

Hogg Middle School – Action Plan (24-25)

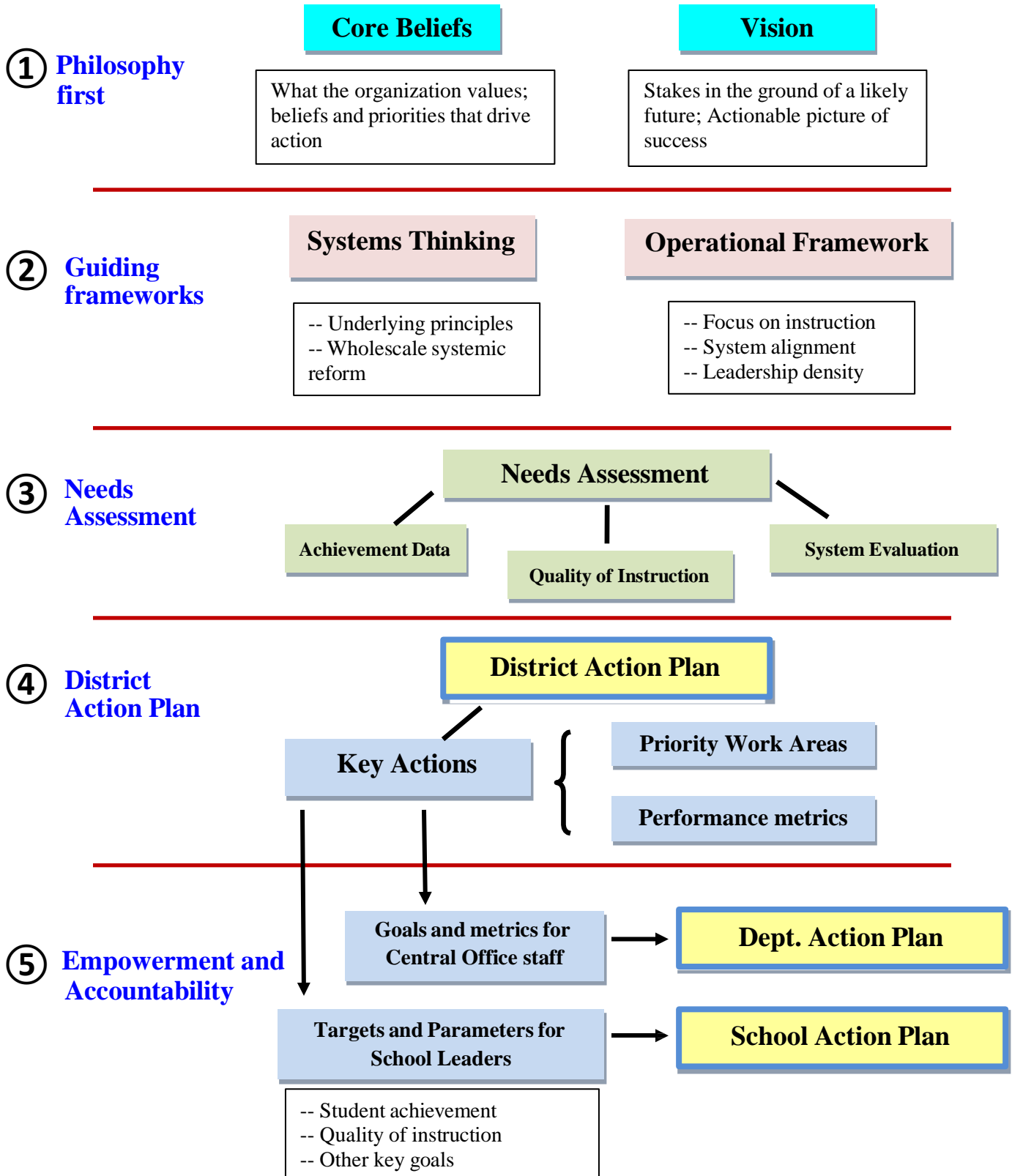
Systems Thinking and Action Planning



revised March 2024

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Effective Districts – Planning Diagram



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- **Minority Achievement Gap:** Our data shows a wide gap between White-Black and White-Hispanic students.

STAAR Meets +	Black	Hispanic	White	W-B Gap	W-H Gap
Reading	54	57	85	31	28
Math	40	42	81	41	39

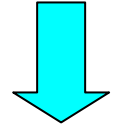
- **Special Education:** Our data shows we need to improve or quality of IEP's, specifically documenting accommodation in PowerSchool.

CAMPUS NAME	Action Plan Required	ARD timeliness	Quality of IEP	Progress Monitoring	Quality of Instruction
Hogg M. S.	Yes	5	2	5	4

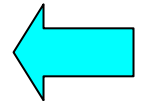
- **Emergent Bilingual:** Only 30% of our EB students grew one level of proficiency on TELPAS.

Campus Name	Action Plan Required	# of students who grew one level of Proficiency	Denominator (# Students In-Scope at Campus)	% Gained (from SY22-23 to SY23-24)	Recommended Target Metric
Hogg M. S.	Yes	57	189	30.2	44

- NWEA MAP overall results averaged in the 50-60th percentile across subjects. Targeted interventions, specific attention to special populations, and increased progress monitoring are all crucial to improving these results.
- NWEA MAP growth metrics by teacher and subject show room for improvement with a goal of 75th percentile and above.



Parameters and metrics established by the District



Needs related to improving the quality of instruction

According to campus SPOT and IRT data, student engagement strategies continue to be an area of concern. Teacher needing to plan for engagement strategies and selecting the one that will make the biggest impact within the framework of the lesson is not consistently implemented with fidelity. Teachers will continue to require professional development, at-bat practices, and

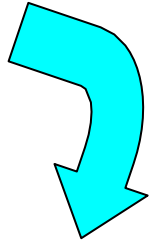
modeling of the various engagement strategies and internalization of their impact on student mastery of standards. Time spent planning engagement strategies, along with using high quality instructional materials, is necessary to move the IRT and SPOT data of the campus and improve student outcomes.

System evaluation (philosophy, processes, implementation, capacity)

Hogg Middle School makes use of the district vetted curriculum materials across all content areas. District curriculum, including STEMscopes for Math courses, SAAVAS My Perspectives for ELA courses, and SAAVAS for Science, with district curriculum for Social Studies and supplemental supports like IXL, and Scholastic materials.

All classroom teachers use a learning objective (LO), do nows, and demonstrations of learning (DOL) to plan each lesson. All classes engage in district-priority student engagement strategies and writing samples that encourage success on shortened constructed responses (SCR) and extended constructed responses (ECR). Lesson plans will be reviewed weekly for the upcoming week, and teachers will receive feedback on lessons for Teacher growth. Leaders will also calibrate and track lesson plan feedback with observed instruction. Teachers will develop their lesson implementation skills through at-bats during PLCs and in 1:1 coaching session with teachers to debrief classrooms observations.

Data is initially used to drive instruction by determining if students require accelerated Reading and/or Math learning. Extra classes are added to the master schedule to support students needing additional support or remediation in these two courses. Students are also invited to extend the school day in tutorials based on common assessment data and teacher DOL data, which will complement the leadership and staff perspective on instructional practices. Campus systems will also be used to track scholar progress toward growth goal attainment on STAAR/EOC and MAP using IXL, SIRIUS, and DOLs.



Key Actions

- *Grow staff capacity to provide high quality instruction and create a high-performance culture for teachers, students and parents.*
- *The campus will close the minority achievement gap by improving our Black and Hispanic students' performance on the STAAR Reading and STAAR Math.*
- *The campus improves English proficiency for Emergent Bilingual students.*
- *The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.*

School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Grow staff capacity to provide high quality instruction and create a high-performance culture for teachers, students and parents.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> The campus will achieve an overall score of 9 or higher on IRT 1 or 2 in Fall 2024, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions. [23-24 Data: IRT 1 – 7.27] By May 2025, 75% of core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester. The campus will achieve an overall score of 11 or higher on the highest IRT of the 24-25 school year, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions. [23-24 Data: IRT 3 – 8.3; D1 – 1.9, D2 – 3.1, D3 – 3.3] Decrease the number of out of school suspensions by 5% by the end of the 2024-2025 school year. [23-24: 62 / 24-25 Goal = >59] In the School Climate Survey conducted in December 2024 and May 2025, at least 95% of parents will choose “mostly” or “yes” when asked “Are you happy with Hogg at this time?” [23-24: Current Data 76% Yes 18% Mostly] By June 2025, student attendance will increase to 96%. [23-24: average 8/21/23 to 6.5.24 – 95.5%]
	<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"> Design Professional Development to ensure that Teachers are prepared to: <ul style="list-style-type: none"> Beginning of Year Professional Development <ul style="list-style-type: none"> Reflect on previous data for the scholars that they will serve for the upcoming school year. Identify the specific goals for scholars for the school year to enhance targeted supports for subpopulations – ECD, SPED, EB. Collaborate within the department, especially at the same grade level, to norm lesson structure and procedures for learning that will prepare all scholars for on-grade-level instruction, regardless of learning needs – committing to a scope and sequence that will ensure success. (Agenda, Lesson Structure, Resources, Scholar Engagement, Feedback, At-bats, Assessment, Intervention) Review STAAR/MAP content alignment to ensure a cohesive cycle of support for scholars upon data review for BOY data – balancing growth and achievement. Design and commit to school-wide writing systems for SCR/ECR to ensure consistency across the campus. Ongoing through PLCs <ul style="list-style-type: none"> Sharpening teachers focus through Lead4ward resource reviews to enhance content focus upon priority TEKs. Review scholar data to focus upon areas of need for scholar support. Present teacher best practices utilizing available district resources. Build cache of best practice instructional videos from the campus to use as references/models for reference during at-bats and 1:1 coaching.

- Teachers lead an at-bat of an upcoming lesson, where the team will support with feedback for one-another.
 - Support with lesson planning to enhance practices.
 - Constructing DOLs aligned with STAAR/EOC and common assessments.
 - Curriculum internalization (Aligned LO/DOL/Instruction), Curriculum Map with Indicator
 - Teachers will indicate strategies, essential questions, key vocabulary, exemplar lessons.
 - Teacher uses lesson materials to create a 1:1 representation of the lesson materials for scholars to use during the lesson.
 - Anchor Charts
 - Desk Set-up (SCR/RACE & Annotation Cards) ·
- Train teachers on HISD/Hogg Hooks specific student engagement strategies and techniques; specifically, Multiple Response Strategies correctly to achieve desired outcomes:
 - Think-Pair-Share
 - Turn & Talk
 - Table Talk
 - White Boards
 - Response Cards – Paper/Digital (Ink-Pair-Share)
 - Tech-Enhanced Items ·
- Provide on-the-spot coaching daily to ensure students receive high quality instruction and build teacher capacity as evidenced by SPOT data.
- Integrate routine into PLCs for grade-level review of scholar conduct data: suspensions, tardies, ADA, family calls for conduct, teacher referrals.
- Facilitate multi-tier system of support for Tier 3 behavior concerns including wraparound, and IAT.

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

- Look-fors
 - Implement effective instructional practices with fidelity.
 - Posted board configuration (TEK/LO/DOL)
 - Instructional alignment (TEK/LO/DOL/Instruction)
 - Engaging classroom experience (student engagement strategies) ·
 - Teacher Preparation (internalized lessons)
 - Exemplars (slides and scholar activities)
 - Scripted Questions and Answers for scholars
 - Scaffolds and targeted misconceptions
 - Anchor charts.
 - Evidence of differentiation ·
- Professional Learning Habits
 - Teachers will come to each PLC prepared – annotated lesson, student data, curriculum resources, and their priority questions/problems of practice to resolve, as needed.
 - Teachers will actively participate in PLCs and ongoing campus and district professional development. ·
- Professional Growth Activities
 - Produce internalized lessons that result in high quality instruction through at-bats and teacher-to-teacher feedback in PLCs.
- Integrate routine into PLCs for grade-level review of scholar conduct data: suspensions, tardies, ADA,

	family calls for conduct, teacher referrals.		
	Key Action One: Grow staff capacity to provide high quality instruction and create a high-performance culture for teachers, students and parents.		
Staff Devel.	Who: The campus leadership team- principals and assistant principals and teachers		
	What: The campus will engage in professional development that targets student engagement strategies (MRS), short constructed responses (SCRs), and aggressively monitoring with formative assessments. This will include STAAR, NWEA Map, and DOLs.		
	When: Beginning August 2024 (Preservice)- end of September 2024		
	Where: Hogg Middle School- Whole campus and PLC		
Budget	Proposed item	Description	Amount
	Staff development	MRS, SCR Deep Dive, Formative Assessment Data Digs	~\$0
	Materials/resources	MRS posters, index cards, whiteboards, partner cards. Small erasers, Lead4ward guides and NWEA task cards, Rubric posters/anchor charts; poster maker materials – ink, special paper.	~\$2,500
	Purchased services	Quizizz and PearDeck	~\$4000
	Other		
	Other		
	TOTAL		\$6,500
Funding sources:			

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

The campus will close the minority achievement gap by improving our Black and Hispanic students' performance on the STAAR Reading and STAAR Math.

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

- By June 2025, 66% of Black students will reach the achievement target in Reading as defined by TEA Domain 3 accountability. [23-24: 54% at Meets +]
- By June 2025, 43% of Black students will reach the achievement target in Math as defined by TEA Domain 3 accountability. [23-24: 40% at Meets +]
- By June 2025, 68% of Hispanic students will reach the achievement target in Reading as defined by TEA Domain 3 accountability. [23-24: 57% at Meets +]
- By June 2025, 49% of Hispanic students will reach the achievement target in Math as defined by TEA Domain 3 accountability. [23-24: 42% at Meets +]

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

- Design Professional Development to ensure that Teachers are prepared to:
 - Beginning of Year Professional Development
 - Reflect on previous data for the scholars that they will serve for the upcoming school year.
 - Identify the specific goals for scholars for the school year to enhance targeted supports for minority groups – Black and Hispanic.
 - Collaborate within the department, especially at the same grade level, to norm lesson structure and procedures for learning that will prepare all scholars for on-grade-level instruction, regardless of learning needs – committing to a scope and sequence that will ensure success. (Agenda, Lesson Structure, Resources, Scholar Engagement, Feedback, At-bats, Assessment, Intervention)
 - Review STAAR/MAP content alignment to ensure a cohesive cycle of support for scholars upon data review for BOY data – balancing growth and achievement.
 - Design and commit to school-wide writing systems for SCR/ECR to ensure consistency across the campus.
 - Ongoing through PLCs
 - Sharpening teachers focus through Lead4ward resource reviews to enhance content

focus upon priority TEKs.

- Review scholar data to focus upon areas of need for scholar support.
 - Present teacher best practices utilizing available district resources.
 - Build cache of best practice instructional videos from the campus to use as references/models for reference during at-bats and 1:1 coaching.
 - Teachers lead an at-bat of an upcoming lesson, where the team will support with feedback for one-another.
 - Support with lesson planning to enhance practices.
 - Constructing DOLs aligned with STAAR/EOC and common assessments.
- The school leadership will establish a clear planning protocol for grade level intervention teachers to ensure that priority standards and prerequisite skills are prioritized and calendared for the school year ahead of time. Mastery of standards will be tracked on OnTrack and monitored by teachers and leadership.
 - Ensure a tracking system is in place to review disparities in academic performance among subpopulations, such as Hispanic and Black students, based on DOL or mini- assessments to help identify whether teachers are effectively closing achievement gaps.

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

- Participate in Professional Development that:
 - Allows teachers to reflect on previous data for scholars for the 2024-2025 school year. O
 - Identify the specific goals for scholars for the school year to enhance targeted supports for our minority groups – Black & Hispanic.
 - Collaborate with their grade level department members, to norm lesson structure and procedures for learning that will prepare all scholars for on-grade-level instruction, regardless of learning needs – committing to a scope and sequence that will ensure success. (Lesson Structure, Resources, Scholar Engagement, Feedback, At-bats, Assessment, Intervention)
 - Review STAAR/MAP content alignment to ensure a cohesive cycle of support for scholars upon data review for BOY data – balancing growth and achievement.
 - Ongoing through PLCs
 - Implement Lead4ward resources, with consistency, to enhance content focus upon priority TEKs.
 - Review and utilize scholar data to focus upon areas of need for scholar support.
 - Present best practices utilizing available district resources.
 - Lead an at-bat of an upcoming lesson, where the team will support with feedback for one-another.
 - Plan lessons that enhance engagement strategies

	<ul style="list-style-type: none"> Constructing DOLs aligned with STAAR/EOC and common assessments. 		
	Key Action Two: <i>The campus will close the minority achievement gap by improving our Black and Hispanic students' performance on the STAAR Reading and STAAR Math.</i>		
Staff Level.	Who: Campus leadership; ELA and Math department teachers/co-teachers		
	What: The campus will engage in professional development that targets student engagement strategies, short constructed responses (SCRs), and data disaggregation for formative and informative assessments. This will include STAAR, NWEA Map, and DOLs. A draft calendar will be attached to this plan with expected plans of rollout and implementation on the campus. In addition will also work through determining a schoolwide progress monitoring system that will assist in IAT referrals.		
	When: Beginning during preservice to be completed by end of August 2024.		
	Where: Hogg Middle School- Whole campus and PLC		
Budget	Proposed item	Description	Amount
	Staff development	Developing student plans via IXL, PLC Planning, Progress Monitoring	~\$0
	Materials/resources	Rubric posters/anchor charts; poster maker materials – ink, special paper.	~\$2,500
	Purchased services	IXL and StemScopes,	~\$11,000
	Purchased services	Quizizz, PearDeck, No Red Ink, Vocabulary.com, Summit K-12, and Savaas myPerspectives	~\$10,000
	Other		
	TOTAL		\$23,500
	Funding sources: Campus general funds		

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

The campus improves English proficiency for Emergent Bilingual students.

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

- By June 2025, we will increase the percent of students who grew one level of Proficiency, as defined as SY23-24 composite to SY24-25 composite on TELPAS to 44%. [Current data 23-24: 30%]
- By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.
-

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.
- 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.
- Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.

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

Teachers will actively engage in meaningful activities that conform with the following:

- Review and reflect upon scholar conduct data from the 23-24 school year and disaggregate trends in the data – time of day, number of scholars, specific subjects in which scholars are tardy/typically absent, types of actions for which scholars receive suspensions
- Engage in professional development focused on supporting emergent bilingual students.
- Ensure a tracking system is in place to review disparities in academic performance among subpopulations, such as emergent bilingual students, based on DOL or mini- assessments to help identify whether teachers are effectively closing achievement gaps.

	Key Action Three: The campus improves English proficiency for Emergent Bilingual students.		
Staff Devel.	Who: Campus leadership, EB Teacher		
	What: The campus will engage in professional development that targets student engagement strategies (MRS), tailored to our emergent bilingual students. Campus leadership will conduct spots using the EB spot form and on the spot coach when necessary.		
	When: Beginning during preservice to be completed by end of August 2024.		
	Where: Hogg Middle School- Whole campus		
Budget	Proposed item	Description	Amount
	Staff development	Campus Expectations/ Non-negotiables, SEL Resources	~\$0
	Materials/resources	poster maker materials – ink, special paper	~\$2,500
	Purchased services		
	Other	Summit K-12	~\$0
	Other		
	TOTAL		\$2,500
Funding sources:			

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

The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

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

- 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.
- Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

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

- Ensure special education teachers are utilizing Goalbook to create measurable goals.
- Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.
- Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none">Participate in Professional Development that:<ul style="list-style-type: none">Trains teachers how to document accommodations and modification in PowerSchool.Identify the specific goals for scholars for the school year to enhance targeted support for Special Education students.Collaborate with their grade level department members, to norm lesson structure and procedures for learning that will prepare all scholars for on-grade-level instruction, regardless of learning needs – committing to a scope and sequence that will ensure success.Review student's IEP’s immediately after receiving them and implementing their IEP’s daily in the classroom.Document all accommodation and modification in PowerSchool weekly.Print and turn in grade sheet with accommodations and modification every progress report and report card.									
	Key Action Four: The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.									
Staff Devel.	Who: The campus leadership team – principal, assistant principals, co-teachers and tier one teachers.									
	What: The campus will engage in professional development that targets student engagement strategies (MRS), tailored to our special education students. During PLS’s teachers will document all accommodation and modification in PowerSchool. Assistant Principals and Co-teachers will review gradebooks.									
	When: Beginning August 2024 (Preservice) – May 2025									
	Where: Hogg Middle School – Whole campus and PLC									
Budget	<table><tr><th>Proposed item</th><th>Description</th><th>Amount</th></tr><tr><td>Staff development</td><td>MRS, implementing IEP’s Documenting accommodations and modifications in PowerSchool.</td><td>~\$0</td></tr><tr><td>Materials/resources</td><td>Index cards, whiteboards, Lead4ward guides, OnTrack task cards, NWEA task cards, Expo markers, and small erasers</td><td>~\$2,500</td></tr></table>	Proposed item	Description	Amount	Staff development	MRS, implementing IEP’s Documenting accommodations and modifications in PowerSchool.	~\$0	Materials/resources	Index cards, whiteboards, Lead4ward guides, OnTrack task cards, NWEA task cards, Expo markers, and small erasers	~\$2,500
	Proposed item	Description	Amount							
	Staff development	MRS, implementing IEP’s Documenting accommodations and modifications in PowerSchool.	~\$0							
Materials/resources	Index cards, whiteboards, Lead4ward guides, OnTrack task cards, NWEA task cards, Expo markers, and small erasers	~\$2,500								

	Purchased services		
	Other		
	Other		
	TOTAL		\$2, 500
	Funding sources:		

Action Plan Rubric

School:

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Needs Assessment	Action plan is based on a current needs assessment; however, the authors do not provide specific data or evidence to support the need. Student academic achievement and quality instruction are not the central elements of the assessment or there are insufficient data. The action plan includes a summary of the School's needs. It is unclear whether addressing the needs outlined in the needs section will actually help raise student achievement or help the organization reach its other goals.			Action plan is based on a current needs assessment. The authors use data to determine core needs. Student achievement data inform the needs assessment. The School analyzes instructional delivery and describes professional development needs. These needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.			Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Goals and Priorities	The goals address School core needs and describe actions that may result in increased student achievement. However, there are too many goals or too many “priorities,” which may lead to a diffusion of effort. The goals are vague and do not provide focus. The goals are described in terms of programs instead of practices.			The goals focus on the most important actions that will lead to student achievement. The action plan addresses the School's core needs. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices, not programs.			The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Indicators of success	The action plan delineates indicators of success for each goal or objective. The indicators of success are not specific or measurable (or observable). There are too many indicators or the indicators do not allow for an assessment of progress before the end of the school year.			The action plan delineates indicators of success for each goal or objective. The indicators of success are specific and measurable (or observable). The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The number of indicators is not over-whelming and will not lead to a diffusion of effort.			The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort.		

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Specific Actions	The action plan outlines actions people in the organization will take in order to accomplish the goals and indicators of success. The actions are not specific or cannot easily be observed or monitored. It is not clear whether completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. These actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Connection to District Plan	The school's or department's action plan and the district action plan do not work in reinforcing ways. There is little attempt to understand and include the district priorities in the organization's action plan. There is perfunctory mention of the district-level indicators of success to which the school or department will be held accountable.			The action plan is designed to work in concert with the district action plan. It supports or reinforces the district's key actions while still addressing the unique needs of the school or department. The action plan addresses district-level indicators of success for which the organization will be assessed.			Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school's or department's action plan specifically refers to the district's key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Systems Thinking	The action plan pays little attention to system components or to the connections between the various departments in carrying out the action plan. The staff development plan, budget items, and the action plan are not tightly aligned. The action plan focuses on programs rather than practices. It does not incorporate actions to monitor progress or provide feedback.			The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. The action plan identifies specific staff development that is needed to effectively implement the plan. The staff development plan, budget items, and the action plan are tightly aligned. The action plan focuses on practices and leverage points.			The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.		

Progress on Action Plan Rubric

	Unsat			Progressing			Proficient		Exemplary	
	1	2	3	4	5	6	7	8	9	10
Progress on Action Plan	<ul style="list-style-type: none"> The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete. There is evidence that the assessment of progress has not been conducted accurately and rigorously. There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator. Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent. The staff has difficulty explaining their role in carrying out the school's key actions. 			<ul style="list-style-type: none"> The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted. There is evidence that the assessment of progress has been conducted accurately. There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions “on the court” are inconsistent with the assessment of progress. Most of the staff can explain their role in carrying out the school's key actions. 			<ul style="list-style-type: none"> The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted. There is evidence that the assessment of progress has been conducted accurately and rigorously. There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. The staff can explain their role in carrying out the school's key actions. 			

Indicators of Success – Guided Practice

Indicators of success are targets or benchmarks that help focus our actions. In some ways similar to DOLs, indicators of success provide evidence that objectives are being accomplished and help the system monitor progress. Indicators of success are observable actions or measurable criteria that can be assessed by an outside observer to determine if the goal has been achieved or progress is being made. Indicators are:

- Measurable and/or observable
 - Specific
 - Tied directly to the objective or goal
 - Established before the start of the school year
 - Focused more on outcomes rather than process
-

Exercise 1: Determine which indicators are strong and which ones are weak. Explain.

Key Action: Raise the level of student-teacher engagement, especially the use of multiple response strategies

Indicators of success

- Student-teacher engagement will improve each quarter as measured by walk-through data and a survey of students administered in February 2024.
- Out of 80 spot observations of classrooms in October by the building leadership team, 80% of teachers receive a “2” or higher on the use of multiple response strategies. This percentage increases to 90% by February 2024.
- Student performance on unit exams will improve as a result of increased student-teacher engagement. This will be measured by a 10% increase in proficiency on each of the two final exams administered in December 2023 and May 2024.

Key Action: Improve proficiency in student writing across the curriculum

Indicators of success

- All teachers will attend “Write Tools” training by September 30, 2023.
 - 90% of the teachers will attend one of the three writing workshops before September 30, 2023 as evidenced by their signatures on the sign-in sheets.
 - 70 % of the students score at the proficient level using the 25-pt. holistic rubric as measured by the timed writing assessment administered in December 2023. That percentage grows to 80% for the SCR administered in February.
-

Exercise 2: Write at least one strong indicator of success for the key action below.

Key Action: Strengthen “science of reading” instruction

Appendix 1: Sample School Action Plan

2024-2025 Rallypoint MS Action Plan



Rallypoint MS 2024 – 2025 Action Plan

The education profession is in distress because it is designed as a system that no longer meets the needs of students (and it never met the needs of all students). Having moved away from accountability and achievement outcomes, the schools and districts are struggling to find a path forward that will accelerate learning and close the achievement gap.

Through engaging in wholesale systemic reform, our District has rallied around a system based on fundamentally different principles of operating. The District has an intense focus on closing the achievement gap and preparing students for a Year 2035 world and workplace. The District Action Plan topics pertaining directly to our school includes the following:

- **Grow staff capacity to provide the highest quality instruction**
- **Improve SPED instruction and service delivery**
- **Improve Reading Proficiency in grades K through 8**

Rallypoint Middle School will align our Key Actions to the district reform and stay the course for closing achievement gaps within in our own campus needs. This means we will continue to improve on high-quality instruction with a laser focus on increasing our academic achievement in the three areas above and in other ways.

KEY ACTIONS

1) Grow staff capacity to provide the highest quality instruction

Rallypoint MS will be able to get much higher-than-average academic growth because of the high quality of the teachers' instruction. Indeed, the quality of instruction is the number one variable in improving the academic performance of any school. Hence, continually improving the quality of instruction will continue to be a key action of our school.

Our RMS Ready characteristics and our spot observation form will continue to drive our instructional improvement strategy.

Indicators of success:

- 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2025.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.]

Specific Leader actions:

- Train teachers on the RMS-Ready characteristics during summer orientation and professional development days
 - Professional development is tied to RMS-Ready characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction,” differentiating instruction, and the use of technology to improve instruction
- Train teachers on the HISD-specific student engagement strategies including but not limited to: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response, and Quick Response
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the District spot observation form
- For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency
- Train lead teachers on spot observation form and walk with lead teachers at least two classes a month to increase leadership lens

Specific Staff Actions:

- Implement strategies and techniques provided in PD to improve instruction
- Reflect on instructional feedback and improve the delivery of instruction as appropriate
- Conduct effective PLCs that focus on data and specific intervention strategies
- All staff will use planning time once every six weeks to observe core content across the campus to gain insight into how they can improve their own instructional practices.



2) Improve Special Education instruction and service delivery

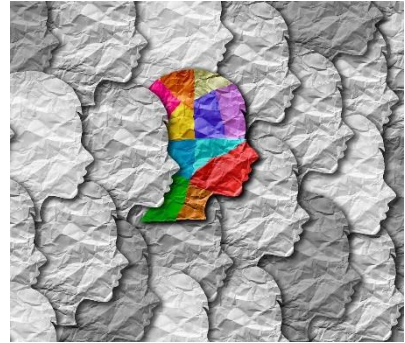
RMS significantly improved the services to special needs students in the 2023-2024 school year. Many more students were identified early and almost all ARD meetings were conducted on time. However, much of the improvement was in the area of compliance and not as much in instruction. We will continue to meet state and federal compliance requirements, but will place more emphasis on improving the quality of instruction in the SPED classrooms.

Indicators of success:

- The percentage of students in grades 6 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in **reading** will increase from XX% in May 2024 to YY% in May 2025.
- The percentage of students in grades 6 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in **math** will increase from XX% in May 2024 to YY% in May 2025.
- The percentage of “instructionally proficient” IEPs as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from XX% in May 2024 to XX% in May 2025.

Specific Leader Actions:

- Schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist
- Assess all IEPs of returning students during the summer of 2024 and conduct ARD meetings to bring them to proficiency
- Conduct SPED teacher professional development on high-quality instruction as outlined in HISD’s key instructional characteristics and the spot observation
- Create special education resource classrooms in all NES 6th through 7th grade ELA and Math courses

**Specific Staff Actions:**

- 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 case load manager to ensure IEP’s are being strictly met, including any and all accommodations and modifications needed with curriculum, assessments, and/or daily assignments
- Know their IEP students and effectively and consistently implement the IEP daily as required by law
- Complete all required paperwork for ARD meetings and documentation of IEP implementation
- Attend ARD meetings as requested

3) Improve reading proficiency in 6th-8th

In 2023-2024, HISD implemented a “science of reading” course in RMS. For the 2024-2025 school year, we will be stronger in our implementation of the science of reading and strengthen reading instruction across our campus in core content.

Indicators of success:

- The percentage of 6th -8th grade students in our campus have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from XX% in May 2024 to YY% in May 2025.
- The average percentile growth of 6th-8th grade students in NWEA reading will exceed 6 percentile points.
- In the 2024-2025 school year, 70% of the students in 6th-8th grades taking reading STAAR will move from ____ meets/masters in June 2024 to ____ meets/masters by June 2025.

**Specific Leader Actions:**

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content and earn “microcredential” in SCR and ECR
- Design MS schedule to support double blocking in ELA
- Train teachers in the Science of Reading to gain “microcredential”
- Strengthen ELA curriculum to better support time and experience with reading and writing, especially in social studies and science contents
- Provide on-going refresher for reading and writing progress each month during PD

Specific Staff Actions:

- Plan a daily 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 studies or science grade level content
- 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

4) Improve math proficiency in 6th- 8th

In 2023-2024, according to the NWEA Map assessment, RMS made gains in growth for math in all grades, but we still have a lot to do to increase proficiency in the “meets and masters” levels on STAAR and to ensure our struggling students are closing achievement gaps.

Indicators of success:

- The percentage of 6th-8th grade students in our campus have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from XX% in May 2024 to YY% in May 2025.
- The average percentile growth of 6th-8th grade students in NWEA math will exceed 6 percentile points.
- In the 2024-2025 school year, 70% of the students in 6th-8th grades, taking math STAAR will move from ____ meets/masters in June 2024 to ____ meets/masters by June 2025.

Specific Leader Actions:

- Train teachers in “at bats” to ensure students are getting the practice needed to develop the skill needed to perform at meets and masters on any assessment
- Design MS schedule to support double blocking in math (especially for those students who have prior data to show it is needed)
- Strengthen Math curriculum to better support time and experience with applying a skill to a story problem
- Provide on-going refresher for math progress measures each month during PD

Specific Staff Actions:

- If using required curriculum, consistently ensure all student-facing materials are adjusted, prior to first instruction, to fully and directly align to class needs
- Ensure “at bats” are implemented in slide deck 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



5) Successfully implement the teacher evaluation system



A rigorous evaluation system will help teachers do their best work and help the school leaders provide effective support. It will help the leadership team to hold itself accountable for clearly defined outcomes.

The purpose of the District's teacher evaluation system is to improve teacher effectiveness in order to narrow opportunity

gaps and prepare students for a Year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment, and retaining the highest quality teachers. During the 2024-2025 school year HISD will use the re-designed and board approved T-TESS evaluation process for all schools.

Indicator of success:

- In the 2024-2025 school year, 100% of the eligible teachers receive an evaluation rating, using the metrics of the teacher evaluation system
- At least 75% of all teachers will rank Proficient or higher on Domain 2 of TTESS evaluation for the 60-minute formal observation
- By end of May 2025, no more than 10% of teachers will rank Developing (Progressing I) or lower in Domain 2

Specific Leader Actions:

- Train admin team on use of evaluation platform to track daily spots and adjust coaching to patterns of need
- Ensure the assistant principals and principal become certified appraisers of the teachers by 1 September 2024
- Train teachers on the evaluation system by 12 August 2024 or within 30 school days from the time a new teacher begins work (if they arrive after the start of the school year)
- Evaluate all teachers using the procedures and metrics outlined in the teacher evaluation and compensation system document

Specific Staff Actions:

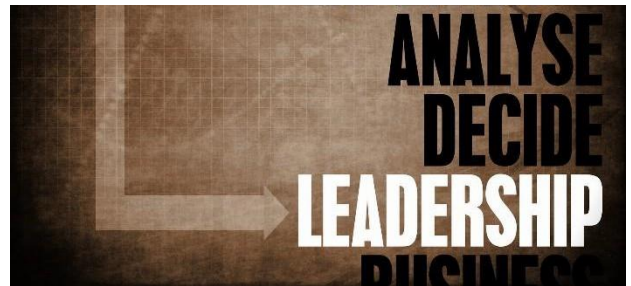
- Attend training for evaluation system
- Attend training on spot observation form
- Implement daily coaching in the moment feedback and written feedback from spot observations

6) Strengthen the leadership density of Rallypoint MS

Rallypoint needs to invest in teacher leaders so that they can become trainers and mentors for teachers new to the District model and to our school.

Indicator of success:

- 65% of the staff will receive a Proficient 1 or higher rating on the school's leadership rubric that will be assessed by the Principal and APs during the teacher evaluation process conducted in the spring of 2025.
- By October 2024, conduct a teacher leader survey to establish interest in lanes of leadership for teachers on campus. By January 2025, at least 20% of campus teachers should be established in a leadership position, on campus, according to their "lane" of leadership.
- By spring of 2025, the admin team will support at least 50% of all "established" campus teacher leaders for application to the HISD Teacher Leader Academy and/or the Aspiring Leader Academy through the LPD department.



Specific Leader Actions:

- Use the HISD leadership rubric as a base to:
 - Train teachers on the leadership rubric by 1 October 2022
 - Assess teachers mid-year and end-of-year on the leadership rubric
- Train APs and teacher leaders on levels of leadership model and on leadership competencies during summer leadership training
- Use the System Assessment Rubric (which includes a leadership section) to coach APs and Teacher Leaders and to assess progress every quarter
- Select teacher leaders from throughout the year to help provide professional development to other teachers on leadership, LSAE model, the Dyad concept, and improving the quality of instruction and earn "microcredentials" through the on-going development of these courses

Specific Staff Actions:

- Complete a survey in October to identify interest in leadership roles within the school
- Teachers selected for leadership roles, support the culture of high performance being set by HISD and the campus leadership team
- Teachers selected for leadership roles, model (to their best ability) the culture of high performance with PLC, lesson planning, lesson delivery, and supporting needs across the campus, including but not limited to showing up early, attending job fairs, attending professional development and leading professional development (as requested)

More examples for NES schools:

1) Implement the LSAE model with fidelity

We will have to ensure the LSAE model is still executed with fidelity and that the LSAE assignment and activities not only meet our expectations, but that the teachers collaborate in ways that strengthens the model and the quality of their instruction. Additionally, we have to continue to improve other key aspects of the model – learning coaches, team centers, DOL record keeping, LSAE grades, and extended LSAE.

Indicator of success:

- Rallypoint MS will receive a proficient or higher score on the LSAE learning rubric assessed in December 2022 and May 2023. [The Executive Director of the feeder pattern, the Principal, and the lead Assistant Principal will each score the school; the final score will be an average of the three scores.]

Specific Leader Actions:

- Work with the Executive Director and LPD to understand the LSAE rubric by 1 August 2022
- Monitor the repository for the LSAE lessons and assignments created by the LCDs
- Train administrators and teacher leaders on the use of the LSAE rubric by 1 September 2022
- Coach and provide feedback to teachers regularly on the differentiated learning criteria of the spot observation form
- Train staff on effective implementation of the LSAE model by 1 September 2022
- Assess the school two times a month on how well the LSAE model has been implemented
- Publish the LSAE implementation data every month



LEARNING



SECURING



SECURING



ACCELERATING



ENRICHING

Specific Staff Actions:

- Teachers will attend all training provided on the LSAE model (if teaching in an LSAE class).
- Teachers will implement the LSAE model to fidelity and ask clarifying questions if unsure.
- Teachers will support the culture of high performance as it relates directly to the LSAE model
- Teachers will review and adjust LSAE materials for full and direct alignment to class needs.

2) Successfully implement the RMS staffing plan



Some Schools may be considered)

We will expand the number of one classroom, two location (1C2L) teachers (Proficient or higher teachers who teach approximately 50 students) and employ Teacher Apprentices uniquely. Teacher Apprentices will be assigned to two classrooms. We will revise the job description for Learning Coaches and expect more support and responsibilities from them. There will have to be strong sense-making, coaching, and monitoring from administrators and teacher leaders.

Indicator of success:

- In the climate survey conducted in December 2024 and May 2025, at least 80% of the teachers agree or strongly agree that the staffing plan helps them provide better quality instruction.
- In the climate survey conducted in December 2024 and May 2025, at least 70% of the Teacher Apprentices and Learning Coaches agree or strongly agree that they understand their responsibilities and have the support and coaching they need to perform those responsibilities well.
- Of the Teacher Apprentices and Learning Coaches employed on October 1, 2024, at least 70% decide to return.

Specific Leader Actions:

- Develop and implement Teacher Apprentice and Learning Coach onboarding procedures
- Use the Teacher Apprentice and Learning Coach evaluation system with fidelity, and train the TAs and LCs on the evaluation system
- Train teachers and administrators on the Teacher Apprentice and Learning Coach responsibilities and how to coach them by 1 August 2024
- Train the Assistant Principals, Teacher Leaders, Teacher Apprentices, and Learning Coaches on the new spot observation forms for Teacher Apprentices and Learning Coaches

Specific Staff Actions:

- Teachers working directly with a Teacher Apprentice, support their understanding of teaching practices, including, but not limited to, classroom management, effective lesson delivery, Special Education programming responsibilities, district grading and attendance policies
- Teacher Apprentices conduct themselves as a “teacher” in a high-performance culture and support the role of a teacher
- Teacher Apprentice happily support the needs of the campus while in “resident” as a learner with roles as a teacher support, co-teacher, and substitute (as needed)

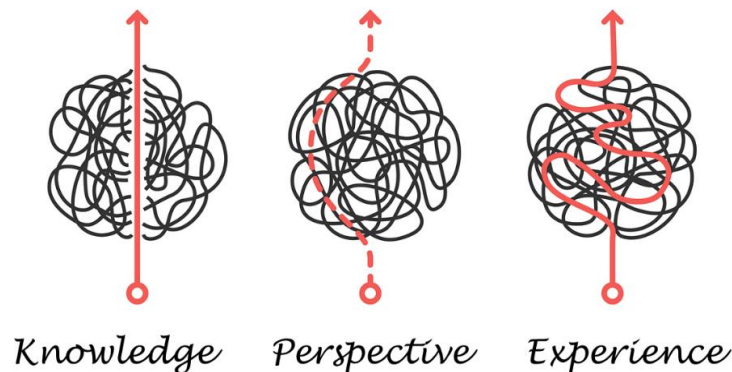
- When admin decides Teacher Apprentice is ready to take their own class, and a class becomes available, the TA accepts the role as teacher
- Learning coaches take on all responsibilities as required to represent a high performing culture

3) **Improve student knowledge of information literacy, critical thinking, and problem-solving through the Art of Thinking course in grades 6-8**

We call the acquisition of knowledge and perspective, the Art of Thinking. In the 2024-2025 school year, we will also administer BOY, MOY, and EOY assessments in the Art of Thinking classes (6th grade through 8th grade). These exams will be developed by the District.

Indicator of success:

- BOY, MOY, and EOY assessment in the Art of Thinking classes (6th grade through 8th grade) will be taken and used as data decision making.
- By January 2025 at least 50% of the students will earn a proficient or higher score on the middle-of-year Art of Thinking exam.
- By June 2025, at least 65% of the students will earn a proficient or higher score on the end-of-year Art of Thinking exam.
- An end of year student survey will show at least 85% of students taking AOT will see the course as adding knowledge and perspective to their daily lives.



Specific Leader Actions:

- Implement projects in AOT to support problem-solving projects, community service projects, and other service-oriented projects
- Establish infrastructure and processes to track the success and growth of the AOT course
- Work with the assessment department to understand the BOY, MOY, and EOY assessments in Art of Thinking

Specific Staff Actions:

- If teaching an AOT course, attend all required training related to AOT
- Implement all requirements directly related to the AOT course
- Train and build an understanding of the BOY, MOY, and EOY course assessment including the type and style of questions, the content being tested within a timeframe and how to prepare lessons that fully support student comprehension of the concepts taught
- Use the provided curriculum
- Use PLC to prepare delivery of lessons prior to first instruction

2024-2025 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Rallypoint Middle School establishes the following student achievement goals:

Goal 1 – Reading proficiency

Goal 1a: In the 2024-2025 school year, Rallypoint MS students will grow 1.7 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 1b: 55% of the 6th grade through 8th grade students will be above the 50th percentile in Reading as measured by the NWEA MAP assessments.

Goal 2 – Math proficiency

Goal 2a: In the 2024-2025 school year, Rallypoint MS students will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 2c: 55% of the 6th grade through 8th grade students will be above the 50th percentile in math as measured by the NWEA MAP assessments.

Goal 3 – Science proficiency

Goal 3a: In the 2024-2025 school year, Rallypoint MS students will grow 1.7 times the average U.S. growth in science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 3c: 55% of the 6th grade through 8th grade students will be above the 50th percentile in science as measured by the NWEA MAP assessments.

Goal 4 – Critical Thinking Skills

65% of the Rallypoint MS students in grades 6 through 8 will be proficient in critical thinking as measured by the District end-of-year Art of Thinking exams.