

2025-2026 Action Plan

Patrick Henry Middle School

Chastity Caesar

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

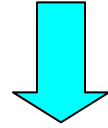
Based on NWEA MOY data, our students still struggle with reading. Our 7th Grade cohort of students regressed from BOY to MOY and our 8th Grade Cohort had growth however, low achievement.

Needs related to improving the quality of instruction

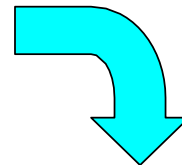
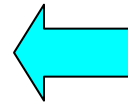
Based on campus IRT data, our campus average is 9.63. We have identified engagement/delivery of instruction as well as monitoring and adjusting instruction in response to student misconceptions are critical areas for growth for the campus.

System evaluation (philosophy, processes, implementation, capacity)

The introduction of new staff and learning the process of high engagement with high quality instruction will be essential in ensuring student success across the contents and grade levels.



Parameters
and metrics
established by
the District



Key Actions

Improve the Quality of Instruction
Improve the Quality of Special Education Instruction and Accountability
Improve Staff Capacity and Leadership Density

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the Quality of Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By December 2025, out of 80 SPOT Observations conducted by the campus leadership team, 70% of teachers will receive a score of proficient or higher in Monitor and Adjust. This percentage will increase to 85% by March 2026. - By December 2025, out of 80 SPOT Observations conducted by the campus leadership team, 70% of teachers will receive a score of 3 or higher in Engage and Deliver. This score will increase to at least 80% of teachers receiving a 4 by March 2026. - By the end of the academic year, 80% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP - By the end of academic year, campus average on the Engage and Deliver section of the Spot observation for all IRT visits will be 3 or higher, - By December 2025, the campus score on the IRT visit will be 9 or higher increasing to an 11 or higher by the final IRT visit. - By December 2025, the overall campus score on the Instructional Feedback Summary from the Executive Director will be Proficient or higher under the High-Quality Instruction heading increasing to Proficient II or higher by March 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Continue to strengthen the key components of high-quality instruction - Continue supporting teachers through daily on the spot coaching and feedback - Conduct professional development focused on the quality of instruction for staff and assistant principals/Principals monthly. - The Administration team will conduct weekly calibration walks with the Instructional Leadership Team highlighting areas of refinement and reinforcement for Engage and Deliver/Monitor and Adjust on the SPOT observation form.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Increase the number of purposeful at-bats that are planned during the lesson internalization phase • Participate in daily PLC's and demo lessons for peer feedback and collaboration • Continue to calibrate to ensure engage and deliver/monitoring and adjusting for student success

Key Action One: Quality of Instruction		
Who: Administration Team		
What:		
When:		
Where:		
Key Action One: Quality of Instruction		
Proposed item	Description	Amount
Staff development		
Materials/resources	Lunch/Breakfast	1500
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the Quality of Special Education Instruction and Accountability
	Indicators of success <i>(Measurable results that describe success.)</i>
	• The campus average mid-year IRT score of at least 3 SPED teachers exceeds 10.0 • By the end of the first semester, 100% of campus ARDs are held on or before the deadline. • 100% of newly enrolled students with IEPs will have information verified and accurately dispersed to the appropriate staff. • 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. • The Principal/Assistant Principal/SPED Chair will ensure timely and full attendance at 100% of ARD meetings and ensure active participation in discussions to enhance student support as evidenced by the ARD minutes and ARD participation. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• All administrators will participate in ARD meetings and ensure that teachers have all required information to serve all special education students. • All staff will be trained on supporting special education information to remain compliant with students IEPs • All staff will be trained on how to input, deliver data to support student growth in their IEPs • All administrators will be responsible for ensuring that all ARDs and paperwork is prepared and presented within the allowable days
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	- Continue to provide high quality instruction with emphasis on student IEP goals - Tracking IEP goals that are measurable and achievable by all students. - Staff complete all required documentation to support the IEP process for all students. - Analyze student work samples to ensure consistent use of IEPs/accommodation/modifications. - Teachers attend/participate in professional development on Special Education strategies/ interventions and implementations of accommodations/modifications and documentation of IEP accommodations/modifications
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Key Action Two: Special Education		
Who: Administrators/STAFF		
What:		
When:		
Where:		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Staff Capacity and Leadership Density
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By EOY LEAD evaluations, 100% of leaders will rate proficiently in consistently meeting district expectations for classroom observation cadence and frequency. • By EOY LEAD evaluations, 100% of leaders will rate proficiently in providing on-the-spot coaching that is frequently informed by observable adult and students behaviors and responses as the leader consistently observes and analyzes both teacher and student actions during classroom interaction • By the end of the academic year, the average IRT score for all teachers who are in good standing with HR and not on the file review list will be 11.5. • By the end of the academic year, campus average on monitor and adjust section of the Spot observation for all IRT visits will be 2 or higher.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Continue on the spot coaching for teachers and administrators • Train all staff in monitoring student engagement and student progress • Develop and model effective PLC planning to ensure high quality instruction, and teacher utilizing strategic scaffolds to respond to students learning • Guide teachers learning for effective instruction for student mastery. • Provide teachers with staff development that relates to differentiation of instruction to meet the needs of various student learners including opportunities to extend the learning.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Attend staff development geared to differentiation for student learners. • Create and develop instructional activities that utilize scaffolds and helps to reinforce key ideas for student mastery • Continuous participation in Demo days to assist others with the processing and internalizing lesson to ensure high quality instruction that is engaging and delivered in a way to maximize instruction.

Key Action Three: Staff Development

Who:

What:

When:

Where:

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources: