

2024-2025 Action Plan



Cullen Middle School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

ACCOUNTABILITY	RATting	LETTER	D-1	D-2A	D-2B	D-3
2024	80	B	64	78	77	83

NWEA MAP						
2023-2024	GROWTH (Percentile)			ACHIEVEMENT (Percentile)		
	FALL WINTER	WINTER SPRING	FALL SPRING	FALL	WINTER	SPRING
READING	58th	61st	59th	36th	40th	49th
MATH	48th	57th	54th	25th	28th	32nd

PERFORMANCE	<i>n</i>	DNM	APPR	MEETS	MASTER
READING	289	40%	60%	24%	5%
MATH	279	56%	44%	14%	1%
SCIENCE	97	48%	52%	18%	2%
SOCIAL ST.	93	68%	32%	5%	2%

Needs related to improving the quality of instruction:

- Improve reading, math, and science quality of instruction.
- Close the learning gaps for students in special populations (EBS, Sped. Education, Dyslexia and 504) and improve the quality of instruction.
- Improve the PLC structure to support instructional capacity of teachers and improve lesson internalization process.

System evaluation (philosophy, processes, implementation, capacity)

- Increase capacity of leadership team to effectively coach teachers through the NES model.
- Increasing the effectiveness of the PLC relating to the At-Bats protocol.
- Building teachers' leadership density through bi-weekly cross-training with campus leadership team on:
 - SPOT Observations crosswalk (peer to peer observations)
 - Provide coaching and feedback to teachers in their department with support from the assigned mentor administrators.
 - Leading PLCs and Data talks

School Action Plan

KEY ACTION ONE

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

Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our students that will result into higher students' achievement.

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

- 75% of Cullen MS teachers will achieve a rating of Proficient, or higher, on their SPOT observations in Domains 2 and 3 by MOY (mid-year) 2025
- 100% of Cullen MS teachers will achieve an average of a minimum score of 4 in engage & deliver and a minimum average score of 3 in monitor & adjust by EOY 2025 on their spot observations.
- Cullen Middle School IRT score will increase from an average of 9.18 in 2023-24 SY to an average of 11 or higher in 2024-25 SY.

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

- Will conduct calibration sessions with the District NES PD Team to align the campus expectations of high-quality instruction to support teachers to be effective in the classroom, starting in September 2024.
- Will train teachers in the LSAE instructional model before the first day of school. Instructional support from campus and district administrators will continue throughout the 2024-2025 school year.
- Will coach and model regularly and continue providing opportunities for peer observations who exhibit effective practices in the SPOT Observations.
- Will calendar out specific support for new teachers, including coaching, Real-Time Feedback, PBGL (Practice Before Going Live), and Next Steps. Leadership Team will provide bite-sized actionable feedback to teachers a minimum of three times per week during PLC and Demo Day.
- Will analyze student performance data to identify trends and areas of improvement through PLC collaboration to drive lesson planning.
- Will provide targeted professional development that offers workshops and training sessions focused on instructional strategies tailored to enhance student engagement and participation.

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

- Teachers will receive professional development on district curriculum and the LSAE instructional model, during preservice and throughout the school year. Instructional support (coaching, resources, collaboration, etc...) by building leaders is ongoing.
- Teachers will receive professional development on high quality instruction during preservice and throughout the school year. Instructional support by building leaders is

	<p>ongoing.</p> <ul style="list-style-type: none"> Teachers will collaborate in professional learning communities to improve learning, drive student achievement, create respectful classroom settings, and reflect on practices that engage all students in relevant, meaningful learning. Instructional support by building leaders is ongoing. Alignment and Implementation: Review the district curriculum and the LSAE instructional model to ensure alignment with classroom practices. Continuous Professional Growth: Actively engage in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Collaborative Learning: Participate actively in professional learning communities (PLCs). Work together to analyze student data, identify instructional strategies that support diverse learners, and develop interventions to address student needs. Foster a culture of collaboration and mutual support within the PLCs. Building Leadership Support: Collaborate with building leaders to seek guidance, resources, and instructional support. Take advantage of mentoring opportunities and coaching sessions to receive personalized feedback and support tailored to individual teaching goals.
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	<p>Key Action One:</p> <p>Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our student that which will result into higher students' achievement.</p>
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Staff Level.	<p>Who:</p> <p>Instructional leaders, Teacher Leaders, and instructional staff.</p>
	<p>What:</p> <p>Provide timely feedback and coaching, provide appropriate PD to meet teachers' and campus needs, have regular PLC to internalize the lesson plan, and provide opportunities for teachers to practice their lesson (at-bats) during demo day.</p>
	<p>When:</p> <p>During PLC, weekly Demo Day, and regularly after spot checks</p>
	<p>Where:</p> <p>Designated PLC rooms, Data room, and classrooms</p>

Budget	Proposed item	Description	Amount
	Staff development	District Provided PD, Leadership Development Trainings	\$0
	Materials/resources	Calendars, Data Binder, pacing calendar binders,	
	Purchased services		
	Other		

	Other		
	TOTAL		
	Funding sources: Title I Resources		

KEY ACTION TWO

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

To improve student growth and achievement data, and to implement targeted intervention aimed at supporting all students to achieve at least one and a half grade level growth by the end of the school year (EOY) 2025, on NWEA MAP Math and Reading assessments.

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

- 60% of the students will grow 0.8 expected growth on NWEA-MAP by the MOY.
- By May of 2025, 80% of students will have grown 1.6 times the expected growth on NWEA-MAP in Reading and Math.
- By May of 2024, 100% of the student's would complete NWEA screening weekly progress on IXL.
- By May of 2025, 80% of our general education students in 6th-8th grades will score a 2 on their STAAR short constructed response
- By May of 2025, 90% of our general education students in 6th-8th grades will score a 3 on their STAAR extended responses

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

- Coach teachers on the revised state accountability system for the 24-25 school year to ensure current student-data throughout the school year during PLCs and campus in-service days.
- Create a culture of data-driven conversations for leaders-to-teachers, teachers-to-teachers, and teachers-to-students using campus develop data tracking system.
- Engage in teacher-leader data conferences to cultivate teacher knowledge in using data to inform teaching and learning, targeted interventions, and projected goals.
- Utilize resources to support teacher content-knowledge, rigor, and depth of TEKS, and student engagement.
- Well-informed of district curriculum, assessment schedules, school data, district pivots, current trends, and research.
- Facilitate writing trainings that cover how to properly teach the A.C.E.S writing strategy.
- Model and create opportunities for teachers to At-Bat writing lessons

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

- Data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance) and assessment data projections. Create and update plans of action identifying, high target needs academically and/or behaviorally.
- Engage in reflective practices that connect student growth and achievement to the impact on professional teaching goals, department goals, and school goals, collectively.
- Maintain data binders and all tracking tools regularly.
- Use data to drive targeted intervention and monitor regularly.
- Create writing exemplars to use as lessons are implemented
- Model use of the A.C.E.S writing strategy with scholars

	<p>Key Action Two:</p> <p>To improve student growth and achievement data, and to implement targeted intervention aimed at supporting all students to achieve at least one and a half grade level growth by the end of the school year (EOY) 2025, on NWEA MAP Math and Reading assessments.</p>
Staff Level.	<p>Who: Teachers, Co-teachers, Paraprofessionals, Students, Instructional Leaders</p>
	<p>What: To improve student growth and achievement data and to implement targeted intervention aimed at supporting all students to achieve at least one grade level growth by mid-year (MOY) 2025, using NWEA and/or one performance-level growth using STAAR Interim Assessments</p>
	<p>When: During Planning, Instruction, and PLC throughout the year</p>
	<p>Where: In PLC rooms, data room, and classrooms</p>

KEY ACTION THREE

<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p><i>ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs.</i></p>
<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none">• By the end of the first semester, 100% of campus ARDs are held on or before the deadline.• Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.• The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
<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">• <i>Monitor the Campus Compliance Dashboard in EasyIEP.</i>• <i>Review records of newly enrolled students and begin services if the student has an IEP</i>• <i>Maintain campus ARD tracker to ensure all ARDs are held on time and with required members.</i>• <i>Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)</i>• <i>Ensure special education teachers are utilizing Goalbook to create measurable goals.</i>• <i>Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.</i>• <i>Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.</i>

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

- Gen/SPED teacher collaboration with accommodation documentation, services, instructional strategies.
- Effective co-teaching instructional practices and planning
- Utilization of IEP-At-A-Glance/BIPS for planning purposes and collaboration
- Create a culture of differentiated instruction: implement differentiated instruction techniques to address the diverse learning styles and abilities within special populations.
- Small group instruction: provide small group instruction and one-on-one support (where applicable) to special education students who require additional assistance in math and/or reading. Reinforce key concepts, provide guided practice, offer feedback through data conversations, to help students make progress.
- Utilization of scaffolds to ensure that students have ongoing support with comprehending instructional tasks

Key Action Three: *ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs.*

Staff Devel.

Who:

Instructional Leaders, General Education Teachers, SPED teachers, ESL teachers and paraprofessionals (TA)

What:

- To reduce the achievement gap in math and reading among our special education, at-risk, and tier 3 students.
- To meet expectations set by T.E.A. and Federal guidelines.

When:

Throughout the school year

Where:

Classrooms and Special Education Dept.

KEY ACTION FOUR

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

Increase student attendance rate to from 84% in 2023-24 SY to 90% for the 24-25 School Year

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

- Consistent daily attendance of 95% or higher.
- Home visits for students missing 4-7 unexcused, consecutive days to support campus with improving attendance.
- Decrease in truancy referrals by 50% by the end of the school year.

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

- Generate attendance reports (by 1st period) to identify absent students for call outs and, monitor attendance by class periods for accuracy.
- Conduct home visits for students with frequent unexcused absences.
- Schedule attendance conferences with parents
- Create an incentive system to increase student attendance and meaningful involvement.
- Minimize obstacles to attendance by incorporating Wrap Around Services, Homebound School, conflict resolution, school counselor

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

- Update student contact information (during homeroom) each grading cycle.
- Provide makeup opportunities and instructional support for students upon return.
- Notify building leaders when significant changes in attendance are observed, and/or when student demographics in Power Schools are inaccurate.
- Model excellent attendance by having no more than 5 absences for the year.
- Family and Community Engagement: tap into community resources to help.
- Purposefully develop relationships with students and parents.

	<p>Key Action Four:</p> <p>Increase student attendance rate to from 84% in 2023-24 SY to 90% for the 24-25 School Year</p>
Staff Level.	<p>Who:</p> <p>Instructional Leaders, Counselors, SIRS, Wrap Around, Mentors. Teachers and Support Staff, and parents/guardians</p>
	<p>What:</p> <p>Increase students' attendance through a systemic approach using parent letters, home visits and parent conferences.</p>
	<p>When:</p> <p>Throughout the school year</p>
	<p>Where:</p> <p>Classrooms, PLCs, and Home Visits</p>

KEY ACTION FIVE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p><i>Campus improves English proficiency for Emergent Bilingual students</i></p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By June 2025, % of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
	<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"> • Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers. • 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. • Monitor effective use of customized lessons designed using the HISD lesson

internalization protocol and informed by targeted classroom observations by campus leaders.

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

- *Teachers of record will deliver high quality instruction to EB scholars to ensure they obtain the reading, writing, listening, and speaking skills needed to advance at least 2 or more performance bands or exit the program.*
- *Appointed ELD teacher will receive proper training to support ED students.*
- *Teachers will deliver high quality instruction to ensure scholar advancement.*

	<p>Key Action Five: <i>Campus improves English proficiency for Emergent Bilingual students</i></p>
<p>Staff Devel.</p>	<p>Who: Instructional Leaders, General Education Teachers, SPED teachers, ESL teachers and paraprofessionals (TA) & ELD interventionist</p>
	<p>What: Provide timely feedback and coaching, provide appropriate PD to meet teachers' and campus needs, have regular PLC to internalize the lesson plan, and provide opportunities</p>

for teachers to practice their lesson (at-bats) during demo day.

When:

During PLC, weekly Demo Day, and regularly after spot checks

Where:

Designated PLC rooms, Data room, and classrooms