

2025-2026 Action Plan

Clifton Middle School

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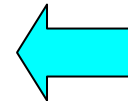
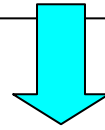
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

- Low student achievement in Reading & Math on NWEA MAP
- Low student achievement data in ECR performance.
- Low student performance in reading and math for both Emergent Bilingual (EB) students and Special Education (SPED) students.
- Classroom observations with need for enhanced Language Development Strategies used for the academic instruction of EB students in reading and math.
- Tracking of Tier II and III students tailored to their specific needs.

Needs related to improving the quality of instruction

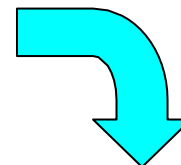
- Enhance knee to knee and on the job coaching systems
- Upgrade use of backwards planning and lesson customization
- Scaffold supports for teacher development tailored to level of experience and success rate in all facets of in the scope of teaching, professionalism, and responsibilities
- Influence of teacher leaders by content and grade level

System evaluation (philosophy, processes, implementation, capacity)

- The alignment of the district's educational philosophy with the goal of improving instruction.
- The existing processes for collecting, analyzing, and utilizing student achievement data.
- The capacity of educators and administrators to support instructional improvement efforts.

Assess the extent to which instructional improvement initiatives are implemented effectively at the school and classroom levels.

**Parameters
and metrics
established by
the District**



Key Actions

- Improve the quality of instruction in the area of Monitor and Adjust for all grade levels and subjects to meet the needs of all students.
- Clifton MS will improve performance for emergent bilingual students in achievement and growth/maintenance.
- The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in district digital platforms.
- Strengthen academic achievement for all Special Education (SPED) students in Reading and Math by systematically monitoring the effective implementation of student Individualized Education Programs (IEPs) across all instructional settings.

School Action Plan Template

**KEY
ACTION
ONE**

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

Improve the quality of instruction in the area of Monitor and Adjust for all grade levels and subjects to meet the needs of all students.

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

- By January 2026, 100% of tier 1 students will be projected to perform at the Meets level on STAAR on NWEA MOY MAP.
- By January 2026, 50% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA MOY MAP.
- By June 2026, 70% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP.
- By January 2026, 75% of teachers will score a 6 or higher in Domain 2-Instruction on the SPOT observation conducted by the campus leadership team. The percentage of teachers will increase to 90% by May 2026.

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

- Leaders will train and monitor the effective implementation of an established lesson internalization/customization process, including backwards planning design and student exemplars (DOLs/Student Activity Sheets), for all teachers, including a more targeted and supportive approach for Tier II and III teachers.
- Facilitate data-driven conversations focused on decisions to tailor first time instruction, second teach, and intervention, to maximize student growth between mastery checks.
- Track and progress monitor NWEA student MOY/EOY MAP goals and the fidelity of data conversations with students and guardian stakeholders.
- Provide ongoing PD, support/coaching for teachers related to lesson internalization framework.
- Review and internalize curriculum documents prior to PLCs.
- Use student assessment data to determine the best practices to enhance instruction.
- Review completed lesson internalization frameworks to ensure alignment with established criteria and provide feedback to teachers as needed.
- Conduct weekly instructional leadership team meetings to provide feedback on teachers' lesson internalization and customization.
- Lead PD sessions to train teachers on systematic planning strategies, emphasizing the customization and internalization of district curriculum.
- Admin team will analyze district curriculum and identify areas for customization based on student needs.
- Establish a schedule for ongoing data analysis meetings to monitor student progress and adjust instructional plans accordingly.
- Provide regular feedback and support to teachers in Coaching Google Form/email/Spots.

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

- Teachers will internalize student performance levels (“Know their student data”)
- 100% of teachers will create NWEA goals for the NWEA MOY/EOY assessment and conduct ongoing data conversations with student and parent stakeholders.
- Teachers will provide customized feedback to students to avoid regression of performance level and focus on growth
- Attend PD on lesson internalization, DOL exemplars, and effective instructional practices provided by the administration.
- Follow a daily schedule for lesson internalization during lesson planning workshop at planning time.
- Analyze provided DOL exemplars to understand the expectations for rigor and complexity.
- Use the systematic framework for lesson internalization provided to align instruction and lesson activities.
- Participate and implement ongoing PD and PLCs, and coaching sessions to implement the lesson internalization framework effectively.
- Review and internalize curriculum documents before PLCs (prework) to ensure alignment between instructional practices and district curriculum documents.
- Use student data analysis and collaborate with colleagues and leaders to identify areas needing improvement to inform and enhance instructional planning and implementation every mid-cycle and end-of-unit assessments.
- Demo lessons weekly to receive constructive feedback and coaching on instructional practices, and lesson implementation.
- Collaborate with colleagues and instructional leaders to analyze student data and identify individual learning needs.
- Participate in data analysis meetings to contribute insights and tailor instructional plans to address individual student needs effectively.
- Actively participate in walkthrough observations and utilize feedback provided by school leaders to refine instructional practices.
- Utilize available resources and support services to customize and internalize instructional materials, adapting them to meet diverse student needs.
- Reflect on instructional practices and student outcomes, adjust as needed, to optimize learning experiences.
- Collaborate with colleagues to share successful strategies and support each other in implementing systematic planning effectively.

Key Action One: Staff Development

Who:

- Admin Team
- Math, Reading, Science and Social Studies across 6th, 7th and 8th grade
- Learning Coaches
- Teacher Apprentices

What:

Professional Development Sessions:

- Effective Lesson internalization
- DOL exemplars
- Daily schedule for lesson internalization
- Systematic Framework For Lesson Internalization
- Use student data analysis for enhancing instructional planning and implementation
- Demo Lessons

Documentation and evidence of customization and internalization

When:

- Inservice week
- Ongoing Weekly PLCs

Where:

- Campus

Key Action One: Budget

Proposed item	Description	Amount
Staff development	PD Days: MRS, Pacing, At-Bats, EB & SpEd Supports	NES Budget
Materials/resources	Response Cards, White Boards, Participation Guides	NES Budget
Purchased services	N/A	NES Budget
Other		
Other		
TOTAL		

Funding sources:

- NES Budget

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Clifton MS will improve performance for emergent bilingual students in achievement and growth/maintenance.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By TELPAS administration, 44% of emergent bilingual students will perform at one or more level higher in language proficiency from Spring 2025 to Spring 2026. ● By MOY, 30% of students will move one proficiency level in at least two domains on Summit K-12 progress monitoring assessment and 50% by EOY. ● By June 2026, 35% of emergent bilingual students will achieve at/ or above meets as defined on the State of Texas Assessments of Academic Readiness for math and reading. ● 75% of emergent bilingual students will complete a minimum of 90 mins week from October to the Spring TELPAS date) of SummitK-12.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Teacher trainings will focus on adjusting slide decks and instructional strategies by emphasizing differentiation and scaffolding lessons to meet the needs of Emerging Bilingual and Newcomer scholars during pre-service in August 2024 and on-going. ● Leaders will leverage PLCs and Demo Days to provide professional development, coaching and feedback with respect to differentiation and scaffolding to support English Language Acquisition during Tier 1 and 2nd Teach instruction. ● Leaders will build teacher capacity through specific engagement strategies/MRS that will provide multiple opportunities for scholars to demonstrate and at-bat language using instructional content in all 4 domains (listen, read, write, and speak). ● Leaders establish a cross-content writing strategy to support student mastery and critical thinking when answering questions correctly and supporting the correct answers with textual evidence to produce a writing sample. ● Biweekly analyze student assessment data to identify trends and patterns in language proficiency and academic achievement among Emergent Bilingual students. ● Provide coaching and mentoring support to teachers who may require additional assistance in implementing effective language development practices that are expected of them.
Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- Teachers will customize lessons to support English language development through Tier 1 content instruction.
- Teachers will implement lesson delivery adjustments based on feedback provided on lesson plans, lesson at-bats, demo day, on-the-spot coaching, one-on-one planning and any other opportunity as they occur.
- Teachers will attend all professional learning opportunities and implement acquired techniques and best practices.
- Teachers will support first-time instruction with the implementation and tracking of all 4 language domains by identifying and posting the ELPS and on Summit K-12 during intervention along with opportunities before and after school and at-home.
- Teachers will incorporate grade appropriate writing tasks daily with second language acquisition supports.
- Collaborate with Instructional Leaders and Multilingual Department to implement differentiated instructional activities that target language development needs of Emergent Bilingual students.
- Integrate language-rich activities, such as vocabulary building exercises and language scaffolding techniques, into daily lesson plans.
- Provide explicit language modeling and practice opportunities during instruction.
- Implement student discourse, peer and cooperative learning structures to promote language acquisition through classroom interaction.
- Use Summit K-12 resources and digital platforms to provide additional language support and practice activities.
- Regularly monitor student progress and adjust instructional strategies based on formative assessment data and individual student needs.

Key Action Two: Staff Development

Who:

- Admin Team
- Math, Reading, Science and Social Studies across 6th, 7th and 8th grade
- Learning Coaches
- Teacher Apprentices
- Multilingual Department

What:

Professional Development Sessions:

- Research-Based Language Development PD

- Collaboration session with instructional leaders and the Multilingual Department
- Integration of Language-Rich Activities
- Explicit Language Modeling
- Summit K-12 Resources
- Formative Assessment Data Analysis

When:

- Inservice week
- On going Weekly PLCs

Where:

- Campus

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	PD Days: Summit K-12 set up, Trackers with ELDs	NES Budget
Materials/resources	Response Cards, White Boards, Participation Guides	NES Budget
Purchased services	N/A	NES Budget
Other		
Other		
TOTAL		

Funding sources:

**KEY
ACTION
THREE**

Key Action <i>(Briefly state the specific goal or objective.)</i>	
	Strengthen academic achievement for all Special Education (SPED) students in Reading and Math by systematically monitoring the effective implementation of student Individualized Education Programs (IEPs) across all instructional settings.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none">● Increase in the percentage of Special Education (SPED) Inclusion and BSC students meeting or exceeding grade-level expectations in Reading and Math as measured by NWEA MAP, with a target of a 2.5 point RIT score growth at MOY and finally a 5 point RIT score growth at EOY compared to the BOY.● Improvement in the consistency of IEP implementation across all classes, as evidenced by checks conducted every three weeks by designated staff members, with a goal of achieving 100% fidelity by October.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none">● Facilitate the development and implementation of a comprehensive PD focused on supporting SPED students in Reading and Math, including differentiated instruction techniques and accommodations outlined in student IEPs, by coordinating schedules, securing resources, and providing logistical support.● Establish clear protocols and procedures for regular monitoring and review of student IEPs, assigning designated staff members to conduct fidelity checks and providing ongoing support and guidance to ensure adherence to established guidelines.● Support collaboration between SPED teachers and Gen Ed Teachers, providing access to relevant resources and training materials, and fostering a culture of collaboration and shared responsibility for student success.● Oversee the implementation of the structured data collection system for tracking SPED student progress, including providing training and support to staff, monitoring data quality and completeness, and utilizing collected data to inform decision-making and identify areas for improvement.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none">● Attend all scheduled PD sessions focused on effective strategies for supporting SPED students in Reading and Math, and actively participate in training activities to enhance understanding and implementation of differentiated instruction techniques and accommodations outlined in student IEPs.● Regularly review and update individual student IEPs in collaboration with the SPED coordinator and instructional coaches, ensuring alignment with academic goals and accommodations, and incorporating feedback received during quarterly fidelity checks.● Implement recommended accommodations and modifications outlined in student IEPs during daily instruction, and regularly assess and document student progress using the structured data collection system provided.● Actively participate in team meetings between SPED and Gen. Ed. Teachers to support SPED students with challenges and collaborate with team members to develop and implement targeted interventions aligned with IEPs.

Key Action Three: Staff Development

Who:

- Admin Team
- Math, Reading, Science and Social Studies across 6th, 7th and 8th grade
- Learning Coaches
- Teacher Apprentices
- SPED Department

What:

Professional Development Sessions:

- SPED Student Support PD Sessions
- IEP Review and Update
- Accommodations Implementation
- Collaborative Team Meetings

When:

- Inservice week
- On going Weekly PLCs

Where:

- Campus

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	PD Days: MRS, Pacing, At-Bats, EB & SpEd Supports PD with SpEd Dept: Candance of the Department, SpEd Supports	NES Budget
Materials/resources	Response Cards, White Boards, Participation Guides	NES Budget

Purchased services	N/A	NES Budget
Other		
Other		
TOTAL		
Funding sources:		