

2025-2026 Action Plan

Stevenson Middle School

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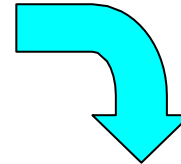
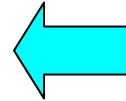
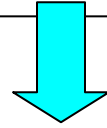
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

- 46% of students made 1.4 years growth from the FALL 2024 MAP assessment to the WINTER 2025 MAP assessment in Math
- 57% of students made 1.4 years growth from the FALL 2024 MAP assessment to the WINTER 2025 MAP assessment in ELA
- 34% of students met standard on the Social Studies TEA Interim Assessment in Spring 2025

Needs related to improving the quality of instruction

- Improve quality of instruction in Reading, Math, Science, and Social Studies
- Improve lesson internalization
- Improve engagement strategies including use of Quick Response Cards and Pair and Share
- Improve monitoring student progress and adjusting instruction in the moment
- Improve differentiation, intervention, and scaffolding strategies that are aligned with SPED students' formative assessment data and individual IEP accommodations

System evaluation (philosophy, processes, implementation, capacity)

- PLC Protocols - Teachers and subject area administrators meet in PLCs to analyze student data, collaborate on instructional planning, share/demonstrate most effective lesson delivery practices and share/demonstrate how to use engagement strategies for 100% student engagement.
- Build Leadership Capacity - Quality of feedback, coaching,

Parameters and metrics established by the District

discipline, hiring practices

- School Culture - Staff attendance, teacher retention, discipline incident numbers, and student attendance

Key Actions

In PLC's, teachers will collaborate to create lessons that meet the levels of differentiation, rigor and logical content flow that leads to all students' growth in academic performance.

Administrators will observe teacher instruction, provide on-the-spot coaching, give effective and timely feedback, and monitor teachers' progress towards improving quality of instruction.

Teachers will track student data and set goals for state, district, and teacher-created assessments.

Students will track their own data and set goals for assessments given.

The SPED Chairperson and SPED teacher will systematically collaborate with the teachers of SPED students to maintain a level of instruction that continually meets individual SPED students' academic needs.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase the level of student-teacher engagement utilizing instructional focus areas listed in the Great 8
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of the 2025-2026 school year, 80% of ELA, Math, Science, and Social Studies teachers will score 4/6 or higher in Domain II (Engage & Deliver) of the spot, as measured by the monthly spot score Spring 2026. ● By January 2026, at least 60% of students will show growth in NWEA when comparing their BOY results to their MOY results. ● By May 2026, at least 65% of students will meet their goal based on results from the NWEA assessments from the BOY to the EOY.
	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"> ● Train teachers, during August PD and in PLCs, on the use of a variety of engagement strategies including use of white boards, response cards, think-pair-share, etc. ● Observe classrooms for purposeful instruction and effective implementation of engagement strategies that have been shared. Provide on-the-spot coaching and feedback during classroom observations/walkthroughs. ● Monitor student outcomes on end-of-cycle and/or unit assessments given. Additionally, leaders will monitor student performance on NWEA assessments.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Teachers will learn and implement engagement strategies as they are providing high quality instruction to students. ● Teachers will align activities, ask a variety of question types that prompt and facilitate discussions, and ensure a variety of response techniques are utilized to encourage all students to respond (whiteboards, response cards, think-pair-share, etc.). ● Teachers will track data on end-of-cycle and/or unit assessments to check for student understanding and monitor student growth. Additionally, teachers will analyze results on NWEA assessments given and reteach objectives not mastered.

Key Action One: Staff Development

Who: Teachers

What: Training: Engagement Strategies and Data Tracking

When: August-October 2025

Where: Staff Development and PLCs

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Provide targeted PD to support student outcomes	\$0
Materials/resources	Powerpoints, sample data trackers, whiteboards, notecards, pens, copies as needed, etc.	\$3,000
Purchased services	None	
Other		
Other		
TOTAL		\$3,000

Funding sources: General Funds

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase consistency of high-quality instruction in ELA and Math
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of the 2025-2026 school year, 65% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP in ELA and Math. ● By the end of the 2025-2026 school year, 70% of ELA, Math, Science, and Social Studies teachers will score 7/10 or higher in Domain II (Engage & Deliver and Monitor and Adjust) of the spot, as measured by the monthly spot score Spring 2026. ● By May 2026, at least 65% of students will meet their growth goal based on results from the NWEA assessments from the BOY to the EOY.
	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"> ● Allow time, during PLCs, for teachers to practice communicating the upcoming lesson objectives and participate in At-Bats (including modeling) to receive peer feedback prior to going live with their students. Based on peer feedback, teachers will have time to adjust their lesson and plan for student misconceptions. ● During PLCs, ensure data analysis is taking place and teachers are setting growth goals for students. Additionally, have teachers identify growth goals for each of their classes and develop reteach plans. ● Allow time for in-school interventions and ensure teachers are having students engage in learning via the IXL online learning platform.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● During instruction, teachers will clearly communicate the intended outcomes of the lesson, and model during whole group instruction prior to students beginning independent practice. ● Set and track growth goals for individual students and classes based on class assessments and performance on NWEA assessments utilizing data trackers. ● Teachers will ensure students are engaging in IXL to support student learning and track student progress on the platform.

Key Action Two: Staff Development

Who: Teachers

What: High Quality Instruction

When: Fall 2025

Where: Staff Development and PLCs

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Provide support to ensure staff are implementing high quality instruction	\$0
Materials/resources	Powerpoints, sample data trackers, spot forms, access to IXL, other materials as needed	\$3,000
Purchased services	None	
Other		
Other		
TOTAL		\$3,000

Funding sources: General Funds

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve SPED and Emergent Bilingual students' outcomes in ELA and Math
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of the 2025-2026 school year, students receiving SPED services will increase their individual growth on the NWEA ELA assessment by 10% when compared to last year's growth. ● By the end of the 2025-2026 school year, students receiving SPED services will increase their individual growth on the NWEA Math assessment by 10% when compared to last year's growth. ● By the end of the 2025-2026 school year, 65% of EB students will meet their individual growth target on NWEA EOY ELA. ● By the end of the 2025-2026 school year, 65% of EB students will meet their individual growth target on NWEA EOY Math.
	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"> ● Provide training and support for all core, SPED, and co-teachers to become highly effective at implementing all Great 8 Engagement Strategies. ● Monitor the tracking of individual students' academic progress and the interventions that are being utilized to address specific students' learning needs. ● Monitor the implementation of students' accommodations as specified in individual students' IEPs, ELP implementation, and student results on assessments.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● SPED Department Chair and teachers will implement lessons aligned to the Great 8 and student's instructional goals. ● Monitor and analyze student data in PLCs, break down by special populations, track progress on assessments, and adjust instruction and differentiation as needed based on student's individualized plans and ELP implementation. ● Provide visual scaffolds to aid in comprehension and context for students and provide multiple opportunities, during class, for EB students to speak and write in English.

Key Action Three: Staff Development

Who: SPED Teachers/Co-Teachers and Teachers of Emergent Bilingual students

What: Training on the Great 8 and Data Analysis

When: Fall 2025

Where: PLCs

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Provide support to ensure staff are implementing high quality instruction, has knowledge of IEPs, and are able to track student's data	\$0
Materials/resources	SPED support, Multilingual support., sample data trackers, other materials as needed	\$1,500
Purchased services	Summit K-12 (Purchased by the district)	\$0
Other		
Other		
TOTAL		\$1,500

Funding sources: Bilingual and Special Education Funds