



2025-2026 Action Plan

Deady Middle School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Increase STAAR Math performance across all grade levels:

- A significant portion of students are performing below the *Meets* and *Masters* levels.
- Example: Only 3% of 6th graders scored at the *Masters* level, and just 34% at *Meets*.

Targeted support for students in the *Did Not Meet* (DNM) category:

- High percentages in DNM: 36% in 6th grade, 48% in 7th, and 44% in 8th.

Improve growth outcomes as measured by NWEA MAP assessments:

- While growth is occurring (e.g., 0.72 in 8th grade), lower grades like 6th (0.32) need additional support.

Close the achievement gap between campus and district averages:

- For example, 6th grade average RIT score at the school is 214.1 compared to 217.5 districtwide.

Strengthen instructional strategies to boost students from *Approaches* to *Meets* and *Masters* levels.

Data-driven instruction planning using NWEA RIT and STAAR performance data.

Parameters and metrics established by the

Needs related to improving the quality of instruction

Based on the SPOT form data for the 2024–2025 school year, here's a bulleted list of **needs related to improving the quality of instruction**:

Strengthen student engagement and discussion strategies

- 3 out of 6 available points were achieved — a 50% average, indicating room for growth in facilitating meaningful engagement.

Improve monitoring and adjusting instruction practices

- Only 2 of 4 available points scored, showing a need for better formative assessment and in-the-moment instructional adjustments.

Enhance reinforcement of effective classroom routines and procedures

- Scored just 1 out of 1 available point, suggesting this area may be implemented but could benefit from consistency or deeper impact.

Increase effectiveness in supporting learning environment

- 2 of 2 points were earned, which is a strength — maintaining this should be a priority while addressing weaker areas.

Boost comprehensive instructional planning

- Full 2 of 2 points were earned, showing solid planning practices. Continue to support and build on this foundation.

Overall instructional quality improvement needed

- Total average score was 10 out of 15 — indicating that two-thirds of the potential was met, but targeted development is needed to reach full instructional impact.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy

- **Clarify shared instructional vision**
 - Ensure all teachers and staff align with a common understanding of high-quality instruction.
- **Embed student-centered practices** more deeply into the instructional philosophy.
- **Reinforce the importance of continuous improvement** through regular reflection on SPOT data.

Processes

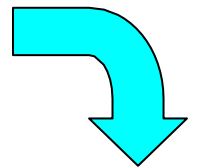
- **Refine observation and feedback cycles**
 - Ensure consistent and timely follow-up after SPOT walkthroughs.
- **Standardize protocols for evaluating engagement and instructional monitoring** to ensure reliability.
- **Integrate SPOT data into PLCs and coaching conversations** for instructional planning and support.

Implementation

- **Improve execution of engaging and responsive instruction**
 - Focus on professional development in student discourse, checking for understanding, and active monitoring.
- **Reinforce use of routines and procedures** to enhance instructional flow.
- **Address gaps in implementing formative assessment practices** to guide in-the-moment adjustments.

Capacity

- **Build teacher capacity in instructional strategies** through coaching, modeling, and peer collaboration.
- **Strengthen leadership capacity to analyze and act on data** from SPOT observations.
- **Provide differentiated PD based on identified areas of need** (e.g., engagement, monitoring student progress).



Key Actions

1. Reading: Increase Reading Proficiency across all grade levels
2. Math: Increase Math Proficiency across all grade levels
3. Emergent Bilinguals: Improve EB Accountability
4. SPED: Improve SPED Instruction and Service Delivery

Deady Middle School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Reading: Increase Reading & Writing proficiency across all grade levels
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By December 2025 70% of 7th grade students will achieve at least an average score of 2 on ECRs using the ECR Rubric, by April 2026 80% of 7th grade students will achieve at least an average score of 3/4 on ECRs using the ECR Rubric. - By the end of the academic year, 70% of 7th grade students will demonstrate 1.40 times second semester expected growth in Reading. - By the end of the academic year, 8th grade students will increase their overall student achievement average in Reading by 5 percentage points from BOY to EOY. - By the end of the academic year, 75% of ELA teachers will score 7/10 or higher on Domain 2 (Engage & Deliver and Monitor & Adjust) on the SPOT, as measured by the monthly average SPOT score for the second semester. - By the end of the academic year, 70% of EB students will meet their individual growth target on 2-8 NWEA MAP Reading. - By the end of the academic year, SPOT scores for LSAE second teach instruction will meet or exceed 10.0 as an average.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	Data Analysis and Monitoring: - Regularly analyze student performance data from NWEA MAP and STAAR assessments. - Identify trends, gaps, and areas needing improvement. - Share data insights with staff during PLC meetings. Professional Development: - Organize targeted professional development sessions focused on effective reading instruction strategies. - Provide training on data-driven instruction and formative assessment practices. - Facilitate workshops on differentiated instruction to meet diverse student needs, including Special Education. Instructional Leadership: - Conduct regular classroom observations and provide constructive feedback. - Support teachers in implementing evidence-based reading interventions. - Ensure consistent use of high-quality instructional materials aligned with state standards. Collaboration and Support: - Foster a collaborative culture through PLCs and coaching sessions. - Encourage peer observations and sharing of best practices. - Provide resources and support for teachers to address individual student needs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Data-Driven Instruction:
 - Use NWEA MAP and STAAR data to inform instructional planning.
 - Implement formative assessments to monitor student progress and adjust instruction accordingly.
 - Set individual growth targets for students and track their progress.
- Differentiated Instruction:
 - Tailor reading instruction to meet the needs of all students, including Special Education.
 - Use a variety of instructional strategies to engage students and promote reading comprehension.
 - Provide targeted interventions for students who are below grade level.
- Student Engagement:
 - Incorporate interactive and engaging reading activities in lessons.
 - Foster a love for reading through book clubs, reading challenges, and literacy events.
 - Encourage student discussions and critical thinking about texts.
- Collaboration and Reflection:
 - Participate actively in PLCs and share effective practices with colleagues.
 - Reflect on instructional practices and seek feedback from peers and leaders.
 - Continuously improve teaching strategies based on student performance data.

Key Action One: Staff Development

Who:

What:

When:

Where:

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Math: Increase STAAR Math performance across all grade levels
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the academic year, 70% of 6th grade students will demonstrate 1.40 times second semester expected growth in Math. • By the end of the academic year, 7th grade students will increase their overall student achievement average in Math by 5 percentage points from BOY to EOY. • By the end of the academic year, 75% of Math teachers will score 7/10 or higher on Domain 2 (Engage & Deliver and Monitor & Adjust) on the SPOT, as measured by the monthly average SPOT score for the second semester. • By the end of the academic year, 70% of EB students will meet their individual growth target on 2-8 NWEA MAP Math. • By the end of the academic year, SPOT scores for LSAE second teach instruction will meet or exceed 10.0 as an average.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Data Analysis and Monitoring: ○ Regularly analyze student performance data from NWEA MAP and STAAR assessments. ○ Identify trends, gaps, and areas needing improvement. ○ Share data insights with staff during PLC meetings. • Professional Development: ○ Organize targeted professional development sessions focused on effective math instruction strategies. ○ Provide training on data-driven instruction and formative assessment practices. ○ Facilitate workshops on differentiated instruction to meet diverse student needs, including Special Education. • Instructional Leadership: ○ Conduct regular classroom observations and provide constructive feedback. ○ Support teachers in implementing evidence-based math interventions. ○ Ensure consistent use of high-quality instructional materials aligned with state standards. • Collaboration and Support: ○ Foster a collaborative culture through PLCs and coaching sessions. ○ Encourage peer observations and sharing of best practices. ○ Provide resources and support for teachers to address individual student needs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Data-Driven Instruction:
 - Use NWEA MAP and STAAR data to inform instructional planning.
 - Implement formative assessments to monitor student progress and adjust instruction accordingly.
 - Set individual growth targets for students and track their progress.
- Differentiated Instruction:
 - Tailor math instruction to meet the needs of all students, including Special Education.
 - Use a variety of instructional strategies to engage students and promote mathematical understanding.
 - Provide targeted interventions for students who are below grade level.
- Student Engagement:
 - Incorporate interactive and engaging math activities in lessons.
 - Foster a love for math through math clubs, competitions, and problem-solving challenges.
 - Encourage student discussions and critical thinking about mathematical concepts.
- Collaboration and Reflection:
 - Participate actively in PLCs and share effective practices with colleagues.
 - Reflect on instructional practices and seek feedback from peers and leaders.
 - Continuously improve teaching strategies based on student performance data.

Key Action Two: Staff Development

Who:

What:

When:

Where:

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	SPED: Improve SPED Instruction and Service Delivery
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • By the end of the academic year, the principal ensures that 100% IEP progress reports are delivered within 3 days. • By the end of the academic year, SPOT scores of campus SPED teachers will meet or exceed 10.0 as an average. • By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	Ensure Timely ARDs • Action: Establish a campus-based ARD calendar at the beginning of the year, with built-in buffer time before each due date. • Action: SPED Chair monitors due dates weekly and alerts the leadership team and case managers of upcoming deadlines. • Action: Review ARD scheduling and completion status during bi-weekly leadership team meetings. Ensure Timely Delivery of IEP Progress Reports • Action: Develop a checklist and tracking system to verify that progress reports are submitted and delivered to families within 3 days after grading periods. • Action: SPED Chair audits a timely delivery of IEP progress reports each quarter and provide feedback to SPED staff. Raise SPED Instruction Quality (SPOT Scores) • Action: Conduct monthly instructional walkthroughs focused on SPED classrooms using the SPOT rubric. • Action: Provide targeted coaching and professional development based on identified instructional trends and needs from walkthrough data. • Action: Set individual growth goals with each SPED teacher and review progress during mid-year and end-of-year conferences. Monitor and Align IEP Data Tracking • Action: Require SPED teachers to submit IEP data tracking logs monthly for administrative review.

- **Action:** Provide training on aligning data collection with IEP goals and progress monitoring indicators.
- **Action:** Conduct quarterly audits of IEP tracking logs to ensure at least 90% alignment with IEP goals and provide feedback/support where gaps are identified.

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

Timely ARD Compliance

- **Action:** Monitor individual ARD deadlines and maintain a personal calendar with reminders at least two weeks in advance.
- **Action:** Collaborate with case managers and campus ARD facilitators to prepare necessary documents (PLAAFP, goals, accommodations, etc.) at least 5 school days prior to ARD meetings.
- **Action:** Attend all required ARDs fully prepared with updated data, parent communication logs, and student performance evidence.

Timely IEP Progress Reports

- **Action:** Collect ongoing progress monitoring data aligned to each IEP goal during instruction.
- **Action:** Complete and submit IEP progress reports by the campus-designated deadline (within 3 days of grading period end).
- **Action:** Utilize student-friendly data tracking tools and visuals to help students engage in their own progress monitoring.

Increase Instructional Quality (SPOT Scores)

- **Action:** Implement individualized instructional strategies aligned to students' IEPs and actively seek feedback from admin and coaches.
- **Action:** Participate in all scheduled SPED-specific professional development and apply learned strategies in lesson planning and delivery.
- **Action:** Set a personal growth goal aligned with SPOT rubric indicators and track progress with your appraiser.

Accurate and Aligned IEP Data Tracking

- **Action:** Maintain weekly tracking logs for each student that directly connect to measurable IEP goals and objectives.
- **Action:** Use campus-approved data tracking templates to ensure consistency and clarity.

- Action: Submit data logs for administrative audit/review as scheduled and revise practices based on feedback.

Key Action Three: Staff Development

Who:

What:

When:

Where:

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Emergent Bilinguals: Improve EB Accountability
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • By the end of the academic year, 60% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite. • By the end of the academic year, SPOT scores for ELA and SS/AOT teachers will meet or exceed 10 points as an average.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Data Analysis and Monitoring: ○ Regularly analyze TELPAS and NWEA MAP data to identify trends, gaps, and areas needing improvement. ○ Monitor the progress of EB students and ensure data is accurately recorded and reported. ○ Share data insights with staff during PLC meetings to inform instructional planning. • Professional Development: ○ Organize targeted professional development sessions focused on effective EB instruction strategies. ○ Provide training on TELPAS administration and compliance requirements. ○ Facilitate workshops on differentiated instruction and language acquisition strategies to meet diverse student needs. • Instructional Leadership: ○ Conduct regular classroom observations and provide constructive feedback on EB instruction. ○ Support teachers in implementing evidence-based interventions for EB students. ○ Ensure consistent use of high-quality instructional materials aligned with state standards and language development goals. • Collaboration and Support: ○ Foster a collaborative culture through PLCs and coaching sessions focused on EB instruction. ○ Encourage peer observations and sharing of best practices for supporting EB students. ○ Provide resources and support for teachers to address individual language development needs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Data-Driven Instruction:
 - Use TELPAS and NWEA MAP data to inform instructional planning for EB students.
 - Implement formative assessments to monitor language development and adjust instruction accordingly.
 - Set individual growth targets for EB students and track their progress.
- Differentiated Instruction:
 - Tailor instruction to meet the language development needs of EB students.
 - Use a variety of instructional strategies to engage EB students and promote language acquisition.
 - Provide targeted interventions for EB students who are below proficiency levels.
- Student Engagement:
 - Incorporate interactive and engaging language development activities in lessons.
 - Foster a supportive learning environment that encourages language practice and development.
 - Encourage student discussions and critical thinking in both English and their native language.
- Collaboration and Reflection:
 - Participate actively in PLCs and share effective practices for supporting EB students with colleagues.
 - Reflect on instructional practices and seek feedback from peers and leaders.
 - Continuously improve teaching strategies based on student performance data and language development needs.