



Shared Decision-Making Committee Agenda



Monday, October 13, 2025

SDMC Members:

Chairperson: Jane Ocanas, Principal

Faculty Members: J. Hobbs, Y. Reyes, B. Herward, S. Delgado, D. Roberts, A. Griffin, Coach Adams.

Office Staff- M. Roman, W. Sostand

Non-Instructional- A. Modest

Parent: Tremaine Sanders, Diana Garcia

Community Members: J. Guerra

Agenda Items:

- Welcome and Norms
- Campus Action Plan
- Enrollment & Budget
- Concerns & Questions

Follow-Up Items

2025-2026 Action Plan



Stevenson Middle School

Jane Ocanas, Principal

School Action Plan – Needs Assessment

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

	<ul style="list-style-type: none"> Allow time for in-school interventions and ensure teachers are having students engage in learning via the IXL online learning platform.
--	---

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, response cards, pencils, for teachers to use in class, etc.	\$10,000
Purchased services	None	
Other		
Other		
TOTAL		\$10,000

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase consistency of high-quality instruction in ELA and Social Studies.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By October 2025, 100% of ELA teachers will provide at least two opportunities for students to engage in quick response cards, short-constructed response cards and or extended constructed response. ● By January, 70% of students will score at least 2 or more points in their extended constructed responses collected. By April 2025, 80% of students will score at least 3 or more points in their extended constructed responses collected ● By December 2025, 60% of ELA classroom teachers will score an average of 7 or higher based on the SPOT form in the instructional area of Instruction. ● By March 2026, 70% or more of ELA classroom teachers will score an average of 8 or higher on the area of Instruction. ● By December 2025, 60% of Social Studies classroom teachers will score an average of 7 or higher based on the SPOT form in the instructional area of Instruction. ✎ By March 2026, 70% or more of Social Studies classroom teachers will score an average of 8 or higher on the area of Instruction. ● By January 2026, 70% of the students in ELA will engage in IXL and complete lessons assigned. By May 2026, 90% of the students in ELA will engage in IXL and complete lessons assigned.
	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, teachers 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 lessons 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"> • ELA Teachers will embed at least 2 or more opportunities for students to write quick response, short constructed responses and/or extended responses for each lesson. • Social Studies teachers will embed at least 2 or more opportunities for students to write quick responses and/or short constructed response extended response for each lesson. • During instruction, teachers will clearly communicate the intended outcomes of the lesson, and model during whole group instruction prior to students beginning independent practice. ELA teachers will follow the HISD lesson cycle. • 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 engaged 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		

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 May 2026, 90% of General and Special Education teachers will score an average of '1.5 or higher' according to their Teacher Profile using SPOT form data in planning. 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 the Great 8 and the Next 8. 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. Plan and internalize lessons to ensure for the Great 8 and the Next 8