

2025-2026 Action Plan

Project Chrysalis Middle School

Eber Perla

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- 24-25 NWEA data reflects that Chrysalis MS is in the 55th percentile in growth in Math for EOY
- 24-25 STAAR data reflects that 70% of students hit Meets on their 6-8 math assessment and 96% on Algebra I.
- 24-25 NWEA data reflects that Chrysalis MS is in the 68th percentile in growth in Reading for MOY
- 24-25 STAAR data reflects that 83% of students hit Meets on their reading assessment.

Needs related to improving the quality of instruction

- IRT #1 data reflects a need to focus on instructional practices during the LSAE (Teach 2) block.
- IRT #2 data reflects a need to focus on the Monitor and Adjust component, specifically the adjust component based on student data.
- 50% of teachers are new to the campus and will need training on NES instructional pedagogy.

System evaluation (philosophy, processes, implementation, capacity)

- The Possip survey data reflects 95% positive responses with our campus from November 2024 to May 2025.

Key Actions

- Improve Quality of Instruction for EB students
- Improve Intervention Time (Teach 2)
- Strengthen Instructional Leadership Culture

Parameters and metrics established by the District

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Instruction for EB students
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By May 2026, the campus proficiency IRT score will increase from Proficient I at mid-year to Proficient II, as measured by the average of the campus's IRT scores across Rounds 1 through 4. Based on monthly averages, by May 2026, the percentage of core teachers who score 6 out of 10 or higher in Domain II (Engage & Deliver and Monitor & Adjust) on the SPOT form will increase from 50% at mid-year to 70%.
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Conduct weekly instructional walkthroughs focused on EB instructional supports. Deliver immediate, on-the-spot coaching during classroom visits to address missed opportunities or highlight exemplary practices. Lead weekly ELA and Math PLCs centered on lesson internalization, high-leverage instructional moves, and exemplary student responses. Provide targeted professional development that is aligned with SPOT expectations and EB best practices.
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Engage fully in weekly PLCs to internalize lessons, plan exemplar responses, and anticipate misconceptions. Implement feedback from on-the-spot coaching to improve instruction. Consistently apply engagement strategies aligned to the NES Model. Use student work and formative data to adjust instruction and support mastery.

Key Action One: Staff Development

Who: Principal, Tier 2 Leaders, Teacher Leaders

What: Staff will participate in weekly PLCs that focus on lesson internalization, EB instructional strategies, and student work analysis. In addition, school leaders will provide real-time coaching and feedback during instructional walkthroughs, along with targeted professional development aligned to SPOT expectations and the NES model.

When: Staff will engage in weekly internalization meetings, instructional walkthroughs, leadership huddles, and calibration walks. Quarterly professional development sessions will address instructional trends, while ongoing coaching, modeling, and peer walkthroughs will support continuous growth.

Where: Professional learning will take place in designated content planning rooms, with classroom walkthroughs occurring across campus. Larger professional development sessions will be held in other available large group spaces.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Extra Duty Days	\$5,000
Materials/resources	Instructional Materials	\$10,000
Purchased services	Not Allowable	\$0
Other	Light Refreshments/Snacks for PD Sessions	\$1,500
Other	Recognition Incentives	\$1,500
TOTAL		\$18,000

Funding sources: General Funds

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Intervention Time (Teach 2)
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● Based on monthly averages, the campus average SPOT score for LSAE instruction will increase from 7.0 at mid-year to 9.0 by May 2026. ● Based on monthly averages, the percentage of LSAE teachers scoring 4 out of 6 or higher in Domain II (Engage & Deliver) will increase from 50% to 70% by May 2026.
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Monitor Teach 2 blocks to ensure alignment with high-quality Tier 1 instructional practices (e.g., modeling, at-bats, engagement strategies). ● Deliver on-the-spot coaching during Teach 2 to strengthen precision and re-engagement. ● Calibrate expectations for effective Teach 2 through leadership huddles and team walkthroughs. ● Highlight exemplar Teach 2 instruction during PD or huddles to build collective efficacy.
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Deliver Tier 1-level instruction during Teach 2, using modeling, guided practice, and opportunities for at-bats. ● Re-teach misconceptions with clarity, precision, and appropriate scaffolds. ● Maintain high expectations for academic discourse and student thinking. ● Reflect during PLCs on Teach 2 effectiveness and adjust based on results. ● Collaborate with peers to co-plan and refine strategies for student mastery.

Key Action Two: Staff Development

Who: Principal, Tier 2 Leaders, Teacher Leaders

What: Improve the effectiveness of intervention instruction by monitoring Teach 2 blocks for alignment to Tier 1 practices, providing on-the-spot coaching, calibrating expectations through leadership huddles, and highlighting exemplary instruction to build collective efficacy.

When: Staff will engage in weekly classroom walkthroughs and instructional leadership huddles, with calibration walks focused on Teach 2 implementation. Quarterly professional development sessions will address trends in intervention instruction, while ongoing coaching and modeling will reinforce expectations.

Where: Instructional support will occur during classroom Teach 2 blocks across campus. Planning, reflection, and PD sessions will be held in content-specific planning rooms, or available large group spaces. Leadership calibration and huddles will take place in the principal's office or designated meeting areas.

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Extra Duty Days	\$5,000
Materials/resources	Instructional Materials	\$10,000
Purchased services	Not Allowable	\$0
Other	Light Refreshments/Snacks for PD Sessions	\$1,500
Other	Recognition Incentives	\$1,500
TOTAL		\$18,000

Funding sources: General Funds

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Strengthen Instructional Leadership Culture
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By May 2026, the percentage of teachers who agree with “The instructional feedback I get helps me improve the quality of my instruction” will increase from 65% to 80%, based on the Culture & Climate Survey. ● By May 2026, the percentage of teachers who agree with “My school has an effective instructional leadership team” will increase from 65% to 80%, based on the Culture & Climate Survey.
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Lead high-quality, and weekly lesson internalization meetings focused on alignment and rigor. ● Provide real-time, bite-sized feedback through on-the-spot coaching aligned to NES practices. ● Calibrate instructional leaders through regular huddles to ensure consistency in feedback. ● Deliver responsive PD based on trends from walkthroughs, student work, and lesson plans. ● Build teacher leadership capacity by co-developing PDs, PLCs, and internalization.
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> ● Prepare thoroughly for lesson internalization by unpacking standards, anticipating misconceptions, and aligning tasks. ● Apply feedback from coaching with a growth mindset and reflect in PLCs. ● Participate in peer walkthroughs and co-observations to improve alignment. ● Use data and student work protocols to make real-time instructional adjustments. ● Proactively seek support from leaders through coaching cycles, labs, or planning sessions. 	

- Collaborate with colleagues to share strategies and solve instructional challenges.

Key Action Three: Staff Development

Who: Principal, Tier 2 Leaders, Teacher Leaders

What: Strengthen the campus instructional leadership culture by leading high-quality lesson internalization meetings, providing real-time coaching and feedback aligned to NES practices, calibrating leadership through regular huddles, and building teacher leadership capacity through co-developed professional development and planning structures.

When:

Where: Internalization meetings and professional learning sessions will be held in designated content planning rooms, with larger professional development sessions taking place in available large group spaces. Coaching and walkthroughs will occur in classrooms across the campus, and leadership calibration meetings will be held in the principal's office or designated conference areas.

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Extra Duty Days	\$5,000
Materials/resources	Instructional Materials	\$10,000
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