

# **2024-2025 Action Plan**

**Tanglewood Middle School**

**Jenalle Kamla**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data:

Based on the minimal and possibly negative growth for our students, students will need to receive additional math and reading courses for an additional 300 minutes per week per course.

Based on past 3 years STAAR assessments, Math has underperformed compared to Reading and state averages. From 2019-2024, our STAAR data has shown gradual declines from 82% to 74% in reading and 85% to 55% in Math. Our Special Education students have continually under-performed in comparison to our general education students even with inclusion with our math data.

## Needs related to improving the quality of instruction:

Our IRT walkthrough averages have been 6.4, 2.4, 9.9, and 10.5. We need to ensure teachers are well versed in high quality instruction and the connections to the SPOT observation. We need to support teaching and learning utilizing the IB guide. Collaboration amongst colleagues and administration on units and unit plan feedback are needed. We need to create opportunities and expectations for planning and lesson implementation.

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

In partnership with parents and community, Tanglewood Middle School provides a quality education by empowering individuals to become caring, self-sufficient, globally conscious citizens, who value innovation and sustainability as a lifelong process.

We will blend IB and HISD readiness characteristics to support student success.

As we initiate new staff this year, our push will be to support teachers with improved PLC structures and collaboration amongst curriculums.

We will ensure that all teachers have been provided with IB category development and support time to develop and utilize new learning.

# School Action Plan Template

## KEY ACTION ONE

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

**Grow staff capacity to provide the highest quality of instruction with a focus on Emergent Bilingual students.**

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

- By June 2025, 44% of students grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
- By January 2025, out of 49 SPOT observations of classroom instruction by the campus leadership team, 60% of teachers will receive a combined score of 7 or higher in Engage & Deliver and Monitor & Adjust with an emphasis on the use of visuals, sentence stems, gestures, and/or other supports for all students and special populations along with scaffolds instruction and differentiates instruction based on student needs. This percentage will increase to 75% by March 2025.
- By October 2024 PEIMS snapshot, 100% of students identified as potential EB students define by Home Language Survey indicators are tested and appropriately coded.

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

1. Provide professional development that include effective lesson objectives and demonstration of learning (DOL), engagement, scaffolding, differentiation, and the use of technology to improve instruction.
2. Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
3. Provide on-the-spot coaching and specific written feedback weekly using the spot observation form.
4. Conduct effective PLCs that focus on data and specific scaffolding intervention strategies.
5. Continue training teachers on instructional cycle with emphasis on demo days for teacher training of lessons.
6. Required number of SPOT observations per teacher so that they can be categorized in order for required support to reach goals.
7. Ensure documentation, timelines, and coding align with federal and state guidelines.

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

1. Teachers will attend professional development to build capacity to be able to create effective lesson objectives, use of engagement strategies and scaffolding, use of technology within the classroom, and gain deeper understanding of Rubric for Proficiency in providing High Quality Instruction.
2. Teachers will participate in PLC's to help guide High Quality Instruction with a focus on data, and TIER 1 Instructional strategies for scaffolding and differentiation to meet the needs of students.
3. Teachers will increase the use of instructional activities that foster higher-order thinking on a regular basis.
4. Use of engagement, scaffolding, differentiation strategies in classrooms daily.
5. Adjust instruction as necessary to ensure great first instruction is met daily.
6. Teachers will provide targeted instruction through small group instruction within the Tanglewood instructional framework.

**Key Action One:**

Who: Tanglewood Teachers

What: Train staff on engagement strategies, scaffolding, Tanglewood instructional framework, high quality instruction, Fundamental Five and LO & DOL's.

When: August 2024 – June 2025

Where: Tanglewood MS

Proposed item	Description	Amount
Staff development		
Materials/resources	District Slide Decks	
Purchased services	E3 Alliance	\$90,000
Other		
Other		
TOTAL		90,000

Funding sources: Title 1 - Effective Schools Framework Grant



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

**Implement Tanglewood's Instructional Framework with FIDELITY and Implement International Baccalaureate (IB) Middle Years Programme (MYP) systems and strategies to increase academic growth for all students in grades 6-8.**

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

- By January 2025, Tanglewood Middle School will receive a proficient grading in spot observations with an emphasis of the Tanglewood Instructional framework within the fall semester with 70% of teacher's average scores being at least an 8 when combining Planning, Engage & Deliver, and Monitor & Adjust on the spot observation form. By June 2025 Tanglewood Middle School will increase the percentage of teachers to 85%.
- By January 2025, Tanglewood Middle School will implement the districts four core instructional practices: lesson objectives, demonstrations of learning, engagement strategies, and purposeful, aligned instruction by end of fall semester over 85% of teachers will be able to receive at least a proficiency rating in spot scores received from administration and the independent review teams.

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

1. Train administrators and teacher leaders on the use of the Tanglewood Instructional Framework throughout the year.
2. Coach and provide specific feedback to teachers regularly on differentiation and scaffolding learning criteria of the Spot Observation form.
3. Train staff on effective implementation of the Tanglewood Instructional Framework throughout the year through school staff development.
4. Focus on data, DOL, engagement strategies, and aligning instruction to district/school requirements.
5. Assess all teachers twice a month on how well the Tanglewood Instructional Framework has been implemented.
6. Monitor use of High-Quality Questions, Small Group and engagement strategies through observation and MYP Unit plans.
7. IB Coordinator to support staff planning and review lessons during bi-weekly team and department development (Admin)

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

1. Assess the school to see how well the Tanglewood Instructional Framework has been implemented using SPOT Observations.
2. Train staff on effective implementation of the Tanglewood Instructional Framework throughout the school year.
3. Train administrators and teachers on the use of Tanglewood Instructional Framework.
4. Coach and provide regular feedback to teachers on the differentiated learning criteria of the spot observation form.
5. Plan High-Quality Instruction utilizing the rubric, internalizing lesson plans with the Tanglewood Instructional Framework to support rigorous instruction and student mastery.
6. Use of timers to ensure pacing of lesson so that the lesson cycle can be followed and implemented with fidelity.
7. Teachers will plan curriculum horizontally and vertically by creating a curriculum map or the school year. The curriculum map will be reviewed every six weeks for reflection and updates.
8. Year 1 and Year 2 teachers will attend Texas IB Schools IB training to further develop their understanding of IB philosophy and standards, emphasizing the student-centered approach to learning.
9. Teachers will use ATL (Approaches to Learning) and HISD ready characteristics to make connections.
10. Teachers will imbed higher order questions into MYP Unit plan for engagement strategies and project development for mastery of objectives.
11. Teachers will attend IB development to obtain yearly GT requirement for Nature and Needs.
12. Utilize MYP Unit structure to develop grade level curriculum projects. (Key Concepts)

**Key Action Two:**

Who: Tanglewood Administrators

What: Train Tanglewood Teachers on Tanglewood Instructional Framework and the spot observation form. Provide feedback and support for International Baccalaureate guidelines/MYP Unit planners and policy

When: August 2024 – June 2025

Where: Tanglewood MS

B	Proposed item	Description	Amount
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Staff development	IB Category 1 &2 Development (5)	\$700 per course (\$3500)
Materials/resources	Spot Observation Form District Slide Decks IB Guidebooks	0
Purchased services	IB yearly fee	\$10,500
Other		
Other		
<b>TOTAL</b>		<b>\$14,000</b>

Funding sources: GFI, GT
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**Key Action** *(Briefly state the specific goal or objective.)*

**Grow teacher's capacity in reviewing and implementing special education plans/IEPS/ARDS.**

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

- By June 2025, 100% of IEPS include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- By June 2025, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
- By February 2025, students will show growth on middle of year assessment by at least 10-20% from the beginning of the year assessment within the special education population.
- By June 2025, students will show growth on end of year assessment by 10-20% from middle of year assessment within the special education population
- By June 2025, Students will increase STAAR Math and Reading proficiency by 10% or more.

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

1. Train teachers on effective use of accommodations and modifications for students.
2. Provide on the spot coaching for teachers and feedback concerning special education.
3. Providing district training for special education accommodations/modifications and all things special education for complete understanding of the process and student needs
4. Establishing and maintaining non-negotiables for high quality instruction for special education students.
5. Monitor PLC's for effective planning and implementation of accommodations and modifications for special education students.

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

1. Analyze student work samples to ensure consistent use of IEP's/accommodation/modifications.
2. Teacher attend/participate in professional development on Special Education strategies/ interventions and implementations of accommodations/modifications.
3. Provide rigorous learning experiences to all students throughout the year to help show progress and mastery in accordance with TEA/ STAAR/NWEA expectations.
4. Rehearse/adapt lessons/effective planning to assist with high quality instruction.
5. Analyzing assessment data in PLC to assist in guiding lesson planning and instruction.

**Key Action Three:**

Who: District Special Education Department/Campus Admin/SpED Chair

What: Reviewing, planning, documenting accommodations for students.

When: August 2024 – June 2025

Where: Tanglewood MS

**Proposed item****Description****Amount**

Staff development

Beginning of Year IEP Review to plan for accommodation documentation

0

Materials/resources

Goalbook

0

Purchased services

Other

Other

**TOTAL** \$0

Funding sources: Special Education

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

**Strengthen the leadership density of Tanglewood Middle School.**

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

- By January 2025, 75% of the staff will receive Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2024; by June 2025, this will increase to 90% in the spring.
- By January 2025, 50% of PLCS will be teacher-led based on strategies to improve student achievement by internalizing data and selecting the highest yielding instructional strategies; By March 2025, this will increase to 75%.
- By January 2025, Tier II Leaders will demonstrate a score of 15 or above on the Day-to-Day coaching rubric. By June 2025, Tier II Leaders Day-to-Day coaching score as evidenced by the rubric will increase to 20

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

- Train all staff in roles and responsibilities of each position
- Develop and model effective PLC planning to ensure high quality instruction
- Guide teachers learning for effective instruction for student mastery.
- Elect/Train/Guide teacher leaders in effective planning, with gradual release of PLC to teacher leaders
- Meet with teacher leaders to help build capacity to support all staff



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

1. Attend training for teacher leadership.
2. Lead PLC's and grade level meetings.
3. Create/implement staff workshops to help foster leadership capabilities, instructional developments for high quality instruction, and building positive culture.
4. Continuous participation in Demo days to assist others with process and understanding roles to ensure high quality instruction is maintained throughout the year.

	<b>Key Action Four:</b>		
<b>Staff Devel.</b>	Who: Executive Directors, Leadership & Development Team, Principal, Assistant Principals		
	What: Strengthen Leadership Density		
	When: August 2024 – June 2025		
	Where: Tanglewood MS		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
Funding sources:			

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

**Goal 1 - Reading Proficiency**

1. In the 2024-2025 school year, Tanglewood Middle School students will grow 1.5 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.
2. 50% of the 8th grade students will be above the 50th percentile in Reading as measured by the NWEA MAP assessments.
3. In the 2024 – 2025 school year, Tanglewood’s meets and masters percentage on the STAAR exam for English Language arts will grow from 62% to 65% in 6<sup>th</sup> grade, 64% to 67% in 7<sup>th</sup> grade, and 70% to 73% in 8<sup>th</sup> grade.

**Goal 2 - Math Proficiency**

1. In the 2024-2025 school year, Tanglewood Middle School students will grow 1.5 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.
2. 45% of the 8th grade students will be above the 50th percentile in Math as measured by the NWEA MAP assessments.

3. In the 2024 – 2025 school year, Tanglewood's meets and masters percentage on the STAAR exam for Mathematics will grow from 27% to 35% in 6<sup>th</sup> grade, 30% to 35% in 7<sup>th</sup> grade, and 31% to 36% in 8<sup>th</sup> grade.

**Goal 3 - Science Proficiency**

1. In the 2024 -2025 school year, Tanglewood Middle School students will grow 1.5 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.
2. 60% of the 8th grade students will be above the 50th percentile in Math as measured by the NWEA MAP assessments.
3. In the 2024 – 2025 school year, Tanglewood's meets and masters percentage on the STAAR exam for Science will grow from 56% to 60% in 8<sup>th</sup> grade.

**Goal 4 - Special Education Proficiency**

1. In the 2024 -2025 school year, Tanglewood Middle School students will grow 1.5 times the average U.S. Growth in proficiency in Reading and Math as measured by the NWEA MAP assessment and using the mean RIT score for each grade 6-8.
2. In the 2024 -2025 school year, Tanglewood Middle School all special education students will have at least 25% performing at meets or higher on end of year assessments and STAAR.

**Goal 5 - English language Proficiency**

1. In the 2024 -2025 school year, Tanglewood Middle School all English language learners will have at least 35% performing at meets or higher on end of year English Language Arts STAAR assessment.
2. In the 2024 -2025 school year, Tanglewood Middle School all English language learners will have at least 25% performing at meets or higher on end of year Mathematics STAAR assessment.