NES ELA preservice training and "Planning for Success" sessions throughout 2025 school year.
- All teachers will participate in Sheltered Instruction training before the start of the school year and monthly Professional Learning Communities (PLCs) to monitor the progress of English learners and bilingual students every three weeks. Teachers will master three Sheltered Instruction strategies by December. That number will increase to six by May.
- Teachers will participate in monthly 20-minute "Demo Day" lessons to practice lesson delivery, add SI practices, and MRS tailored to the specific needs of students.
- ELA teachers will internalize their lessons and receive weekly feedback during PLC meetings on specific lesson components, including MRS and SI support and differentiated practices.

	<ul style="list-style-type: none"> <li>Engage in peer-to-peer feedback on lesson plans and "at-bats" during weekly PLCs.</li> </ul>
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	<b>Key Action Two:</b> Implement the new NES ELA 6th-8th curriculum with fidelity to increase mastery of daily objectives.		
	Who: ELA Teachers (grades 6th-8th), Teacher Leaders, PLC Leaders, APs, Principals		
	What: <ul style="list-style-type: none"> <li>Pre-service and in-service training sessions on NES ELA curriculum.</li> <li>"Planning for Success" workshops.</li> <li>Weekly "Demo Day" lessons for practice and peer feedback.</li> <li>Sheltered Instruction workshops</li> <li>Daily PLC meetings for collaborative planning and professional growth.</li> </ul>		
	When: · Pre-service training before the school year in 2025 and before each 6-week grading cycle. <ul style="list-style-type: none"> <li>Monthly "at-bat" sessions and weekly PLCs throughout the school year.</li> </ul>		
	Where:		
<b>B u d</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Differentiation PD, Sheltered Instruction PD, Purposeful Feedback, Aggressive Monitoring, STAAR 2.0 Item Types, and OnTrack Utilization	\$6,000
	Materials/resources	Technology (computers, headphones), English-Spanish Dictionaries, English	\$40,000



g e t		Dictionaries, Cognate Resources, and Materials related to differentiation in the classrooms.	
	Purchased services		
	Other		
	Other		
	TOTAL		\$46,000
Funding sources: <ul style="list-style-type: none"><li>- School budget allocation for professional development.</li><li>- Possible grants or funds from educational partners or district initiatives.</li><li>- Title I funding sources if applicable to the school's context.</li></ul>			

KEY ACTION	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>  Implement the NES Math 6th-8th curriculum with fidelity to provide high quality instruction and maximize student learning outcomes.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>  <ul style="list-style-type: none"> <li>• The math department average in the Monitor and Adjust dimension will increase to 2.6 January 2025 then 2.9 out of 4 by May 2025.</li> <li>• 38% of students in grades 6th-8th at Meets or Above in the Math STAAR exam by May 2025. Following the NWEA MAP MOY administration, 30% of students will be projected to be at the Meets or above level in Math STAAR in NWEA Map.</li> <li>• 40% of students will be above the 45th percentile in math as measured in the NWEA Map assessments by Winter MOY and 40% of students to be above the 50th percentile in math as measured in the NWEA EOY MAP assessment.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>  <ul style="list-style-type: none"> <li>• Facilitate daily PLC planning with Math teachers to align with NES Math standards and aligning DOLs and MRS.</li> <li>• Develop a NES Math lesson internalization protocol to guide PLC and ensure instructional alignment.</li> <li>• Organize professional development sessions on diverse MRS strategies for differentiated instruction.</li> <li>• Provide consistent weekly feedback on lesson plans, DOLs, MRS usage, and lesson internalization.</li> <li>• Perform daily walkthroughs to ensure lessons align with NES Math curriculum pacing.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>  <ul style="list-style-type: none"> <li>• Math teachers will engage in NES Math preservice training and ongoing weekly planning sessions and district PD during teacher service days.</li> <li>• Each week teachers will participate in Demo Day to practice instructional content delivery and receive feedback from colleagues.</li> <li>• Teachers provide peer feedback on lesson components and effective teaching practices.</li> <li>• Monitor student performance on district assessments and DOLs then adjust instruction to meet the needs of each student.</li> </ul>

	<b>Key Action Three:</b>		
<b>B u d g e t</b>	Who: Math Teachers (grades 6th-8th), Teacher Leaders, PLC Leaders, APs, Principals		
	What: <ul style="list-style-type: none"> <li>• Pre-service and in-service training sessions on NES Math curriculum.</li> <li>• Weekly DOL and DFA data analysis to support student learning outcome</li> <li>• Weekly "Demo Day" lessons for practice and peer feedback.</li> <li>• Daily PLC meetings for collaborative planning and professional growth.</li> </ul>		
	When: <ul style="list-style-type: none"> <li>• Pre-service training before the school year in 2024 and before each 6-week grading cycle.</li> <li>• Weekly Demo Day sessions and weekly PLCs throughout the school year.</li> </ul>		
	Where:  Holland Middle School and District Training Facilities		
	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for Spot Observation instructional model training.	\$10000
	Materials/resources	Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions).	\$10000
	Purchased services		0
	Other		0
	Other		0
	<b>TOTAL</b>		\$20,000

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 ITEMS FOR	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>  Increase the level of high quality instruction by improving campus culture.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>  <ul style="list-style-type: none"> <li>• Increase attendance average from 93% to 95% by May 2025.</li> <li>• Decrease out of school suspensions from 258 to less than 180 (30%) by May 2025.</li> <li>• Increase staff attendance by 15% by May 2025.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>  <ul style="list-style-type: none"> <li>• Daily attendance calls will be monitored to ensure parents are being contacted if their student has not arrived on campus.</li> <li>• Attendance committee meetings will be conducted weekly and include counselors, wraparound specialists, assistant principals, and principal.</li> <li>• Attendance contracts monitored by assistant office manager and assistant principal.</li> <li>• Discipline infractions monitored by assistant principal and appropriate discipline assigned per Code of Conduct.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>  <ul style="list-style-type: none"> <li>• All teachers and staff will participate in a De-escalation training during pre-service. Refresher courses will be mandated in December 2024 and April 2025.</li> <li>• Teachers will be required to complete a discipline survey for all infractions. Assistant principal will monitor and refer to IAT if necessary.</li> <li>• Grade level PLCs will take place monthly to discuss students with attendance and discipline concerns.</li> </ul>

	<b>Key Action Four:</b> Increase the level of high quality instruction by improving campus culture.			
	Who: Principal, Assistant Principals, Teachers, Counselors, Staff			
	What: <ul style="list-style-type: none"> <li>• Lead training for teachers on attendance protocols and expectations.</li> <li>• Guide teachers and staff to appropriate district trainings to improve attendance and decrease discipline infractions.</li> <li>• Plan attendance and</li> </ul>			
	When: <ul style="list-style-type: none"> <li>• Preservice training before the 2024-2025 school year.</li> <li>• Monthly Grade Level PLCs.</li> </ul>			
	Where: All trainings will take place on campus or at district locations.			
<b>B u d g e t</b>	<b>Proposed item</b>	<b>Description</b>		<b>Amount</b>
	Staff development	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards) for Spot Observation instructional model training.		\$5,000
	Materials/resources	Awards, certificates, trophies		\$6000
	Purchased services			
	Other	Incentives		\$8000
	Other			
	<b>TOTAL</b>			\$19,000

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.