

2025-2026 Action Plan

Meyerland Performing & Visual Arts Middle School

Chavis T. Mitchell, Principal

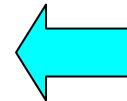
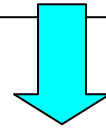
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Parameters
and metrics
established by
the District

Needs related to student achievement data

2025-25 MPVA Accountability Rating: B				
Domain 1: 82		Domain 2: 82		Domain 3: 83
	Reading	Math	Science	Social Studies
Appr.	85%	70%	78%	59%
Meets	67%	46%	47%	30%
Masters	43%	19%	17%	16%

Meyerland PVA Middle School has maintained a “B” rating for the 2024-25 school year. Domain (Student Achievement) has shown an increase of 3 pts. Our primary focus areas will be to increase all content areas by at minimum 3% pts at the Meets & Masters level, with a specific focus on Meets and Masters performance on Math and Social Studies (as they are our lowest performance areas overall). In review special populations data, our Hispanic students did not meet the interim target goal for *Growth & Student Success* Status for Math in Domain 3, *Closing Performance Gaps*.

Needs related to improving the quality of instruction

Teacher Proficiency Rating						
Year	Improvement needed	Developing	Proficient	Accomplished	Distinguished	
24-25	1	10	36	3	5	
23-24	4	18	28	13	7	
MPVA IRT Rating						
Year	IRT 1	IRT 2	IRT 3	IRT 4	Campus Avg.	
24-25	7.8	10.5	11.2	Waived	10.6	
23-24	N/A	8.66	11	11.6	10.49	
MPVA SPOT SCORES						
Year	Planning	Engage & Deliver	Monitor & Adjust	Reinforce & Redirect	Learning Environment	Avg
24-25	1.59	3.8	2.6	.95	1.7	10.7

Based on our T-TESS appraisal summary and IRT scores above, MPVA will continue to focus on HQI with the following action steps:

- Improve HQI with the use of high-quality instructional material.
- Structure PLCs to maximize planning, beginning with end in mind

- Increase engagement to ensure all students are listening, speaking, reading, writing, and thinking.
- Providing embedded scaffolds to support special populations.

System evaluation (philosophy, processes, implementation, capacity)

MPVA Philosophy:

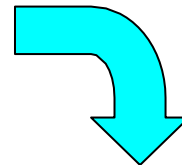
In reflection of the HISD Change Model, MPVA will continue to build a *high-performance culture* that nurtures *leadership density* and *staff capacity*, thus creating a direct impact on student outcomes.

MPVA Implementation Practices:

- MPVA will transition to HISD curriculum across content areas for the 2025-26 school year.
- MPVA will use the HISD Instructional Planning Cycle to develop quality lessons and extensions.
- MPVA will use appropriate engagement strategies to maximize active engagement of all students
- MPVA will embed scaffolds in support of special populations and build in an intervention block into our daily schedule of instruction to support special populations (HB1416, GT, EBs)

MPVA Systems: To actively monitor practices above, we will

- Admin & Teacher leaders will facilitate Interdisciplinary (2x's per week) and Content (3x's per week) PLC's to provide coaching supports on the use of the instructional planning cycle
- Admin will engage in weekly data meetings to monitor the progress of DOL's and other formative assessments to guide our coaching of teachers.
- Admin will provide use the HISD SPOT and MPVA coaching form to provide effective feedback aligned to the appraisal rubric focused on the Sweet 16 best practices.



Key Actions

1. To increase the quality of instruction with the use of HQIM in grades 6-8.
2. Increase Leadership Density.
3. To increase student achievement in grades 6-8 as measured by NWEA MAP and STAAR *Meets* and *Masters* data.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	To increase high quality instruction with the use of quality instructional materials for grades 6-8 as measured by NWEA MAP and STAAR <i>Meets</i> and <i>Masters</i> data.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By Dec 2025, at minimum 55% of MPVA teachers will score 6 pts or higher in Instruction section of the SPOT Observation Form. By May 2026, at minimum 85% of MPVA Teachers will score 6 pts or higher in the <i>Instruction</i> section of the SPOT Observation Form. - By the end of the academic year, at minimum 85% of MPVA teachers will score 3 points on the Lesson Objectives Alignment indicator of the Planning & Professionalism rubric, "The teacher consistently plans to ensure all instructional activities align to the lesson objective."
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Leaders will facilitate training during preservice and quarterly professional development opportunities on the Sweet 16 expectations to norm high quality instruction (HQI). - Leaders will facilitate training during preservice and quarterly professional development on the HISD TES evaluation system and SPOT form. - Leaders will facilitate training during preservice using the HISD Instructional Planning Cycle on how teachers will effectively use the HISD Weekly TEKS Guide to effectively deliver quality instruction. - Leaders will attend teacher PLCs to monitor the implementation of effective lesson planning cycle and checking deliverables for alignment. - Leaders will provide on-the-job coaching regularly around best practices for the Instruction section, it relates to the HISD SPOT form. - The principal and tier II leaders will identify at minimum one exemplar teacher per content & grade level to support calibration walks and team observation on best practices in action.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	- Teachers will engage in preservice training and quarterly professional development opportunities on the Sweet 16 expectations to norm high quality instruction (HQI) - Teachers will engage in training during preservice and quarterly professional development on the HISD TES evaluation system and SPOT form. - Teachers will engage weekly in effective PLC through the use of the HISD Instructional Planning Cycle & Weekly TEKS Guide to effectively deliver quality instruction. - Teacher leaders will model Sweet 16 expectations for teachers in learning walks, as well as facilitate professional development opportunities for campus PD & PLC days.
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Key Action One: Staff Development		
Who: MPVA Campus Administration & Faculty		
What: - PreService PD - Professional Learning Communities (PLC)		
When: August 4-8 (Preservice) Weekly PLC (Tuesday-Thursday)		
Where: MPVA		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	PreService- August 4-8 Weekly PLC- Tuesday-Thursday District PD Days- 9/2,10/2,11/7,1/5, 2/13	\$0
Materials/resources	HISD Curriculum HISD SPOT Form Interactive Journals	\$0 \$0 \$5000.00
Purchased services	N/A	\$0
Other	N/A	\$0

Other	N/A	\$0
TOTAL		\$5000.00
Funding sources: Title One Funds		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Leadership Density
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, the average IRT score between IRT round 1 and IRT round 4 will increase at minimum by (3) points. - By the end of the academic year, 80% of core teachers will score 7/10 or higher in Domain II (Instruction) of the spot form, as measured by the monthly spot average.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The principal will train tier II leaders on the Sweet 16 expectations to effectively coach teachers. - The principal and tier II leaders will provide training on the Sweet 16 expectations and TES appraisal rubric during pre-service and quarterly professional development days throughout the year to model effective instructional practices. - The principal will monitor the weekly progress of tier II leaders through weekly calibration meetings and will schedule weekly on-the-job coaching sessions to assess progress and set individual goals for leaders' success. - The principal and tier II leaders will identify at minimum one exemplar teacher per content & grade level to support calibration walks and team observation on best practices in action.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will respond openly to on-the-job coaching both in the moment and/or during planning. - Teachers will Implement the use of engagement strategies and aggressive monitoring techniques daily. - Teachers will engage daily in HISD Instructional Planning Cycle to ensure effective delivery of instruction. - Teacher leaders will model Sweet 16 expectations for teachers in learning walks, as well as facilitate professional development opportunities for campus PD & PLC days.

Key Action Two: Staff Development

Who: MPVA Campus Administration & Faculty

What:

- Principal & Tier II Leader PD Sessions
- PreService PD
- Professional Learning Communities (PLC)

When:

- August 4-8 (Preservice)
- Weekly PLC (Tuesday-Thursday)
- District PD Days-9/2,10/2,11/7,1/5, 2/13

Where: MPVA

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Principal & Teir II PD- July 26-August 8 PreService- August 4-8 Weekly PLC- Tuesday-Thursday District PD Days-9/2,10/2,11/7,1/5, 2/13	\$0 (district resource)
Materials/resources	HISD Curriculum HISD SPOT Form	\$0 (district resource)
Purchased services	N/A	\$0
Other	N/A	\$0
Other	N/A	\$0
TOTAL		\$0

Funding sources: N/A

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	To increase student achievement in grades 6-8.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, at minimum 60% of students will meet their individual growth target on 6-8 NWEA MAP Math. - By the end of the academic year, at minimum 60% of Hispanic students will meet individual growth target on 6-8 NWEA MAP Math.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Facilitate effective planning systems during weekly PLC that include but not limited to the HISD Instructional Planning Cycle, including creation of exemplars, scripting high level questions, and planning engagement opportunities. - Provide on-the-job coaching regularly around best practices for Domain II of the HISD Spot Form, specifically the <i>Instruction</i> section. - Monitor student data weekly through writing samples, DOL, and authentic student work samples. - Monitor IXL usage and tracking to support teachers with the use of the data reports and pathways (the Continuum). - Create and post posters/fliers of school's NWEA target for Math and Reading.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will engage weekly in effective PLC utilizing the Weekly TEKS Guide, the Sweet 16, and DOL/common assessment data. - All core teachers will collaborate through peer observations once a quarter to gain insight on identifying effective instruction. - Use IXL to facilitate one-to-one intervention supports in closing performance gaps based on formative data. - Teachers will collaborate in weekly data digs to review TEKS performance of readiness and supporting standards to plan for 1st and 2nd teach.

Key Action Three: Staff Development

Who: MPVA Campus Administration & Faculty

What:

- PreService PD
- Professional Learning Communities (PLC)

- When: August 4-8 (Preservice)
- Weekly PLC (Tuesday-Thursday)
- District PD Days-9/2,10/2,11/7,1/5, 2/13

Where: MPVA

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	PreService- August 4-8 Weekly PLC- Tuesday-Thursday District PD Days-9/2,10/2,11/7,1/5, 2/13 IXL PD Updates (online)	\$2000.00
Materials/resources	HISD Curriculum MAP online platform	\$0 (district resource)
Purchased services	IXL (Reading, Math, 8 th Grade Science & Social Studies)	\$21,000.00
Other	N/A	\$0
Other	N/A	\$0
TOTAL		\$24,000

Funding sources: Title One & General Funds

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	To close the minority achievement gap in Reading and Math.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, 51% of African American students will reach the Meets grade level achievement target(s) in Math as defined by TEA Domain 3 accountability. - By the end of the academic year, 46% of Hispanic students will reach the Meets grade level achievement target(s) in Math as defined by TEA Domain 3 accountability. - By the end of the academic year, 78% of African American students will reach the Meets grade level achievement target(s) in Reading as defined by TEA Domain 3 accountability. - By the end of the academic year, 68% of Hispanic students will reach the Meets grade level achievement target(s) in Reading as defined by TEA Domain 3 accountability.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Monitor student data weekly through writing samples and DOL. - Collaborate with teachers during PLC to discuss intervention plans to target African American and Hispanic students based on weekly writing samples and DOL data. - Monitor IXL usage and tracking to support teachers with the use of the data reports and pathways (the Continuum).
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teacher will internalize the DOL/exit ticket during planning, anticipate misconceptions with embedded rigorous questioning aligned to objective to ensure daily mastery. - Teachers will collaborate in weekly data digs to review TEKS performance of readiness and supporting standards to plan for 1st and 2nd teach. - Use IXL to facilitate one-to-one intervention supports in closing performance gaps based on formative data.

Key Action Four: Staff Development

Who: MPVA Campus Administration & Faculty

What:

- PreService PD
- Professional Learning Communities (PLC)

- When: August 4-8 (Preservice)
- Weekly PLC (Tuesday-Thursday)
- District PD Days-9/2,10/2,11/7,1/5, 2/13

Where: MPVA

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	PreService- August 4-8 Weekly PLC- Tuesday-Thursday District PD Days-9/2,10/2,11/7,1/5, 2/13 IXL PD Updates (online)	\$2000.00
Materials/resources	HISD Curriculum MAP online platform	\$0 (district resource)
Purchased services	IXL (Reading, Math, 8 th Grade Science & Social Studies)	\$21,000.00
Other	N/A	\$0
Other	N/A	\$0
TOTAL		\$24,000

KEY ACTION FIVE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	To develop quality Individual Education Plans in support of all special education students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic 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. - 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>
	- Facilitate campus PD to our SPED case managers (teachers) with the West Division, MPVA SPED Tier II leader, and SPED department Chair on writing quality IEP's, using the Frontline Data Suite. - MPVA Department Chair will model a quality IEP and provide a checklist to case managers of action items/steps that must be included in the writing of quality IEP's per West Division SPED guidance. - Department Chair and SPED Tier II admin will engage spot checks of IEP's and implementation across case managers to high best practices in alignment with SPED expectations. - The Principal will attend ARDs and pre-meetings twice per month to review the quality of IEP's to provide feedback and coaching in real-time to case managers to progress monitor the use of the checklist.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- SPED case managers (teachers) will engage in campus PD with West Division leadership, MPVA SPED Tier II leader, and SPED department Chair, on writing quality IEP's using the Frontline Data Suite. - SPED case manager (teachers) will use the IEP exemplar model and checklist of action items/steps developed by our MPVA Department Chair, to guide the writing of quality IEP's, per West Division SPED guidance. - Case managers will participate in random spot checks of IEP's and implementation across case managers to highlight best practices in alignment with SPED expectations. - Caser managers and the SPED Chair will receive feedback and coaching in real-time at least twice per month on the quality of IEP's during ARD's and pre-meetings, with the use of the SPED checklist.

Key Action Five: Staff Development

Who: MPVA Campus Administration & Faculty

What:

- PreService PD
- Professional Learning Communities (PLC)

- When: August 4-8 (Preservice)
- Weekly PLC (Tuesday-Thursday)
- District PD Days-9/2,10/2,11/7,1/5, 2/13

Where: MPVA

Key Action Five: Budget

Proposed item	Description	Amount
Staff development	PreService- August 4-8 Weekly PLC- Tuesday-Thursday District PD Days-9/2,10/2,11/7,1/5, 2/13 Frontline PD	
Materials/resources	HISD Curriculum Frontline	\$0 (district resources)
Purchased services	N/A	
Other	N/A	\$0
Other	N/A	\$0
TOTAL		0