

# **2024-2025 Action Plan**

**Stevenson Middle School**

**Margaret Randall**

## School Action Plan – Needs Assessment

### Needs related to student achievement data

- 44% of students moved up one level or more for TELPAS in the 2023-2024 school year. This was great improvement from the 2022-2023 school year when only 18% moved up a performance level. The number of EB students at Stevenson continues to rise with 580 in 2021 to 634 in 2024.
- 34% of students made 1.4 years growth from FALL 2023 MAP assessment to SPRING 2024 MAP assessment in Math
- 42% of students made 1.4 years growth from FALL 2023 MAP assessment to SPRING 2024 MAP assessment in ELA
- 36% of students MET Standard or above for the 2024 STAAR Math Assessment as compared to 33% in 2022-2023
- 48% of students MET Standard or above for the 2024 STAAR ELA Assessment as compared to 41% in the 2022-2023 school year
- 7% of students receiving special education services MET Standard or above for the 2024 STAAR Math Assessment this is a drop of 1% from the 2022-2023 school year where 8% MET Standard or above.
- 16% of students receiving special education services MET Standard or above for the 2024 STAAR ELA Assessment as compared to 10% in 2022-2023
- 30% of African American Students Met Standard on all tests during the 2023-2024 school year. This is a gap of 13% from the overall total of students who Met Standard at 43%. This is only a 1% point improvement in the gap from the 2022-2023 school year.

### Needs related to improving the quality of instruction

- Priority 1-Ensure high quality instruction in Reading and Math in all Grade levels.
- Priority 2- High quality IEPs are written for all students and consistent specialized instruction with effective accommodations are given by all teachers.
- Priority 3- Consistent and targeted on the spot coaching from all leaders with a clear cycle of feedback
- Priority 4- Effective sheltered instruction and precise content language supports effectively taught in every ESL classroom across all contents.
- Priority 5- Close the performance gap between African American students and the rest of the Stevenson population
- Priority 6- Increase writing proficiency through daily writing activities across all contents that align with STAAR and TELPAS writing standards.

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

- Leadership Density- Stevenson APs vary from 8 to 1 years of experience. Strengths include instructional content knowledge, systems management, and discipline. Areas for growth include real time coaching, quality of feedback for lesson plans, and parent involvement.
- PLC Protocols- Strengths- Common assessment data analysis protocol and consistent planning in content specific grade level teams. Growth- Student work analysis, DOL daily data analysis, lesson cycle consistency, and HQIM implementation.
- School Culture- Strengths- Student compliance, positive teacher outlook, Stevenson Difference culture initiative, and low attrition. Growth- Staff absences, lack of parent involvement, discipline incident numbers, and student attendance.

# School Action Plan Template

<b>KEY ACTION ONE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>  <b>Increase consistency of high-quality instruction in English Language Arts</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"><li>• 50% (9 out of 14) of Stevenson ELA teachers will have an average SPOT Observation score of 9 or higher at the MOY Conference assessment. This will increase to 71% (10 out of 14) of teachers having a SPOT observation score of 9 or higher at the EOY Conference. 71% of ELA teachers will receive a rating of “Proficient 1” or higher on their final EOY rating for the 2024-2025 school year.</li><li>• Based on 45% of students meeting state standard last year, 60% of Stevenson students will meet state standards and 40% of students will master state standards on the 2024-2025 STAAR Test for Reading.</li><li>• Based on 42% of students meeting 1.4 years growth, 46% of Stevenson students will achieve .6 year’s growth on the MAP at the MOY assessment for Reading. This will increase to 50% of students achieving 1.4 year’s growth on the MAP EOY assessment for Reading.</li></ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"><li>• Strategize and calibrate to ensure that each administrator is working from the same vision of effective practice when coaching and evaluating teacher practice.</li><li>• Provide initial and ongoing training to teachers on effective practices as they relate both to the Spot and TTESS indicators through pre-service, PLC, faculty meetings, and one-on-one teacher conferences.</li><li>• Provide targeted feedback on all lesson plans weekly to ensure Learning Objective and Demonstration of Learning align.</li><li>• Each teacher will receive target coaching for consistently unmet spot indicators on an ongoing basis.</li></ul>

	<p><b>Specific actions – staff</b> (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> <li>Teachers will participate in weekly PLCs where they follow protocols designed to ensure lesson internalization, analysis of student work, and data driven decision making for next instructional steps.</li> <li>As ongoing professional development, teachers will observe peers who exhibit best practices, reflect on what they observe, ask clarifying questions about practice, and synthesize major take-aways for their own instruction.</li> <li>Teachers will engage in on-going At Bats at PLC to practice internalized lessons, anticipate and plan for student misunderstanding, and skill build around questioning and teaching toward mastery.</li> <li>Teachers will work closely with administration in classroom and PLC setting to build effective plans, strengthen best practices, and monitor and adjust based on student outcomes.</li> </ul>
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	<b>Key Action One:</b>		
Staff Development	Who: Teachers		
	What: Training on Best Practices aligned to Key Indicators		
	When: September and October of 2024		
	Where: PLC		
Budget	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Stevenson/HISD staff to provide targeted PD to support student outcomes.	0
	Materials/resources	Various supplies, white boards, notecards, pens, copies as needed	\$200
	Purchased services	None	
	Other		
	Other		
	<b>TOTAL</b>		<b>\$200.00</b>
Funding sources: Title 1-General Supplies			

**KEY ACTION TWO**

**Key Action- - Increase consistency of high-quality instruction in Mathematics.**

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

- 50% (9 out of 14) of Stevenson Math teachers will have an average SPOT Observation score of 9 or higher at the MOY Conference assessment. This will increase to 71% (10 out of 14) of teachers having a SPOT observation score of 9 or higher at the EOY Conference. 71% of math teachers will receive a rating of “Proficient 1” or higher on their final EOY rating for the 2024-2025 school year.
- Based on 36% of students meeting state standard last year, 50% of Stevenson students will meet state standards and 30% of students will master state standards on the 2024-2025 STAAR Test for Math.
- Based on 34% of students meeting 1.4 years growth, 38% of Stevenson students will achieve .6 year’s growth on the MAP at the MOY assessment for math. This will increase to 42% of students achieving 1.4 year’s growth on the MAP EOY assessment for Math.

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

*the objective?)*

- **Monitor and influence instruction through on the spot coaching** – Leaders will observe classrooms and provide coaching that focuses on differentiation and teaching for mastery.
- **Provide Professional Development**--Leaders will model and train teachers on aggressive monitoring techniques and lesson adjustments based on “in the moment data”.
- **Data Analysis**- Monitor weekly DOL and common assessment data to look for gaps in student learning by TEK and by teacher.
- **Provide weekly feedback on Lesson Plans**- Leaders will review and comment on lesson plans and internalization documents focusing on a lesson cycle that includes intervention during the 90 minutes class period, MRS strategies, TEKs alignment, and Exemplars.
- **Alignment of Learning Objective and Demonstration of Learning**- Leaders will visit each classroom daily prior to the start of class to ensure alignment of the learning objective and the demonstration of learning.
- **PLC Protocols**- Leaders will attend their specific content PLC and ensure the data protocol and student work analysis protocol are followed weekly.

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

- **Lesson Plans-** Teachers will create lesson plans that include an intervention/reteach element during 90-minute blocks- Lesson cycle will be evident with timestamps and MRS strategies in the lesson plans. Exemplars will be uploaded for each day as well as internalization documents.
- **Digital DOL Tracker-**Teachers will report all DOL data into a school wide digital tracker. Teachers will grade DOLs on the spot and enter data into the spreadsheet daily.
- **Aggressive Monitoring--**Utilize data collected through aggressive monitoring to adjust lessons in the moment- Teachers will use one of three Stevenson created progress trackers prior to the DOL and adjust lessons based on this data.
- **Attend weekly PLCs-** Teachers will analyze student data and work samples.
- **Classroom Observation and At-Bats—**Teachers will visit classrooms of their peers and participate in “At Bats” to practice teaching lessons prior to their launch in the classroom.
- **Differentiate Instruction-**Integrate learning pathways to differentiate learning for students who have mastered the objective and those who need further instruction.

**KEY ACTION THREE**

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

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

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

- By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student’s unique needs, as verified through random quarterly reviews.
- Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations in PowerSchool.

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

- **Monitor Accommodations-** Leaders will monitor and review accommodations entered into Power School to look for trends and usage frequency.
- **Provide Professional Development--**Leaders will model and train teachers on specialized instruction using data from the PLAAFP and the IEP. Leaders will model how to modify lessons to compensate for cognitive deficits that impede learning for students with disabilities.
- **Data Analysis-** Leaders will closely monitor the DOL and common assessment data for students belonging to specialized populations. Data will be analyzed and tracked to ensure instructional practices are consistent across grade levels and teachers.
- **Lesson Planning-** Leaders will monitor lesson planning to ensure specialized instruction is present for all core contents.
- **Specialized Learning Plans-** Leaders will facilitate the creation of specialized learning plans such as IEPs, 504s, IAT, Gifted and Talented and EB Language Proficiency plans to meet the specific needs of each exceptional student.

	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• <b>Lesson Plans-</b> Teachers will create lesson plans that include Specialized Instruction and differentiation for students with IEP, 504, IAT, GT, and EB Language Proficiency plans.</li> <li>• <b>Digital DOL Tracker-</b>Teachers will track data for students as they work toward mastery in their individualized plans on a daily basis in the school wide DOL tracker.</li> <li>• <b>Provide Accommodations-</b> Teachers will provide targeted and specific accommodations for students who with specialized learning plans. Accommodations will be recorded in Power School and tracked for trends and frequency of use.</li> <li>• <b>Differentiate Instruction-</b>Integrate learning pathways to differentiate learning for students who have mastered the objective and those who need further instruction.</li> <li>• <b>PLC Protocol to Include Special Population Data</b>—Teachers will dedicate time in the PLC protocol to plan differentiation and analyze special population specific data.</li> </ul>
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<b>Key Action Three:</b>			
<b>Staff Devel.</b>	Who: Teachers		
	What: How to plan for and embed accommodations into daily practice (include review of common accommodation and differentiation strategies, delivery of specific student IEPs, planning a sample lesson embedding accommodations, co-teaching models and strategies)		
	When: September and October of 2024		
	Where: PLC		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Specially Designed Instruction Training	\$0
	Materials/resources	Individual Student portfolios- 200 Binders with dividers	\$1,800
	Purchased services	Partner Services	\$65,000
	Other		
	Other		

	<b>TOTAL</b>	
Funding sources:		

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

**Stevenson will close the achievement gap between African American students and the total population of students.**

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

- 35% of African American students will Meet Standard on the combined STAAR Assessments for the 2024-2025 School year.
- 20% of African American students will Meet Standard or higher in the MOY STAAR Interim Assessment in English Language Arts and Math.
- The number of discipline incidents for African American students documented in Power School will drop by 9% at MOY and will finish with a total 12% drop at EOY.

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

- Positive Behavior Trackers—Leaders will facilitate the use of daily trackers to monitor the African American students who struggle with discipline by recording positive behaviors exhibited by each student each period.
- Attendance Contracts and Action plans- Leaders will work with the Stevenson At Risk Coordinator to put attendance contracts and action plans for any African American with 4 or more absences.
- Track and analyze data across all contents and report trends to teachers regarding the performance of African American students.
- Reach out to the African American community of parents in increase involvement in school events

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

- IAT Referral Protocol- Stevenson teachers will utilize the Stevenson IAT flow chart and protocol to refer students to the Intervention Assistance Team
- Discuss the performance of African American students at every PLC and evaluate instructional activities for cultural bias.
- Communicate with parents through conferences to support the needs of African American students.

	<b>Key Action Four:</b>		
<b>Staff Devel.</b>	Who: Teachers and Staff		
	What: Meeting to highlight the data and needs of Stevenson’s specific African American population. Teachers will look at their rosters and make action plans to support African American students in their classes		
	When: November 8, 2024		
	Where: Stevenson Cafeteria		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	PD performed by Stevenson Staff	N/A
	Materials/resources	Stevenson Master Data sheet, Action plan template	
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		<b>\$0</b>
	Funding sources:		

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

Stevenson Middle School will improve English proficiency for Emergent Bilingual students.

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

- By June 2025, 44% of students will grow one proficiency level as defined by the SY2023-2024 TELPAS composite score to SY2024-2025 composite score.
- By June 2025, 60% of Emergent Bilingual students will meet their individual growth targets on NWEA MAP Reading.
- By May 2025, 60% of teachers of Emergent Bilingual students will score 7/10 or higher in Domain II ( “Engage & Deliver” and “Engage and Deliver” of the spot, as measured by the monthly average spot score for second semester.

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

- TELPAS Data Digs with Progress Monitoring—Leaders will facilitate meetings to share student level data and goals with teachers and staff.
- Spot Observations during classes serving EBs-- Leaders will internalize the master schedule to plan out spot observations that include classrooms where EBs are present.
- Effective Planning for Sheltered Instruction- Leaders will monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations

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

- Track student progress using the Summit K-12 computer program
- Provide multiple opportunities during class for students to speak and write in English
- Provide goal setting trackers for students to review past TELPAS performance and set goals for this school year’s TELPAS Assessment
- Ensure ELPs are posted for every lesson and connect with the daily Learning Objective
- Provide visual scaffolds to aid in comprehension and context

KEY ACTION FIVE

Proposed item	Description	Amount
Staff development	EB and Sheltered Instruction	\$0
Materials/resources		
Purchased services	Summit K-12	\$13,000
Other		
Other		
<b>TOTAL</b>		
Funding sources:		

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

**Increase proficiency of student writing through focus on structure and clarity in extended constructed response.**

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

- 100% of core teachers will have completed their first extended constructed response for their content with students by September 27<sup>th</sup> as verified by content administrator monitoring.
- 40% of students or better will score at a 3/5 or above on a middle of year extended response writing task in each content. By the end of March, 50% of students or better will score at a 3/5 or above on an end of year extended response writing task in each content.
- 50% of students or better will score at a 5 or above on the ECR portion of the reading STAAR for their grade level.

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

*the objective?*)

- Calibrate and hone the campus vision for ECR writing across contents.
- Work together to define what an effective ECR looks like in each content
- Provide training to teachers, ongoing communication about deadlines and expectations, curricular support and feedback.
- During coaching and spots, ensure that sufficient progress is being made toward writing expectations.
- Work with teachers to evaluate student work and push student improvement based on data.

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

- Track student progress using the Summit K-12 computer program
- Provide multiple opportunities during class for students to speak and write in English
- Provide goal setting trackers for students to review past TELPAS performance and set goals for this school year’s TELPAS Assessment
- Ensure ELPs are posted for every lesson and connect with the daily Learning Objective
- Provide visual scaffolds to aid in comprehension and context

<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
Staff development	School wide writing plan, SCR and ECR Best practices.	\$0
Materials/resources	South Division writing trainings from September 2024.	
Purchased services	Summit K-12	\$13,000
Other		
Other		
<b>TOTAL</b>		
Funding sources:		

