

# Fonville Middle School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

## Needs related to student achievement data

- Fonville Middle School is projected to receive an “A” rating (91) for the 2025-2026 school year, according to the TEA rating system.
- The data used for this needs assessment is derived from the results of the 2025-2026 STAAR tests.
  - STAAR Math scores in grade 6 - increased by XX% from XX% to XX% passing at the Meets level.
  - STAAR Math scores in grade 7 - increased by XX% from XX% to XX% passing at the Meets level.
  - STAAR Math scores in grade 8 - increased by XX% from XX% to XX% passing at the Meets level.
  - STAAR Reading scores in grade 6 - increased by XX% from XX% to XX% passing at the Meets level.
  - STAAR Reading scores in grade 7 - increased by XX% from XX% to XX% passing at the Meets level.
  - STAAR Reading scores in grade 8
  - STAAR Science - increased by XX% from XX% to XX% passing at the Meets level.
  - STAAR Science - increased by XX% from XX% to XX% passing at the Meets level.
- 2025-2026 TELPAS Proficiency:  
  
Beginning =  $21/260 = 8.08\%$   
Intermediate =  $86/260 = 33.08\%$   
Advanced =  $110/260 = 42.31\%$   
Advanced High =  $43/260 = 16.54\%$
- NWEA MAP Beginning of Year (BOY ‘25 – ‘26) Math indicated that:
  - 24% of students were in the (1<sup>st</sup>-21<sup>st</sup>) percentile out of 526;
  - 19% in (21<sup>st</sup> - 40<sup>th</sup>) percentile;
  - 21% in (41<sup>st</sup> – 60<sup>th</sup>) percentile;
  - 21% in (61<sup>st</sup> – 80<sup>th</sup>) percentile;
  - 13% in (81<sup>st</sup> to 99<sup>th</sup>) percentile.
- NWEA MAP Beginning of Year (BOY ‘25 – ‘26) Reading data indicated that:
  - 28% of students were in the (1<sup>st</sup>-21<sup>st</sup>) percentile out of 526;
  - 19% in (21<sup>st</sup> - 40<sup>th</sup>) percentile;
  - 21% in (41<sup>st</sup> – 60<sup>th</sup>) percentile;
  - 24% in (61<sup>st</sup> – 80<sup>th</sup>) percentile;
  - 8% in (81<sup>st</sup> to 99<sup>th</sup>) percentile.

### Needs related to improving the quality of instruction

#### ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 12.00 – BOY IRT 1 to 15.135% EOY IRT 4, the AIM platform (Lead Rating: Proficient II), and the HISD Spot App. The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies and active monitoring.

### System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Fonville Middle School.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

### Key Actions (Focus Areas)

- Improve English proficiency for identified at-risk population of Emergent Bilingual students.
- Improve math and reading proficiency in 6<sup>th</sup> – 8<sup>th</sup> grade, including at-risk population of students who scored in the 1<sup>st</sup> and 2<sup>nd</sup> Percentiles for NWEA MAP EOY and at the Approaches or Below Levels on the State Assessment of Academic Readiness (STAAR) 6<sup>th</sup> – 8<sup>th</sup>.
- Improve Special Education instruction, service delivery, and outcomes.
- Improve campus culture.

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| KEY<br>ACTION<br>ONE | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                      | Improve English proficiency for identified at-risk population of Emergent Bilingual students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                      | Indicators of success (Measurable results that describe success.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                      | <ul style="list-style-type: none"> <li>● By January 2027, 50% of Emergent Bilingual students (EBS) will meet their individual growth target on 2-5 NWEA MAP Reading.</li> <li>● By January 2027 65% of EBS will reach or exceed their Domain 2 growth target on reading unit assessments 75% of the time. By June 2027, this rate will increase to 85% of EBs.</li> <li>● By Spring 2027 65% of EB students will reach or exceed their targeted proficiency level for 2027 TELPAS</li> <li>● By January 2027 Spot scores of campus teachers serving EBs (including IRT visits) will meet or exceed 11; this will increase to 12 by June 2027.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                      | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                      | <ul style="list-style-type: none"> <li>● Leaders will coach teachers on effectively implementing MRS to provide various opportunities for scholars to increase their ability to read, write, and speak in English.</li> <li>● Leaders will track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or Math DOLs and unit assessments through block-to-block coaching and weekly leadership team meetings.</li> <li>● Leaders will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback to EB students.</li> <li>● Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2026 and as needed throughout the school year.</li> <li>● Leaders will effectively train select teachers on how to effectively administer the TELPAS assessment and rate student outcomes by February 2026.</li> <li>● Leaders will coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers monthly to ensure mastery in these areas for teacher and scholars.</li> </ul> |
|                      | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

- Execute HISD specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.
- Execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.
- Implement instructional best practices focused on the "Sweet 16" provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.
- Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students' writing.

### Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

### Key Action One: Budget

| Proposed item                      | Description                                                                                                                                                                                                                                         | Amount |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Staff development                  | Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and <b>to ensure a well-rounded education.</b> | 0      |
| Materials/resources                | HISD Curriculum Documents<br>Ontrack reports SPOT form<br>Lesson internalization document                                                                                                                                                           | 0      |
| Purchased services                 | NA                                                                                                                                                                                                                                                  |        |
| State Compensatory Education Funds |                                                                                                                                                                                                                                                     |        |

|                            |  |   |
|----------------------------|--|---|
| Other                      |  |   |
| TOTAL                      |  | 0 |
| Funding sources: SCE funds |  |   |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| KEY<br>ACTION<br>TWO | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                      | Improve math and reading proficiency in for all students in 6 <sup>th</sup> – 8 <sup>th</sup> grade, particularly those who scored Approaches or Below on the STAAR.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                      | Indicators of success (Measurable results that describe success.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                      | <ul style="list-style-type: none"> <li>● By January 2026, 50% of teachers will achieve the 50% growth percentile, or higher on the reading and math NWEA MAP tests. By June 2025 this rate will increase to 70%.</li> <li>● Students in 6<sup>th</sup> – 8<sup>th</sup> grades will move from XX% meets in June 2026 to XX meets by June 2027, on the math STAAR exam.</li> <li>● Students in 6<sup>th</sup> – 8<sup>th</sup> grades will move from XX% meets in June 2026 to XX% meets by June 2027, on the reading STAAR exam.</li> <li>● Campus average engagement on Zearn will be at 70% by January MOY, this will increase to 90% by EOY.</li> </ul>                                                    |
|                      | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                      | <ul style="list-style-type: none"> <li>● Leadership team will explain the rationale and philosophy of systems thinking that will support improving student achievement.</li> <li>● Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR &amp; AOT classrooms.</li> <li>● Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, ‘meets’ and ‘masters’, outcomes during our weekly leadership team meeting.</li> <li>● Coach teachers to proficiency in the lesson internalization protocol for (1st &amp; 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement.</li> <li>● Provide professional development weekly through PLCs and Demo Days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
|  | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <ul style="list-style-type: none"> <li>● Plan and execute a daily SCR in all core content classrooms from September 2026 to May 2027, and monthly ECR in ELAR</li> <li>● Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples during tier 1 instruction, both on a block to block and daily basis. (this includes when unit assessments occur)</li> <li>● Intentionally plan second teach lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments</li> <li>● Ensure all student-facing materials for first and second teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content</li> <li>● Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master Los.</li> </ul> |

### Key Action TWO: Staff Development

**Who:** District Leadership Development Team (Curriculum) & Campus Leaders

**What:** Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

**When:** Daily & Weekly

**Where:** Campus and District locations

### Key Action TWO: Budget

| Proposed item     | Description                                                                                                                             | Amount |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------|
| Staff development | Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a | 0      |

|                                    |                                                                    |   |
|------------------------------------|--------------------------------------------------------------------|---|
|                                    | focus on PLCs, Demo Days and on the spot coaching.                 |   |
| Materials/resources                | District curriculum, Sweet 16 PD, District PD resources, Spot Form | 0 |
| Purchased services                 | NA                                                                 |   |
| State Compensatory Education Funds |                                                                    |   |
| Other                              |                                                                    |   |
| TOTAL                              |                                                                    | 0 |
| Funding sources: SCE               |                                                                    |   |

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| KEY<br>ACTION<br>THREE | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                        | Improve student achievement for Special Education students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                        | Indicators of success (Measurable results that describe success.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                        | <ul style="list-style-type: none"> <li>● By January 2027, 55% (5 out of 9) Special Education Teachers will score a 10 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 10 or higher will increase to 78% (5 out of 9 ) by June 2027.</li> <li>● By January 2027, the percentage of Special Education Scholars scoring in the 41<sup>st</sup> – 60<sup>th</sup> percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to January 2026 data. The percentage of Special Education Scholars scoring in the 61<sup>st</sup> percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to May 2026 data.</li> <li>● By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027.</li> </ul> |

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|  | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <ul style="list-style-type: none"> <li>● Perform campus based monthly Special Education folder audits, reviewing 20% of all Special Education folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric.</li> <li>● Meet with Special Education Department Chair and Special Education support weekly to review multiple layers of Special Education compliance: ARDS, IEPs, Accommodations, Progress Monitoring, Service Logs, Dyslexia, and Documentation.</li> <li>● Coach staff on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and Special Education scholars.</li> <li>● Engage in block to block, and daily data sorts to urgently close instructional gaps around Special Education scholar outcomes in 1st and 2nd teach.</li> <li>● Coach staff on high quality instructional look fors, based on the specialty guidance for Special Education spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.</li> </ul> |
|  | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <ul style="list-style-type: none"> <li>● Co-Teachers and Teachers will document all Special Education scholar accommodations and/or modifications in PowerSchool (Teachers) and Frontline (Co-Teachers), as reflected by the 3 week grading benchmarks.</li> <li>● Complete all required paperwork for ARD meetings and documentation of IEP implementation.</li> <li>● Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.</li> <li>● Conduct block to block and daily data sorts to determine trends and the highest leverage gap in special education student performance (1st and 2nd teach).</li> <li>● Implement high quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.</li> </ul>                                                                                                                                                                   |

### Key Action THREE: Staff Development

**Who:** Instructional leaders and Special Education Department Chair

**What:** Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

**When:** Daily and Weekly

**Where:** District and campus locations

### Key Action THREE: Budget

| Proposed item       | Description                                                                                                                                                                                                                                         | Amount |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Staff development   | Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills. | 0      |
| Materials/resources | Curriculum documents, IEPs, OnTrack and Frontline data reports.                                                                                                                                                                                     | 0      |
| Purchased services  | NA                                                                                                                                                                                                                                                  |        |
| Other               |                                                                                                                                                                                                                                                     |        |
| Other               |                                                                                                                                                                                                                                                     |        |
| TOTAL               |                                                                                                                                                                                                                                                     | 0      |
| Funding sources:    |                                                                                                                                                                                                                                                     |        |

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| KEY<br>ACTION<br>FOUR | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                       | Improve campus culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                       | Indicators of success (Measurable results that describe success.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                       | <ul style="list-style-type: none"> <li>● By the MOY campus culture survey, XX % of teachers will agree or strongly agree to the following statement, “the instructional feedback I get helps me improve the quality of my instruction”. This percent will increase to XX% by the EOY campus culture survey.</li> <li>● By the MOY campus culture survey, XX% of teachers will agree or strongly agree to the following statement, “My school has an effective instructional team”. This percent will increase to XX% by the EOY campus culture survey.</li> <li>● By January (MOY) 2027, staff attendance will be at 96% or higher. This percentage will be at 94% or higher by EOY June 2027.</li> <li>● By January (MOY) 2027, an average of 75% of families will answer Yes to being ‘Happy’ or ‘Mostly Happy’ with their child’s campus experience, based on the Parent ‘Possip’ sentiment report. By May (EOY) 2026 this average will increase to 90% of families.</li> </ul> |
|                       | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                       | <ul style="list-style-type: none"> <li>● Plan and execute at least seven parent engagement events by EOY.</li> <li>● Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"> <li>● Weekly PLC Training: During weekly PLCs, train teachers on customizing lessons so they reflect both the rigor of the TEKS and unique needs of our students, and effectively improve student outcomes and thus teacher effectiveness.</li> <li>● Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude)</li> <li>● Set up and monitor parent connections on Parent Square, ensuring 100% of families are connected by October of the new school year. (and ongoing as new families enroll).</li> </ul>                                                                |
|  | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | <ul style="list-style-type: none"> <li>● Partake in the planning and execution of at least seven campus events centered on family engagement.</li> <li>● Reflect on instructional feedback and improve the delivery of instruction as appropriate.</li> <li>● Engage in daily structured planning that is both leader and teacher led, to effectively customize lessons to reflect the rigor of the TEKS and unique needs of all students.</li> <li>● Experience and receive moments of gratitude from leaders.</li> <li>● Ensure 100% of families are connected to Parent Square and positively communicate at least weekly with families on the Parent Square application.</li> </ul> |

### Key Action FOUR: Staff Development

**Who:** Campus leadership team and staff

**What:** Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

**When:** Daily, Weekly and during monthly campus PD days

**Where:** District and campus locations

### Key Action FOUR: Budget

| Proposed item       | Description | Amount |
|---------------------|-------------|--------|
| Staff development   |             | 0      |
| Materials/resources |             | 0      |
| Purchased services  | NA          |        |
| Other               |             |        |

|                  |  |   |
|------------------|--|---|
| Other            |  |   |
| TOTAL            |  | 0 |
| Funding sources: |  |   |