

2024-2025 Action Plan

Fleming Middle School

Devin Adams, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- NWEA MOY results only showed three classroom teachers whose students were in the HQ/HG quadrant.
- Number of classes in LA/LG quadrant.
- Unit Assessment and MAP Data in Special Education and GT.

Needs related to improving the quality of instruction

- Percentage of SPOT observations in which Differentiation, Adjusting Instruction and Higher Order Thinking was observed.
- TTESS Ratings in Dimension 2.1 Achieving Expectations, 2.3 Communication, and 2.4 Differentiation.
- IRT Ratings
- SPED, GT, EB cohort averages on NWEA Map compared to general population

System evaluation (philosophy, processes, implementation, capacity)

- Challenges with transition and scheduling (especially DYAD)
- High levels of structure in hallways and lunch
- No cell phone policy implementation
- Parent attendance rates at events, parent conferences and signature pages. Read data on newsletters.
- Evidence of progressive discipline including restorative practices and follow through
- Leadership alignment and consistency in coaching, responding to student need and communication.

School Action Plan Template

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| KEY ACTION ONE | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Strengthen leadership density, alignment, effectiveness of Fleming MS leaders</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> 100% of Fleming MS leaders will document the coaching of teachers weekly on our internal feedback form by end of October so that teachers can be tiered for support and coaching. As measured by The Professional Learning Community Continuum Rubric (DuFour), each PLC, led by a teacher leader, will achieve at least 5 out of 11 indicators in the Sustaining Stage by February 2024. There will be an evaluation completed once per cycle per PLC. |
| | <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> Engage teachers in regular discussions of student learning and behavior expectations (with content teams and grade level teams) at least twice monthly. Update processes throughout the year. Update, streamline and simplify public facing staff and student handbooks in language that is clear, concise, and focused on mission. Share these documents (and any updates) on a weekly basis via weekly newsletter. Assess teachers at mid-year and end-of-year on the leadership rubric. Establish clear criteria and accountability/monitoring systems for administrator and teacher leader roles. Develop campus-wide PLC expectations and “look-fors” that are rooted in effective tier I and intervention instructional strategies to improve student performance. Grade Level Chairs will facilitate PLC’s. Strengthen the teacher apprentice and mentor teacher relationship through quarterly professional development and regular walkthroughs. Maintain a user-friendly repository of important resources, documents, and supports for Fleming MS staff including expectations and other important processes. |
| | <p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Each teacher will conduct at least three classroom walkthroughs to observe the teaching practices of their peers and provide feedback on the implementation of the NES model and campus instructional goals. Actively participate in discussions during content team and grade level meetings regarding student learning and behavior expectations. Share insights and feedback from classroom experiences to inform updates to processes and expectations. Implement revised processes and expectations in their classrooms and provide feedback on their effectiveness. Incorporate handbook content into classroom routines and reinforce expectations with students. Hold themselves and their colleagues accountable for meeting established criteria and expectations of leadership. Share successful instructional practices during PLC meetings. |

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| KEY ACTION TWO | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Grow staff capacity to provide the highest quality of instruction that emphasizes visible thinking and student ownership of learning in the classroom.</p> <p><i>At Fleming Middle School, teachers will implement the NES Model with purpose and passion; prioritizing higher order thinking, differentiation and embedding rigor into their lessons. With a focus on visible thinking, teachers will focus less on how they're teaching and more on how well students are learning. They will build their expertise in "challenging and stretching student thinking, focusing on concepts, critical thinking and analysis instead of straightforward facts and objectives." (Systems Assessment Rubric – Staff Capacity)</i></p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> By December 2024, 70% teachers will be observed engaging students in rigorous instruction, higher order thinking, and/or scaffolding/differentiation during each of their observations as indicated on the T-Tess Formal Walkthrough Form (SPOT); this will increase to 90% by May 2025. By May 2025, the percentage of students scoring in the 75th percentile range of the Challenge and Consolidation component of the seven factors of the classroom climate survey will increase from 30% in the BOY to 50% in the MOY to 70% in EOY. Indicator of Success 1: Each district professional development day will include a session on making thinking visible in the classroom; administrative coaching the following week will provide teachers with a "praise" and "polish" around the professional learning documented in our FMS Informal Classroom Check. Indicator of Success 2: By May of 2025, each teacher will receive the full 2 points (Demonstrated as an exemplar or mostly demonstrated) in the Planning domain of the HISD Spot Observation Form for using questioning that engages students in complex, higher order thinking and problem-solving. |
| | <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> Attend professional development on the NES Instructional Framework model. Attend Art of Thinking training provided by the District. Create a lesson internalization form that is consistent across the campus that emphasizes the expectation that teachers plan lessons that challenge student thought and allow them to monitor student learning. Complete at least three spot observations per month on each teacher so they can be tiered according to the support needed to accomplish the goal. Implement a lesson rehearsal protocol that necessitates the use of HQIM for low-value teachers. Incorporate interdisciplinary discussions during grade level meetings that embed Art of Thinking concepts and Bloom's Taxonomy Toolkit questions and stems into classrooms simultaneously and with intention. Provide professional development for teachers on differentiated instruction, bloom's taxonomy toolkit, and visible learning components. Provide on-the-spot coaching and feedback to teachers on a weekly basis tracking progress for each teacher to measure impact. |

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| | Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) <ol style="list-style-type: none"> 1. Customize slide decks, as necessary, to ensure opportunities for critical, creative, and analytical thinking throughout each lesson. 2. Attend professional development on the NES Instructional Framework model. 3. Use MRS as the vehicle to increase thinking and ownership throughout each lesson. 4. Attend curriculum training to increase depth of understanding and implementation of HISD HQIM. 5. Seamlessly integrate Art of Thinking Concepts into their lessons 6. Create process to rate student response to challenge and critical thinking on a weekly basis 7. Adhere to lesson internalization protocol to customize provided lessons without losing rigor. 8. Attend effective PLCs that focus on data and specific highly effective, tier I instructional strategies. |
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| | Key Action Two: | | |
| Staff Level. | Who: Entire Instructional Staff | | |
| | What: Professional Development Sessions – Making Thinking Visible in the Classroom (using <i>Making Thinking Visible</i> by Ritchart, Church, and Morrison as an anchor text) | | |
| | When: District Professional Development Days (September 3, October 3, November 8, January 6, February 14, May 2) | | |
| | Where: Facilitated whole group on District Professional Development Days; addressed during individual coaching sessions with administrators and appraisers during designated PLC time (grade level and content) | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | |
| | Materials/resources | Response cards, copies of training materials | |
| | Purchased services | N/A | |
| | Other | | |

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| | Other | | |
| | TOTAL | | \$0 |
| | Funding sources: | | |

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| KEY ACTION THREE | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Implement a Multi-Tiered System of support with fidelity.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By the end of April 25, 2025, the principal/designee ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). • By October 2024, 100% of SPED teachers will be assigned proficiency levels based on SPOT observation data (Unsatisfactory, Progress I, Progress II, Proficient I, Proficient II, Exemplary I and Exemplary II), with each teacher receiving detailed feedback and development recommendations every six weeks to improve their instructional effectiveness by the primary appraiser. |
| | <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"> • Train staff of SIOP (sheltered instruction) strategies and effective intervention practice such as Preview, View, Review to support specialized needs in the general education classroom. • Ensure 100% compliance with ARD deadlines as well as progress monitoring. • Engage the SDMC in data reports and brains trust sessions to ensure use of best practices and accountability to the most vulnerable students in the school community. • Systemically facilitate twice monthly “kid watch” discussions during grade level meetings to ensure no child “falls through the cracks.” • Provide on-the-spot coaching and feedback to teachers of special education students on a weekly basis tracking progress to measure impact. • Create an monthly accountability check ins for Title 1, IAT, Special Education, GT, 504, and Attendance and o |
| | <p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Attend professional development on SIOP (sheltered instruction) strategies and effective intervention practice such as Preview, View, Review to support specialized needs in the general education classroom. 2. Implement student’s learning plans and/or IEP with fidelity to support learning. 3. Conduct the LSAE model with fidelity to ensure proper opportunities for enrichment and intervention. 4. Review and track student performance on DOLs and Unit Assessment to drive instruction. 5. Customize HISD HQIM to address individual needs of all students (Differentiation, SIOP, Enrichment, Intervention) 6. Engage Learning Coaches in grade level PLC’s as well as content planning 7. Ensure each student have meaningful access to high expectations, rigor and grade level curriculum. |

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| | Key Action Three: | | |
| Staff Devel. | Who: Entire Instructional Staff | | |
| | What: Professional Development Sessions – Multi-Tiered Systems of supports for EB, SPED, 504 and GT students | | |
| | When: District Professional Development Days (September 3, October 3, November 8, January 6, February 14, May 2) | | |
| | Where: Facilitated whole group on District Professional Development Days; addressed during individual coaching sessions with administrators and appraisers during designated PLC time (grade level and content) | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | |
| | Materials/resources | Response cards, copies of training materials | |
| | Purchased services | N/A | |
| | Other | | |
| | Other | | |
| | TOTAL | | \$0 |
| Funding sources: | | | |

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| KEY ACTION FOUR | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Involve all stakeholders in creating a culture that fosters learning and growth for all.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • Ensure campus actively engages 100% of middle school stakeholders (students, parents, staff and community). • Establish a campus advisory board that includes stakeholders (parents, students, staff and industry partners) by November 30, 2024. |
| | <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"> • Attend professional development on school climate and culture standards. • Ensure mission and vision are updated and communicated to all stakeholders throughout the year. • Present a year-long calendar to celebrate culture awareness, birthdays, awards programs, athletic events, open houses, community celebrations and staff celebrations before the end of Cycle 1. • Develop a leadership cadre of stakeholders (students, parents, staff, community) to distribute leadership and foster shared ownership of school success (SDMC, PTO, Various Committees) • Ensure all staff have an awareness of and the opportunity for leadership roles within the school. • Provide a transparent process for reviewing and allocating resources to support student learning goals and overall culture needs most effectively. • Provide clear procedures for reporting and responding to safety concerns. • Provide weekly communication to staff and families that include data, polls, parenting strategies, academic supports for home, resources as well as community partnerships (translated as needed) |
| | <p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Attend in professional development on de-escalation strategies, classroom management/culture. 2. Attend professional development on how to meaningfully engage and empower families. 3. Use the school’s mission and vision as a guide when making decisions that affect student outcomes. 4. Contribute ideas and support the planning and implementation of events and celebrations throughout the year. 5. Participate actively and encourage student and parent attendance at school events. 6. Volunteer to serve on leadership committees or task forces to represent their department or grade level. 7. Familiarize themselves with safety protocols and procedures and ensure they are followed consistently. |

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| | Key Action Four: | | |
| Staff Devel. | Who: Entire Instructional Staff | | |
| | What: Professional Development Session: FACE Staff Workshops: Parents as Leaders, FACE 101, Work-Life Balance, 2-Way Parent Communication, Involvement vs. Engagement, and The A Factor | | |
| | When: In place of After School Demo Days once a month starting October 2024 | | |
| | Where: Facilitated whole group on Demo Day in Library. | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | |
| | Materials/resources | Response cards, copies of training materials | |
| | Purchased services | N/A | |
| | Other | | |
| | Other | | |
| | TOTAL | | \$0 |
| Funding sources: | | | |

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| KEY ACTION Five | <p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Key Action 5: The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <p>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.</p> <p>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.</p> <p>100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.</p> <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"> • Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource) • 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. |
| | <p>Specific actions – staff</p> <p>Teachers will attend 100% of training offered to document the implementation of the IEP in PowerSchool.</p> <p>Teachers will attend 100% of ARD meetings to discuss the documentation of the IEP in relation to student goals.</p> |

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| | Key Action Five: 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: Teachers and Entire Instructional Staff | | |
| | What: Professional development centric to increasing the capacity to write quality IEP goals. | | |
| | When: Campus PD days, PLC and department meetings | | |
| | Where: Campus | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | |
| | Materials/resources | Response cards, copies of training materials, and district district-provided PD material. | |
| | Purchased services | N/A | |
| | Other | N/A | |
| | Other | | |
| | TOTAL | | \$0 |
| | Funding sources: Designated as a NES campus. | | |