**Meyerland Performing & Visual Arts MS**

# Systems Thinking and Action Planning



## Final Submission - Revised September 25, 2024

**Effective Districts – Planning Diagram**



**Core Beliefs**



**Vision**

### ① Philosophy first

**② Guiding**



**Operational Framework**



**Systems Thinking**

Stakes in the ground of a likely future; Actionable picture of success

What the organization values; beliefs and priorities that drive action

### frameworks

-- Focus on instruction

-- System alignment

-- Leadership density

-- Underlying principles

-- Wholescale systemic reform

**③ Needs**



**Quality of Instruction**

**System Evaluation**

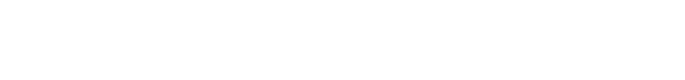
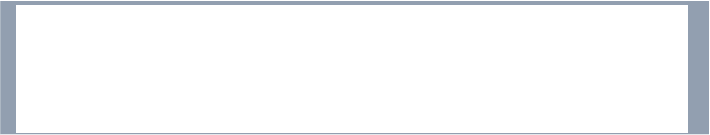
**Needs Assessment**



**Achievement Data**

**Assessment**

**④ District**



**District Action Plan**

**Action Plan**



**Performance metrics**

**Key Actions**

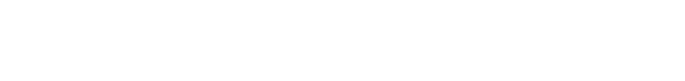
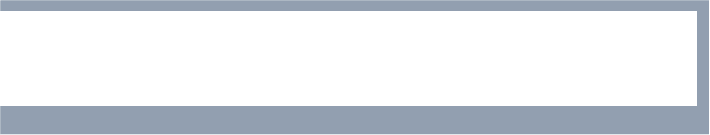


**Priority Work Areas**

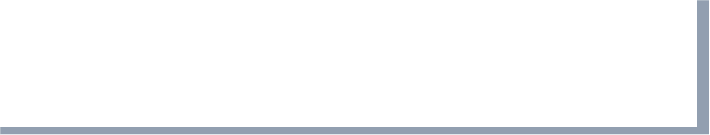
**⑤ Empowerment and Accountability**



**Targets and Parameters for School Leaders**



**School Action Plan**



**Dept. Action Plan**

**Goals and metrics for Central Office staff**

-- Student achievement

-- Quality of instruction

-- Other key goals

**School Action Plan – Needs Assessment**

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**Needs related to student achievement data:**

* **Need to increase academic growth/achievement in reading/math for SPED students as measured through their annual IEP goals and Progress Monitoring.**
* **Need to increase academic growth/achievement in reading/math as measured by STAAR and MAP.**
* **Need to increase academic growth/achievement in language proficiency as measured by TELPAS.**

**Parameters and metrics established by the District**

**Needs related to improving the quality of instruction:**

* **Increase the effectiveness and fidelity of accommodations provided to students receiving Special Education services.**
* **Increase teacher instructional capacity in lesson plan internalization through PLCs and coaching.**
* **Increase teacher capacity in use of best instructional and engagement strategies to help produce positive academic outcomes for students.**

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

* **Need to strengthen/revise system for monitoring effectiveness of SPED accommodations.**
* **Need exists to strengthen lesson internalization protocols during PLC work and lesson planning.**
* **Need exists for effective data track protocol in all content areas.**

**Key Actions**

1. Improve and accelerate academic achievement for Special Education students in order to help close the gap between them and their non-Special Education peers.
2. In the 2024-2025 school year, MPVA will increase the instructional capacity of teachers which will provide students high quality learning.
3. Raise the level of student engagement utilizing multiple engagement strategies during daily instruction which will increase student academic growth and achievement.
4. Raise the academic growth and achievement of our Emergent Bilingual (EB) student group and close the gap between our EB and white student groups.

**Meyerland PVA Data Analysis Review**

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Description automatically generated

**School Action Plan**

|  |  |
| --- | --- |
| **KEY ACTION ONE** | **Key Action for SPED:**  Improve and accelerate academic achievement for Special Education students in order to help close the gap between them and their non-Special Education peers. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 80% of Special Education students will show one year of growth on the NWEA Map from the BOY compared to the EOY assessments. By MOY, at minimum 40% of our students will meet their growth target by MOY Map. * For the 2024-2025 school year, 90% of students identified as Special Ed will meet their Annual Measurable IEP Goals. * Using a campus SPED implementation checklist (monitored every three weeks), we will ensure at minimum 100% of students accommodations/modifications will be implemented daily. * There will be a 3% increase in the number of students who receive special education services at the Approaches level or higher on STAAR 2024-25 in Reading and Math. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Campus leadership team and SPED Department Chair will train SPED co-teachers and general education teachers on a co-planning and co-teaching model. This will be implemented and monitored on a weekly basis. * Campus leadership team and SPED Department Chair will participate in SPED calibration walks beginning in September to monitor SPED/504 accommodation implementation in classrooms, one time per a grading cycle. * SPED Department Chair, Principal and Campus Administrator over SPED will attend SPED PLC meetings (facilitated by SPED Department Chairperson) to focus on accommodations/instructional strategies. * SPED Department chairperson monitors implementation of accommodations, use of Accommodations Charts and development of progress monitoring reports, to ensure Special Education students are receiving equitable education. * Campus Administration and SPED Chair will ensure students in need of Accelerated instruction will be provided to students who did not meet standard in Reading and Math for STAAR during the 23-24 school year. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teachers will implement with fidelity SPED accommodations in daily instruction based on IEPs provided by SPED case managers, on daily basis. * Co-Teachers, Resource Teachers, and Classroom Teachers will collaboratively plan, facilitate small groups, present HQI, and ensure students receive the individualized accommodations required, on a daily basis. * Classroom Teachers and Co-Teachers will discuss the adherence to students’ FIE/IEP plans in PLCs and continuously revise/refine action plans based on evidence of student’s advancement and/or failure to meet academic/behavior goals on a bi-weekly basis. |

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|  | **Key Action for SPED:**  Improve and accelerate academic achievement for Special Education students in order to help close the gap between them and their non-Special Education peers. | | |
| **Staff Devel.** | Who: Campus Leadership Team, SPED Chair, Co-Techers/ Case Managers, Core Content Teachers | | |
| What: Professional Development helping teachers to effectively implement accommodations in the classroom. | | |
| When: Training will be delivered during August 2024 professional development days and during PD days during the 2024-2025 school year:   * August 1 – 2, 2024 * August 5 – 9, 2024 * September 3, 2024 * October 3, 2024 * November 8, 2024 * January 6, 2025 * February 14, 2025 * May 2, 2025 * June 5, 2025 | | |
| Where: Trainings will occur at MPVA during PD days and/or at the district level (if offered). | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Effective implementation of SPED accommodations. | $0.00 |
| Materials/resources | Student IEPs shared by SPED case managers. | $0.00 |
| Purchased services | N/A | $0.00 |
| Other | N/A | $0.00 |
| Other | N/A | $0.00 |
| **TOTAL** | | $0.00 |
| Funding sources:   |  |  |  |  | | --- | --- | --- | --- | | 1991010007 | PUA SPECIAL EDUCATION | 6399000000 | General Supplies | | | |

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| **KEY ACTION TWO** | **Key Action for HQI -** In the 2024-2025 school year, MPVA will increase the instructional capacity of teachers which will provide students high quality learning. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 80% of teachers will receive a minimum End-of-Year (EOY) average of 6 points on the Instruction Domain of the HISD Walkthrough Observation Form. 40% of teachers will meet the target by MOY (January/February benchmark). * 65% of the scores on spot observations conducted in December 2024 by campus appraisers will be proficient or higher (9 points out of 15 is Proficient); that percentage will increase to 75% in May 2025. * By May 2025, 75% of teachers will be rated proficient or higher in Dimension 2.4 and 2.5 in Domain 2 on the T-TESS rubric. By December 2024, 35% of teachers will be rated proficient or higher by MOY (January/February benchmark). |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * MVPA Leadership Team will participate in HISD professional development centered around coaching during the summer of 2024. This will be monitored by the principal through attendance/certificates of completion. * The Leadership Team will train teachers on the T-TESS walkthrough spot observation rubric. * The Leadership Team will participate in observation calibration walks on a weekly basis to monitor HQI and develop action plans/focus areas for the following week. * The Leadership Team will conduct/facilitate PLC meetings with Department Heads to focus/train on specific instructional strategies. * The leadership team will conduct observations and provide real time coaching using the HISD Spot Observation form. * To ensure daily HQI, assistant principals and teacher specialists will develop an instructional block breakdown for each core content area that includes each element of the lesson cycle, time stamps, instructional considerations and rubric aligned to the HISD SPOT Observation Form. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Department PLC meetings headed by the Department Heads will focus on the Planning and Instruction domains of the HISD observation form. * The LO and DOL will be posted and aligned on teacher Board Configuration daily. * Teachers will discuss within PLC meetings how they will embed and implement the various campus instructional strategies within their lessons. * Teachers will participate in professional development aligned to providing high quality instruction to students. * Teachers will collaborate with colleagues to practice instructional delivery of their lessons every week during PLCs. * Teachers will adjust and implement instructional strategies to reflect the feedback provided by their appraiser on SPOT observations and through collaborative department planning to address lesson objective, demonstration of learning, purposeful instruction, and engagement. * Teachers will implement instructional strategies, including higher-level questioning techniques and best teaching strategies, based on the professional development sessions facilitated by the campus principal and administrative team. |

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|  | **Key Action Two:** In the 2024-2025 school year, MPVA will increase the instructional capacity of teachers which will provide students high quality learning. | | |
| **Staff Devel.** | Who: All campus administrators, core content teachers, and elective teachers. | | |
| What: All campus administrators, core content teachers, and elective teachers will receive and implement trainings on best instructional and engagement practices that will produce a measurable and positive outcome in student growth and academic achievement. | | |
| When: Training will be delivered during August 2024 professional development days and during PD days during the 2024-2025 school year:   * August 1 – 2, 2024 * August 5 – 9, 2024 * September 3, 2024 * October 3, 2024 * November 8, 2024 * January 6, 2025 * February 14, 2025 * May 2, 2025 * June 5, 2025 | | |
| Where:  Trainings will occur at MPVA during PD days and/or at the district level (if offered). | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Teachers and campus leadership will participate in district and campus professional development centered around the Spot observation form, various engagement strategies including MRS, and effective pacing strategies. | $0.00 |
| Materials/resources | HISD Spot Observation form | $0.00 |
| Purchased services | N/A | $0.00 |
| Other | N/A | $0.00 |
| Other | N/A | $0.00 |
| **TOTAL** | | $0.00 |
| Funding sources:  If needed:   |  |  |  |  | | --- | --- | --- | --- | | 1991010001 | PUA-REGULAR PROGRAM | 6399000000 | General Supplies | | | |

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| **KEY ACTION THREE** | **Key Action for Discretionary Item:**  Raise the level of student engagement utilizing multiple engagement strategies during daily instruction which will increase student academic growth and achievement. |
| **Indicators of success** *(Measurable results that describe success.)*   * 80% of students will show one year’s growth on their math and reading benchmarks as measured on the MAP assessments between BOY and EOY. 40% of students will meet their growth target by MOY benchmark. * By May 2025, there will be a 5% percent of students who achieve at the Meets level on Reading STAAR, and a 5% increase at the Masters level. * By May 2025, there will be a 5% percent of students who achieve at the Meets level on Math STAAR, and a 5% increase at the Masters level. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * The leadership team will train all staff on high leverage student engagement practices beginning August 2024 and continuing throughout the school year. * The leadership team will facilitate weekly PLCs with teachers focused on how to appropriately use and apply multiple engagement strategies in daily lessons. This will include real time practice and on the spot coaching for teachers. * The leadership team will observe instruction and provide instructional feedback to teachers on engagement using the spot observation form throughout the school year. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Classroom teachers will integrate multiple engagement strategies during direct and guided instruction. This will be monitored on a daily basis by the Leadership Team. * Core content teachers will use PLC meetings to communicate and practice teaching strategies (at-bats) that will be used in daily instruction. * Core content teachers will gain additional learning strategies through peer observations on a monthly basis. * Teachers will participate in professional development aligned to high leverage instructional practices and to be used during daily instruction. Campus appraiser will monitor the implementation. |

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|  | **Key Action Three:** Raise the level of student engagement utilizing multiple engagement strategies during daily instruction which will increase student academic growth and achievement. | | |
| **Staff Devel.** | Who: All campus administrators, core content teachers, and elective teachers. | | |
| What: All campus administrators, core content teachers, and elective teachers will receive and implement trainings on best instructional and engagement practices that will produce a measurable and positive outcome in student growth and academic achievement. | | |
| When: Training will be delivered during August 2024 professional development days and during PD days during the 2024-2025 school year:   * August 1 – 2, 2024 * August 5 – 9, 2024 * September 3, 2024 * October 3, 2024 * November 8, 2024 * January 6, 2025 * February 14, 2025 * May 2, 2025 * June 5, 2025 | | |
| Where:  Trainings will occur at MPVA during PD days and/or at the district level (if offered). | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Professional development on effective engagement strategies and practices will be attended by campus leadership and all classroom teachers. | $0.00 |
| Materials/resources | Spot observation form; Professional Development resources provided at leadership and teacher inservice days. | $0.00 |
| Purchased services | N/A | $0.00 |
| Other | N/A | $0.00 |
| Other | N/A | $0.00 |
| **TOTAL** | | $0.00 |
| Funding sources:  If needed:   |  |  |  |  | | --- | --- | --- | --- | | 1991010001 | PUA-REGULAR PROGRAM | 6399000000 | General Supplies | | | |

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| **KEY ACTION FOUR** | **Key Action for Discretionary Item:**  Raise the academic growth and achievement of our Emergent Bilingual (EB) student group and close the gap between our EB and white student groups. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 80% of Emergent Bilingual students will show one year growth on the NWEA Map from the BOY compared to the EOY assessments. 40% of students will meet their growth target by MOY benchmark. |
| * By May 2025, the percentage of Emergent Bilingual students will see a 5% percentage point increase at the Approaches level or higher on Reading and math STAAR. |
| * 80% of the Emergent Bilingual students will increase or improve by at least one proficiency level on 2025 TELPAS for reading, writing, speaking and listening. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * The principal and administrators will schedule EB students in appropriate intervention classes that will be focused on closing the gaps of EB students based on NWEA MAP and STAAR data. * Campus administrators will coordinate Summit K-12 training for teachers with the multilingual department in August 2024. * LPAC Administrator and ELAR Administrator will monitor the implementation of Summit K-12 lessons prescribed to students based on their BOY/MOY reading, writing, speaking and listening assessments. * Administrators will attend ELAR PLC meetings to ensure teachers are embedding the ELPS and best instructional practices that will raise the academic growth and achievement of EB students. * The LPAC committee and At-Risk committee will address the ongoing EB needs of students each grading cycle. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * The ESL, ELAR, math and science teachers will analyze and utilize the NWEA MAP and STAAR data to group students for various activities and to effectively create small groups based on their needs on a weekly basis. * ESL and ELAR teachers will use Summit K-12 as a part of their instructional block on a weekly basis. * ESL and ELAR teachers will analyze and monitor the progress of student growth of the prescribed lessons/learning pathway within Summit K-12 on a weekly basis. * ESL and ELAR teachers will administer the Summit K-12 BOY, MOY and EOY assessments within the assigned testing window. * All teachers will collaborate how they will embed the ELPS and implement various instructional strategies and practices that will raise the academic growth and achievement of EB students on a weekly basis. * All teachers will pair EB students daily with more proficient students to increase the reading, speaking and listening proficiency levels of EB students who are acquiring their English language. |

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|  | **Key Action for Discretionary Item:**  Raise the academic growth and achievement of our Emergent Bilingual (EB) student group and close the gap between our EB and white student groups. | | |
| **Staff Devel.** | Who: Core content teachers, ESL teachers, SpEd teachers and campus leadership | | |
| What: Summit K-12, the ELPS and Best Instructional Strategies for EB students | | |
| When: Training will be delivered during August 2024 professional development days and during PD days during the 2024-2025 school year:   * August 1 – 2, 2024 * August 5 – 9, 2024 * September 3, 2024 * October 3, 2024 * November 8, 2024 * January 6, 2025 * February 14, 2025 * May 2, 2025 * June 5, 2025 | | |
| Where: During August PD, PLC, campus training locations | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Core content teachers, ESL teachers, SpEd teachers and campus leadership will engage in Summit K-12 overview professional development in coordination with the HISD Multilingual Dept. | $0.00 |
| Materials/resources | Summit K-12 | $0.00 (District funded) |
| Purchased services | Summit K-12 | $0.00 (District funded) |
| Other | N/A | $0.00 |
| Other | N/A | $0.00 |
| **TOTAL** | | $0.00 |

**2024-2025 Student Achievement Goals**

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

**Goal 1 – Reading proficiency**

Goal 1a: There will be a 3% increase in the number of students who receive special education services at the Approaches level or higher on STAAR 2024-25 in Reading.

Goal 1b: By May 2025, there will be a 5% percent of students who achieve at the Meets level on the Reading STAAR, and a 5% increase at the Masters level.

Goal 1c: 80% of students will show one year’s growth on their reading benchmarks as measured on the MAP assessments between BOY and EOY.

**Goal 2 – Math proficiency**

Goal 2a: There will be a 3% increase in the number of students who receive special education services at the Approaches level or higher on STAAR 2024-25 in Math.

Goal 2b: By May 2025, there will be a 5% percent of students who achieve at the Meets level on the Math STAAR, and a 5% increase at the Masters level.

Goal 2c: 80% of students will show one year’s growth on their Math benchmarks as measured on the MAP assessments between BOY and EOY.

**Goal 3 – Emergent Bilingual proficiency**

Goal 3a: 80% of Emergent Bilingual students will show one year growth on the NWEA Map from the BOY compared to the EOY assessments.

Goal 3b: By May 2025, the percentage of Emergent Bilingual students will see a 5% percentage point increase at the Approaches level or higher on Reading and math STAAR.

Goal 3c: 75% of the Emergent Bilingual students will increase or improve by at least one proficiency level on 2025 TELPAS for reading, writing, speaking and listening.

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|  | Funding sources:  If needed:   |  |  |  |  | | --- | --- | --- | --- | | 1991010006 | PUA-BILINGUAL | 6399000000 | General Supplies | |

**Action Plan Rubric School:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **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. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **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. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **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. | | |

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|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **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. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **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. | | |
|  | ***low*** | **Basic** | ***high*** | ***low*** | **Proficient** | ***high*** | ***low*** | **Advanced** | ***high*** |
| **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**

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| --- | --- | --- | --- |
|  | **Unsat Progr** | **essing Proficient** | **Exemplary** |
| **1 2 3** | **4 5 6 7** | **8 9 10** |
| **Progress on Action Plan** | * 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. | * 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. | * 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 wholescale 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**

### 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.

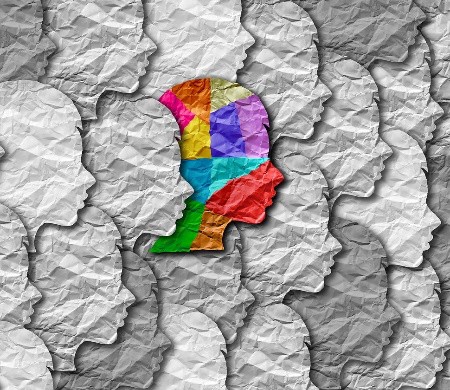
### Improve Special Education instruction and service delivery

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

### 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

### 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

### 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

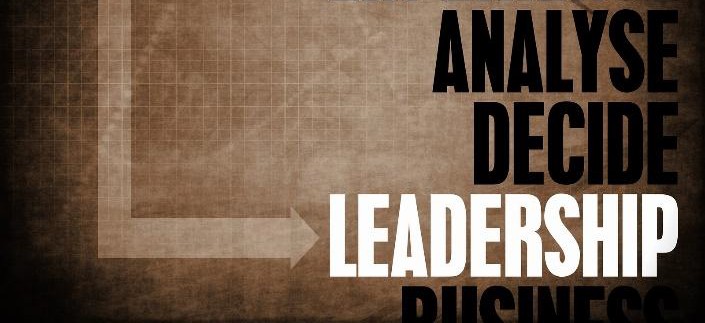
###### Specific Staff Actions:

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

### 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

###### 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.

### 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:

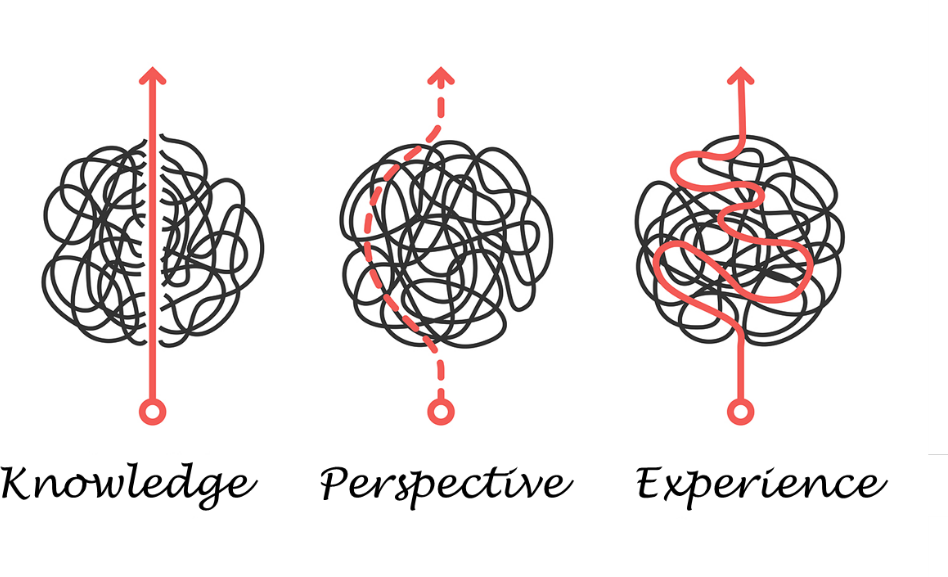
* Teachers working directly with a Teacher Apprentice, support their understanding of teaching practices, including, but not limited to, classroom management, effective lesson delivery, Special Education programming responsibilities, district grading and attendance policies
* Teacher Apprentices conduct 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

### 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.