



2025-2026 Action Plan

Arabic Immersion Magnet School

Mahassen Ballouli

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

According to initial projections, STAAR scores from Spring 2024 show Arabic Immersion Magnet School achieved an accountability rating of 92A.

- STAAR data indicates that 8th grade Social Studies is the content area requiring our focus.
 - 66% at Approaches Grade Level Standard or Above
 - 14% at Meets Grade Level Standard or Above
 - 3% at Masters Grade Level Standard
- The populations in need of the targeted most support are (see table below):
 - Black students in Math & RLA
 - Hispanic Students in Math
 - Students receiving Special Education Services in Math & RLA

	RLA Meets Grade Level Standard or Above	MATH Meets Grade Level Standard or Above
Black Students	57% -16% gap from All Students - 22% gap from White Students	49% -21% gap from All Students - 34% gap from White Students
Emergent Bilinguals	65% -8% gap from All Students	73% +3 % from All Students
Hispanic Students	71% -2% gap from All Students - 8% gap from White Students	55% -15 % gap from All Students - 28% gap from White Students
Special Education	43% - 30% gap from All Students	50% - 20% gap from All Students

TELPAS results from the 2023 - 2024 school year demonstrate that 43.45% of students grew 1 proficiency level.

A summary of NWEA MAP beginning of the year assessment data from Fall 2024 breaks down as follows:

NWEA MAP	Reading (percentile)	Math (percentile)	Science (percentile)
All Students	72nd Achievement 58th Growth	70th Achievement 56th Growth	80th Achievement 71st Growth
Black Students	65th Achievement 46th Growth	68th Achievement 51st Growth	80th Achievement 59th Growth

Emerging Bilinguals	56th Achievement 61st Growth	69th Achievement 61st Growth	69th Achievement 72nd Growth
Hispanic Students	66th Achievement 61st Growth	62nd Achievement 50th Growth	77th Achievement 68th Growth
Special Education	37th Achievement 85th Growth	24th Achievement 50th Growth	51st Achievement 78th Growth

Needs related to improving the quality of instruction:

The administrative team will enhance staff capacity to deliver high quality instruction by examining lesson plans and monitoring DOLs and ensure alignment with the Learning Objectives (LOs).

We will ensure that lessons incorporate higher-order thinking questions paired with the most fitting MRS strategy to maximize engagement and to monitor student progress.

We will consistently convene Professional Learning Community (PLC) meetings centered on internalizing lessons, refining teaching techniques, and effectively employing suitable MRS strategies.

Special focus will be placed on enhancing special education instruction and delivery through collaborative meetings with the Special Education (SPED) chair and administrators.

Participate in professional development focused on second language acquisition and supports for non-heritage speakers.

Integrate project-based learning units to guarantee that all students are actively applying the knowledge and skills they have acquired.

AIMS School Action Plan

KEY ACTION

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

Campus will improve performance for Black and Hispanic students in achievement and growth.

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

- By June 2025, 67% of Black students will Meet Grade Level Standard or Above on Math STAAR
- By June 2025, 67% of Black students will Meet Grade Level Standard or Above on Reading STAAR
- By June 2025, 77% of Hispanic students will reach the growth target in Math as defined by TEA Domain 3 accountability.

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

- Campus leaders will ensure tracking systems are in place to review disparities in academic performance among subpopulations for district level assessments and STAAR interim assessments to ensure teachers are making progress to effectively close the achievement gaps.
- Campus leaders will provide high-quality PD focused on student engagement and school-wide data trends including utilizing MRS strategies, classroom management, and curriculum implementation.
- Build capacity in campus leaders and teachers to conduct PLCs that routinely evaluate student performance by subgroup (e.g., identify trends, analyze root causes, and determine what changes need to be made to improve outcomes).
- Students identified as “at-risk” will be monitored via campus based at-risk committee meetings to assess academic progress.

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

- Teachers will implement feedback from coaching and on-the-job coaching with fidelity.
- Participate in teacher-led PLC's targeting MRS strategies, lesson internalization, and addressing misconceptions in real-time.
- Teachers will follow through on intervention plans for each Tier 2 and Tier 3 student in their class.
- Teachers will collaborate with assigned interventionists to ensure targeted support is impactful.
- Teachers will implement support for priority students as outlined by leadership team members.
- Teachers will utilize Eureka, Amplify, and District curriculum with 100% fidelity to ensure high-quality instruction occurs each day.

Key Action One: Grow staff capacity to provide the highest quality of instruction.

Who: Principal, AP, Teacher Leaders

What: Provide training during fall pre-service and ongoing coaching on instructional expectations listed on the walkthrough form.

When: Pre-service, PLC, on-the-job coaching (ongoing)

Where: AIMS

Budget	Proposed item	Description	Amount
	Staff development		NA
	Materials/resources		NA

	Purchased services		NA
	Other		NA
	Other		NA
	TOTAL		0
	Funding sources:		

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

Campus improves English proficiency for Emergent Bilingual students.

Indicators of success (Measurable results that describe success.)

- By June 2025, the campus will increase the percentage of EB students growing by one proficiency level on the TELPAS assessment to 49%.
- DIBELS: By June 2025, the campus will see a 10% increase in the percentage of students meeting the composite score benchmark compared to the end of SY23-24.
- NWEA MAP: By June 2025, 65% of EB students will meet their individual growth targets in reading on the NWEA MAP assessment.
- By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

- **Principal Recommended Actions**

- Pull and review TELPAS data from SY23-24, noting that 42.2% of students grew one proficiency level. Establish the interim target of 49% for English language proficiency. Share these targets and progress data with campus staff and leadership.
- Review and implement the EB spot form and lesson planning protocols with teachers and administrators to ensure clarity in instructional expectations and consistency in practice.
- Identify teachers instructing EB students and conduct at least two EB spot checks per week to monitor instructional effectiveness and ensure the implementation of targeted strategies for student growth.
- Continuously monitor the effectiveness of lessons designed using the district's lesson internalization protocol, ensuring they are tailored to the needs of EB students based on classroom observations and data analysis.
- Strengthen and maintain systematic processes for the identification, enrollment, and monitoring of EB students, ensuring alignment with state and federal regulations.
- Review and ensure accurate documentation and timelines for identifying and coding EB students, including timely testing of potential EB students based on Home Language Surveys, in compliance

	with state and federal guidelines.

	Key Action Two:
	Who: Principal, AP's, Arabic teachers and ESL teachers
	What: Teachers will incorporate second language acquisition strategies with fidelity for emergent bilinguals and for non-heritage Arabic speakers to maximize understanding and comprehension.
	When: PLC's , Preservice, ongoing PD
	Where: AIMS

Budget			
	Proposed item	Description	Amount
	Staff development	GLAD - Teacher Trainer on Staff	0
	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
	Funding sources:		

K E Y A C T I O N T H R E E	Key Action: Improve instruction for students with a designation of special education Quality of IEPs---Arabic Immersion students being served by Special Education will have their accommodations and modifications documented in PowerSchool. Indicators of success <i>(Measurable results that describe success.)</i> • By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard). • By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay • Throughout the 24-25 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of Power School records show consistent documentation of accommodations and modifications in Power School as demonstrated by the audit report created by the Special Education Lead Teacher. • 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> • Campus leaders will ensure each teacher has reviewed the IEP's of any student in the special education program with the special education chair. • Campus leaders will clearly define procedures for implementing and documenting accommodations for student assignments. • The Special Education chairperson will attend weekly administrator meetings to review updates and progress. • Campus leaders will develop a comprehensive testing plan that includes schedules, protocols, and accommodation guidelines. Train staff on procedures, security, handling of materials, etc. Establish a system to monitor compliance to ensure proper documentation for all district and state assessments.
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will utilize and document all accommodations provided to students on PowerSchool and following campus-based systems for documenting support.
- SpEd chair and SpEd Co-Teacher will accurately enter all accommodations and modifications specified in each student's IEP into PowerSchool by the end of each grading cycle.
- SpEd chair and SpEd Co-Teacher regularly review and update the documentation to reflect any changes in the students' IEPs or accommodations as they occur.
- Teachers communicate any updates or changes in student needs to the SpEd chair and assistant promptly to ensure documentation remains current.
- The campus testing coordinator and the special education chairperson will review testing guidelines, provide instruction and practice that align with the format and content of state/district assessments, review test-taking strategies, reinforce relevant skills, and address any student concerns or questions.

Key Action Three: Improve instruction for students with a designation of special education

Who: Principal, AP, Special Education Chairperson

What: SpEd teachers, SpEd teaching assistants, and classroom teachers will provide instruction aligned to each child's IEP goals.

When: Ongoing

Where: AIMS

Budget			
	Proposed item	Description	Amount
	Staff development		0
	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
	Funding sources:		

KEY ACTION FOR	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve staff and student culture at Arabic Immersion
	Indicators of success <i>(Measurable results that describe success.)</i> • Decrease the number of level 3 infractions by 25% by March 2025. (Students) • Increased attendance rate for students from 96.7% to 97.7%. (Students) • Decrease the number of office referrals for level 2 infractions by 50%. (Students)
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> • Train staff on effective mediation (staff to staff, staff to student, and student to student) program. • Campus counselor will reinstitute our SEL program “Character Counts” and conduct SEL lessons with students through their enrichment classes. • Campus leaders will facilitate the implementation of the teacher support program, led by a teacher leader. • Campus leaders will monitor systems to ensure all staff members are meeting the campus expectations. • Campus leaders will implement a system to track and monitor absenteeism and tardiness for students. • Campus leaders will refine and redefine campus expectations and systems of accountability. • Campus leaders will provide professional development in July/August to ensure all staff members are adequately prepared to implement classroom management by utilizing effective systems and routines consistently and accurately. • Campus leaders will offer targeted professional development sessions focusing on implicit bias awareness and mitigation strategies.

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

- Teacher leaders will coordinate the implementation of the newly developed peer mediation program.
- Teacher leaders will coordinate the implementation for the newly developed teacher support program.
- Teachers will utilize peer mediation for level 1 disciplinary infractions.
- Teachers will implement Character Counts with consistency throughout the school year.
- Teachers will be able to opt into and participate in the teacher support program.

	Key Action Four:		
	Who: Principal, Assistant Principal, Counselor and Teacher Leaders		
	What: Campus leaders will organize and engage in professional development sessions aimed at cultivating a culture of excellence and high performance.		
	When: Pre-Service, ongoing throughout the school year		
	Where: AIMS		
Budget	Proposed item	Description	Amount
	Staff development		0
	Materials/resources	Character Counts	0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
	Funding sources:		