

2024-2025 Action Plan

Campus: Fondren MS

Principal: LaKia Jackson

Grades Served: 6-8

Projected Enrollment: 654/695 as of 09/13/24

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

- TELPAS proficiency levels
- Tracking DOL data
- Satisfactory scores on district unit assessments (All core contents)
- Student achievement not in *high achievement and high growth* for NWEA MOY
 - 6th Grade- 7 classes HA/HG; 7th Grade- 4 classes HA/HG; 8th- 4 classes HA/HG (Math)
 - 6th Grade- 7 classes HA/HG; 7th Grade- 11 classes HA/HG; 8th Grade- 14 classes HA/HG (Reading)

Needs related to improving the quality of instruction:

- IRT scores in Domain II
- Percentage of SPOT observations in which Differentiation, Adjusting Instruction and Higher Order Thinking was observed
- Coaching and Feedback (Timely and Scheduled); Continue tracking system and refine specific coaching tips
- Effective internalizations with enhancements around engaging slide decks that include quality, high-yielding EB supports
- Systematic data analysis and tracking with progress monitoring

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

- Challenges with transitions and scheduling (DYAD)
- Parent attendance rates at events, parent conferences and signature pages
- Morning and afternoon duty (teacher expectations)
- Student attendance
- Maintain staff attendance
- Technology personnel and tracking system

School Action Plan

KEY ACTION ONE

Key Action:

Cultivate the capacity of the instructional staff to deliver high-quality instruction to students

Indicators of success:

- As measured by campus spot observations, 75% of teachers will receive 5/8 points in Domain II (Engagement & Delivery) by December 2024. The percentage will increase to 85% of teachers by May 2025.
- Through the implementation of T-TESS and the spot observations provided, 80% of teachers will be rated proficient or higher in the execution and monitoring of high-quality instruction by May 2025. (Contingent upon T-TESS system still being used)
- BOY IRT scores for teachers observed (5/8) will receive no less than 12/15 total score. EOY IRT Scores for teachers observed (7/8) will receive no less than 12/15 total score.

Specific actions – school leaders:

- **Daily On-the-Spot Coaching and Feedback (Ongoing):** Provide teachers with daily on-the-spot coaching and feedback, with multiple feedback sessions depending on teacher proficiency. Provide written feedback at least once per week using the spot observation form.
- **Weekly PLC Facilitation (Ongoing):** Facilitate weekly Professional Learning Communities (PLCs) focused on student data, best practices, and modeling effective EB supports.
- **Calibration Walks (Ongoing):** Conduct regular calibration walks with the Leadership Team and Division Leadership, providing feedback to teachers within 24 hours.

Specific actions – staff:

- **Engage in Professional Development and PLCs (Ongoing):** Teachers will participate in Professional Development and PLCs to implement High-Quality Instructional Materials (HQIM) best practices.
- **Lesson Internalization and Feedback (Ongoing):** Teachers will internalize lessons, using feedback from instructional leaders, and engage in practice opportunities before lesson facilitation.
- **EB Support Documentation (Ongoing):** Teachers will incorporate specific EB supports into their lesson internalization and slide decks.

Key Action One:

Who:

What:

When:

Where:

Proposed item

Description

Amount

Staff development

We will follow the NES budget allocation guidelines.

Materials/resources

We will follow the NES budget allocation guidelines.

Purchased services

We will follow the NES budget allocation guidelines.

Other

Other

TOTAL

Funding sources:

Key Action:

Increase student reading & math proficiency and growth on all national and state assessments.

Indicators of success:

- By January 2025, students will meet or exceed their individualized projected growth on fundamental literacy skills as measured by NWEA MAP.
- By May 2025, Fondren Middle School will increase the number of students performing at or above grade level by 10% compared to the 2023-2024 school year on the STAAR.

Specific actions – school leaders:

- **Data-Driven PLCs (Ongoing):** Develop data-driven Professional Learning Communities (PLCs) aligned with HQIM to review best practices and ensure student mastery of Demonstration of Learning (DOL).
- **Monitor Best Practices Execution (Ongoing):** Actively monitor the execution of best practices, ensuring student demonstrations of learning meet grade-level expectations.
- **Data Tracking and Analysis (Ongoing):** Track and analyze DOL and End-of-Unit Assessment data to determine student growth and progress metrics.

Specific actions – staff:

- **Lesson Internalization for STAAR Alignment (Ongoing):** Teachers will internalize reading and math lessons, ensuring alignment with STAAR and Lead4Ward, as evidenced by written feedback from instructional leaders.
- **Data-Driven Instruction Adjustments (Ongoing):** Teachers will regularly analyze data from NWEA proficiency screeners to adjust instruction and ensure alignment with growth targets.
- **Student Engagement in Data Tracking (Ongoing):** Teachers will involve students in tracking and analyzing their data, and lessons based on spiraled TEKS will be adjusted.

	Key Action Two:		
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development	We will follow the NES budget allocation guidelines.	
	Materials/resources	We will follow the NES budget allocation guidelines.	
	Purchased services	We will follow the NES budget allocation guidelines.	
	Other		
	Other		
	TOTAL		
Funding sources:			

KEY ACTION THREE

Key Action:

Improve English proficiency for Emergent Bilingual students

Indicators of success:

- By the PEIMS snapshot, 100% of new-to-HISD EB students identified through the Home Language Survey and EB Identification Test will be placed in an ESL classroom (unless services are waived).
- By June 2025, 15% of EB students will meet their individual growth targets on NWEA MAP Reading 6+.
- By December 2024, 75% of EB teachers will score 7/10 or higher in Domain II on-spot observations, and by May 2025, 100% of EB teachers will score 8/10 or higher.

Specific actions – school leaders:

- **Data-Driven PLCs (Ongoing):** Develop data-driven PLCs that focus on best practices for EB support and ensure students' demonstrations of learning meet grade-level expectations.
- **Monitor Best Practices Execution (Ongoing):** Monitor the implementation of EB supports reviewed in PLCs and provide regular feedback to teachers.

	Specific actions – staff: <ul style="list-style-type: none"> • Lesson Internalization and Feedback (Ongoing): Teachers will internalize core content lessons to ensure alignment with TELPAS and STAAR, with feedback from instructional leaders. • Data-Driven Instruction Adjustments (Ongoing): Teachers will adjust instruction based on NWEA proficiency screener data. • Effective EB Supports (Ongoing): Teachers will provide effective EB supports within lesson slide decks, focusing on reading, writing, listening, and speaking
--	---

	Key Action Three:		
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development	We will follow the NES budget allocation guidelines.	
	Materials/resources	We will follow the NES budget allocation guidelines.	
	Purchased services	We will follow the NES budget allocation guidelines.	
	Other		
	Other		
	TOTAL		

Funding sources:

KEY ACTION FOUR

Key Action:

Improve community and parental involvement to positively impact student attendance.

Indicators of success:

- By May 2025, the percentage of chronically absent students will decrease by 10%.
- As measured by surveys and FACE status, parental attendance at school events will increase by 25% by December 2024.
- The PTO will have five active members by December 2024 and seven members by June 2025.

Specific actions – school leaders:

- **Incentivize Teacher Buy-in for Parental Communication (Ongoing):** Develop an incentive system for teachers to promote increased parental communication and engagement.
- **Expand Communication Channels (Ongoing):** Increase social media and community outreach efforts to improve communication with families.

Specific actions – staff:

- **Daily Attendance Tracking (Ongoing):** Teachers, the administration team, and the Attendance Clerk will track attendance daily and communicate with families regarding attendance concerns.
- **Family Communication on Attendance (Ongoing):** Teachers and staff will engage with families through written and verbal communication about attendance and documenting efforts.
- **Community Outreach and Walks (Ongoing):** All staff will participate in community walks and outreach events with wraparound services to build family engagement and improve attendance.

	Key Action Four:		
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development	We will follow the NES budget allocation guidelines.	
	Materials/resources	We will follow the NES budget allocation guidelines.	
	Purchased services	We will follow the NES budget allocation guidelines.	
	Other		
	Other		
	TOTAL		
	Funding sources:		