

2025-2026 Action Plan



Key Middle School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

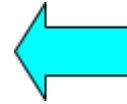
Core Beliefs

Vision

Theory of Action



Parameters
and metrics
established by
the District

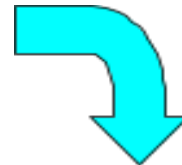


Needs related to student achievement data

Key Middle School (grades 6–8) serves the Kashmere Gardens community in Houston. While we saw some gains, proficiency and mastery in math, reading, and social studies remain below expectations despite high participation. We are implementing campuswide systems to ensure consistent lesson delivery, with a focused emphasis on effective planning.

Needs related to improving the quality of instruction

To raise the quality of instruction at Key Middle School, we will strengthen teacher capacity to plan and deliver rigorous, standards-aligned lessons that meet the needs of all learners, including Emerging Bilinguals, students with disabilities, and advanced scholars. Despite strong effort, current variance in lesson internalization, checks for understanding, and re-teach execution limits student access to grade-level content and consistent growth. We will address these gaps through a coherent capacity-building model that combines targeted HISD professional learning, high-frequency coaching, and tight PLC data cycles, with clear look-fors and accountability so practice changes show up in student outcomes.



System evaluation (philosophy, processes,

implementation, capacity)

Due to leadership transitions and limited staff capacity, Key MS did not implement the New Education System (NES) with full fidelity, resulting in inconsistent processes, weak accountability systems, misaligned instruction, and underdeveloped distributed leadership. This year, we are addressing these gaps through targeted, sequenced professional learning and clear operating routines to drive campus-wide clarity and coherence.

Key Actions

Improve staff capacity
Improve Emergent Bilingual students' quality of instruction
Improve SPED accountability

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity
	Indicators of success <i>(Measurable results that describe success.)</i>
	• IRT 1 and 2 scores will average at or above 9.5 and will increase to a 10.5 by IRT 4 in May 2026. • By May 2026, 60% of core teachers will score 7/10 or higher in Domain II of the spot, as measured by monthly average spot. • 50% or more students will receive a .6 growth as defined by NWEA on MAP MOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

	• Conduct monthly spot observations with real-time feedback. • Facilitate weekly coaching meetings with instructional staff. • Lead weekly calibration walks to norm observation trends. • Facilitate effective planning during weekly PLC that includes effective instructional strategies, lesson internalization, lesson customization and creation of exemplars. • Review and give feedback on daily lesson internalization notes. • Model instructional strategies during Thursday Demo Days (5:00–6:00 PM).
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)
	• Participate in weekly coaching conversations. • Engage in campus planning and lesson internalization protocol daily. • Attend and engage in weekly Demo Days and implement feedback. • Track DoLs on classroom trackers and adjust instruction accordingly. • Staff calibration PD to identify effective instruction

Key Action One: Staff Development
Who: Instructional staff,
What: Weekly instructional coaching (biweekly per teacher) Internal PD sessions on “Sweet 16” lesson internalization and engagement strategies Weekly “Demo Days” with peer-led lesson modeling and feedback
When: Thursdays, 5:00 – 6:00 PM (Demo Days) August pre-service professional development, Ongoing weekly coaching and internalization sessions, Weekly PLCs and planning days

Where: classrooms, PLC rooms

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Printing for internalization guides, PD materials, binders, data tracking	\$3000
Materials/resources	PD on Sweet 16, and lesson internalization	\$0
Purchased services		\$0
Other		
Other		
TOTAL		\$3000
Funding sources:		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Emergent Bilingual students' quality of instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	100% of EB students will participate in weekly targeted language development sessions (listening, speaking, reading, and writing). - By June 2026, at least 30% of EB students will grow one proficiency level in TELPAS composite scores. - Increase the percentage of EB students making at least one composite level gain on TELPAS by 5% from 2024-2025 to 2025-2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Conduct 6 weekly walkthroughs for ESL/ELD staff with coaching feedback. - Lead weekly PLCs to analyze EB progress. - Provide targeted PD on sheltered instruction and ELP standards. - Create an EB tracker to monitor language progress
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Maintain classroom data trackers for EB performance. - Use ELPS-aligned strategies in lesson planning and delivery. - Attend monthly ELD training and integrate practices into instruction. - Use sentence stems, visual supports, and vocabulary scaffolds daily.

Key Action Two: Staff Development

Who: ELD interventionist, leadership team, all instructional staff

What: PD TELPAS data analysis sessions, academic language strategies, progress monitoring
Modeling and planning push-in language supports

When: Monthly ELD-focused PLCs/ PD sessions

Where: Data room, PLC rooms, classrooms

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	TELPAS practice rubric, sentence stems	\$0
Materials/resources	PD on on TELPAS	\$0
Purchased services		
Other		
Other		
TOTAL		\$0
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve SPED academic performance
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By May 2026, SPED students will show growth on the NWEA MOY assessment by at least 10% from the NWEA BOY assessment and 10% growth from the NWEA EOY assessment. • By June 2026, the percentage of SPED students reading at or above grade level as measured by the MEETS grade level standard on the STAAR ELAR will increase by 10% • By June 2026, the percentage of SPED students reading at or above grade level as measured by the MEETS grade level standard on the STAAR Math will increase by 10%
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct weekly SPED-focused spot observations and feedback. • Campus administration will collaborate with the district SPED office to monitor and provide support. • School administration will monitor SPED implementation of accommodations and designated supports in core content areas through weekly gradebook checks and classroom observations. • Campus administration will ensure the collaboration between SPED inclusion teacher and teacher of record and the delivery of high-quality instruction.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• SPED department will meet weekly to maintain compliance of ARD/IEP paperwork. • The SPED instructional staff will participate in weekly PLCs and demo day • Teachers will analyze assessment data in content PLCs to assist in guiding lesson planning and instruction.

Key Action Three: Staff Development

Who: SPED Department Chair, SPED Case Managers, General Ed Inclusion Teachers

What: Monthly SPED PLCs for IEP review and accommodations fidelity
Training on co-teaching models and lesson planning support, training on accommodations and differentiate instruction

When: Beginning of the year and ongoing throughout

Where: SPED classroom, Inclusion Classrooms

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Implementation instructional accommodations, PLCs, and District professional develop	\$0
Materials/resources		\$0
Purchased services		\$0
Other		
Other		
TOTAL		\$0

Funding sources: