

2026-2027 Action Plan

Fondren Middle School

Principal LaKia Jackson

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

1. TELPAS Proficiency Levels
2. 8th Grade Social Studies limitations due to NES master schedule constraints
3. Special Education grouping with NES master scheduling
4. Student achievement not in *high achievement and high growth* for NWEA MOY

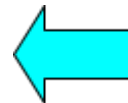
Needs related to improving the quality of instruction

- Coaching Tier II Leaders in their Instructional capacity & leadership posture
- Coaching and Feedback (Timely and Scheduled); Continue tracking system and refine specific coaching tips
- Effective lesson internalization processes that result in engaging, standards-aligned slide decks embedded with high-quality, high-yield EB strategies and supports to maximize student engagement and instructional effectiveness.
- Systematic data analysis and tracking with progress monitoring
- Consistent execution of high-quality instruction every day.

System evaluation (philosophy, processes, implementation, capacity)

1. Parent attendance rates at events, parent conferences and signature pages
2. Student attendance tracker
3. Staff attendance tracker

Parameters
and metrics
established by
the District



4. Technology personnel and tracking system

Key Actions

1. **Ensure consistent execution of high-quality instruction in every classroom through strong teacher ownership and intentional instructional delivery.**
2. **Increase the level of rigor and depth of instruction to ensure students consistently engage in grade-level thinking, problem-solving, and academic discourse.**
3. **Increase English proficiency and academic achievement for Emergent Bilingual students by embedding TELPAS-aligned language objectives, differentiated speaking and writing expectations, and structured language supports in daily instruction across all content areas.**

School Action Plan Template

KEY ACTION ONE	Key Action One <i>(Briefly state the specific goal or objective.)</i>
	Ensure consistent, intentional execution of high-quality instruction in every classroom, every day, by building teacher ownership and precision in instructional delivery.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 80% of classroom observations will demonstrate Proficient II or higher ratings as evidenced in the spot observation form by January 2027, increasing to 90% by May 2027. • 80% of the teachers will average 11 points or higher in the Instruction section of the spot observation defined by MOY Spot averages by January 2027; that point average will increase to 12 to 13 points by May 2027. • 60% or more students in Math & Reading will receive a .6 growth as defined by NWEA MAP MOY. • IRT 1 & 2 will average at or above 13.0 and will increase to 15.5 or better by IRT 4, May 2027.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

	• Provide teachers with daily on-the-spot coaching and feedback regularly around best practices for the instructional section on-the-spot observation • Facilitate effective planning systems during weekly Professional Learning Communities & Planning Sessions (PLCs) that include but are not limited to lesson internalization, lesson customization, creation of exemplars, scripting and embedding high-level questions, planning effective engagement opportunities, and embedding effective EB supports. • Conduct daily/weekly calibration walks with the Leadership Team to sharpen and ensure all leaders have an instructional lens that leads to impactful coaching.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• All core teachers will engage in daily planning consisting of lesson internalization, customization, and demo'ing to ensure effective lesson delivery • Respond openly to on-the-job coaching both in the moment and/or during planning. • All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction.

Key Action One: Staff Development		
Who:		
What:		
When:		
Where:		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines.	
Materials/resources	We will follow the NES budget allocation guidelines.	
Purchased services	We will follow the NES budget allocation guidelines.	
Other		

Other		
TOTAL		
Funding sources:		

KEY ACTION TWO	Key Action Two <i>(Briefly state the specific goal or objective.)</i>
	Increase the level of rigor and depth of instruction to ensure students consistently engage in grade-level thinking, problem-solving, and academic discourse.
	Indicators of success <i>(Measurable results that describe success.)</i>
	80% of classrooms observed during walkthroughs and spot observations will demonstrate evidence of grade-level rigor, student discourse, and higher-order thinking tasks by January 2027 as evidenced by earning full points on the spot observation form in engagement strategies and teach to the DOL. The percentage will increase to 90% by May 2027 - DOL data will reflect a 10% increase in student mastery of rigorous grade-level TEKS from BOY to MOY and an additional 10% increase from MOY to EOY. - At least 80% of lesson internalizations and slide decks will include rigorous questioning and student discourse opportunities by January 2027, increasing to 95% by May 2027. This is the same as the first one. - Student growth data in Reading and Math, as measured by NWEA MAP, will show 60% or more students meeting projected growth targets by MOY and 70% or more by EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Facilitate PLCs that prioritize unpacking standards, exemplars, rigorous task design, and analysis of student work - Monitor lesson internalizations and slide decks weekly to ensure alignment to grade-level TEKS, rigorous questioning, and opportunities for productive struggle. - Use spot observation and DOL assessment data to identify trends and provide targeted support, modeling, and professional development.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	- Utilize intentional MRS strategies and immediately adjust instruction based on student responses and anticipated misconceptions. - Incorporate structured student talk, writing opportunities, and collaborative learning tasks daily. - Plan and implement lessons aligned to grade-level TEKS that include rigorous questioning, academic discourse, and opportunities for student problem-solving
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Key Action Two: Staff Development		
Who:		
What:		
When:		
Where:		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines.	
Materials/resources	We will follow the NES budget allocation guidelines.	
Purchased services	We will follow the NES budget allocation guidelines.	
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action Three <i>(Briefly state the specific goal or objective.)</i>
	Increase English proficiency and academic achievement for Emergent Bilingual students by embedding TELPAS-aligned language objectives, differentiated speaking and writing expectations, and structured language supports in daily instruction across all content areas.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- EB student performance on district assessments and DOLs will increase by at least 10 percentage points from BOY to EOY in Reading, Writing, Math, Science, and Social Studies. 50% of EB students will meet or exceed their NWEA MAP Reading growth targets by MOY; growth will increase to 60% by EOY. - Classroom observation data will reflect that 85% of EB students are actively engaged in speaking, reading, writing, and collaborative learning opportunities daily as evidenced by teachers earning a full point on the spot form data in the categories of engagement strategies, speaking and writing. The percentage will increase to 90% by May 2027. - Emergent Bilingual student TELPAS composite scores will increase by at least one proficiency level for 60 % of EB students by Spring 2027.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Lead EB-Focused Data PLCs: After BOY, MOY, and EOY assessments, lead focused PLCs to analyze EB student performance on MAP and TELPAS-aligned tasks; support teacher planning for language objectives and supports. - Monitor EB Language Supports in Instruction: During weekly walkthroughs, specifically look for and provide feedback on EB strategies tied to listening, speaking, reading, and writing within core instruction. - Track EB student progress consistently and use data to identify intervention needs and instructional adjustments - TELPAS Progress Monitoring: Create campus-wide TELPAS readiness checks using student writing samples and speaking rubrics every 6 weeks, with feedback cycles for EB teachers. - Celebrate EB Growth: Publicly recognize students who demonstrate growth in MAP or progress in TELPAS domains to build a culture of language achievement.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	• Use visuals, anchor charts, vocabulary strategies, and modeling to support language acquisition and content understanding. • Plan and internalize lessons with intentional opportunities for students to speak, write, read, and listen across all content areas. • Provide differentiated speaking, reading, and writing supports based on students' language proficiency levels • Teachers will maintain a weekly participation tracker that records each EB student's attempts to speak or write using academic English during structured tasks (e.g., Think-Pair-Share, written responses, or sentence frames). Students who meet their personalized risk-taking goals will be recognized during weekly shoutouts or receive classroom-based incentives to reinforce consistent language use.
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Key Action Three: Staff Development		
Who:		
What:		
When:		
Where:		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines.	
Materials/resources	We will follow the NES budget allocation guidelines.	
Purchased services	We will follow the NES budget allocation guidelines.	
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION FOUR	Key Action Four <i>(Briefly state the specific goal or objective.)</i>
	Enhance student achievement through data-driven instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- Teachers analyze NWEA, DOL, and district assessment data in PLCs weekly to identify misconceptions and trends. 55% of students demonstrate growth on NWEA from BOY to MOY and MOY to EOY. 75% of students meet or exceed proficiency on DOLs and district assessments 75% of teachers implement data-driven instructional adjustments as observed in walkthroughs and spot observations.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Lead weekly PLC meetings focused on analyzing NWEA, DOL, and district assessment data to identify student misconceptions and instructional gaps. - Establish a data-tracking system to monitor student growth on NWEA, DOLs, and district assessments. - Hold data meetings after each assessment cycle to adjust instructional plans and intervention supports. - Provide professional development on using data to drive instruction, including interpreting NWEA and DOL trends. - Set clear expectations for teachers on data usage, corrective instruction planning, and student progress monitoring. - Use PLC agendas, observation forms, and coaching logs to track implementation and hold teachers accountable.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Analyze NWEA, DOL, and district assessment data weekly in PLCs to identify student misconceptions and trends. - Collaborate with colleagues and instructional leaders to implement instructional practices that the data supports as demonstrated from PLCs and campus-wide professional development. - Differentiate instruction based on individual student data, including scaffolds for emergent bilinguals and struggling learners. - Use DOLs and formative assessments to assess student learning and adjust instruction accordingly. - Maintain updated student data trackers and use them to inform reteach decisions and instructional modifications.

Key Action Three: Staff Development

Who:

What:

When:

Where:

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	We will follow the NES budget allocation guidelines.	
Materials/resources	We will follow the NES budget allocation guidelines.	
Purchased services	We will follow the NES budget allocation guidelines.	
Other		
Other		
TOTAL		

Funding sources: