



2026 – 2027

Campus Action Plan

Campus Name

Edison Middle School

Principal Name

J. Perales

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Based on the 2025-2026 NWEA Map MOY data, there is a strong performance growth in specific areas like 6th grade Science with 73% showing growth, 6th and 8th grade ELA with 76% showing growth, and 6th grade Math with 76% showing growth. While students in both 7th Grade Science SPED and 8th Grade Math SPED demonstrated growth on the NWEA assessment, the groups did not meet the expected 60th percentile growth target. Continued support will accelerate student progress and close learning gaps moving forward.

This suggests a need for:

Effective training and coaching in sheltered instruction and implementation of Sped accommodation strategies to support all pops.

Implementation of consistent high-quality tier 1 instruction to ensure all students, especially those who are emergent bilinguals and SpED, have access to rigorous and equitable instruction aligned with HISD 's vision of personal and academic excellence for every student.

Needs related to improving the quality of instruction

Based on IRT#1,2 & 3 (IRT #1: 12.7, IRT#2: 14.4, IRT#3: 15.1) Data, the feedback highlights gaps in intentional planning for lesson internalization to provide HQ tier 1 explicit instruction.

Needs: Build leadership capacity within Tier 2 administrators to model high-quality explicit instruction, provide on-the-spot coaching, and support differentiated and sheltered instruction strategies. Continue content support, side-by-side planning, and teacher at-bats to strengthen lesson internalization and instructional engagement.

System evaluation (philosophy, processes, implementation, capacity)

Edison MS prioritizes rigorous, equitable instruction to ensure student success. The school must strengthen consistent instructional planning, lesson internalization, and purposeful engagement within the NES curriculum while improving coaching and feedback systems through in-the-moment support, timely feedback, and follow-up observations to ensure implementation and continuous improvement.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Increase the Quality of Instruction during second teach (LSAE).

Indicators of Success

Measurable results that describe success

- By December 2026, at least 55% of teachers will earn an overall rating of Proficient 1 or higher on spot observations, with both Engage & Deliver and Monitor & Adjust scored at Mostly Demonstrated. That percentage will rise to 60% by May 2027.
- By the end of the academic year, the average IRT score between IRT round 1 and IRT round 4 will increase by 1.0 point.

- By December 2026, the campus average in the Instructional Support (Team Center) dimension on the learning coach spot form will reach at least 5.0; by May 2027 that average will increase to 5.8 or higher.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Leaders will internalize the Spot Observation instructional rubric and calibrate with teachers.
- Conduct weekly spot observations and walkthroughs to monitor the effectiveness of lesson delivery.
- Provide real-time coaching and actionable feedback through Google Docs tracking, measuring teacher growth over time.
- Introduce two high-leverage strategies every 3 weeks in PLCs, monitored by the Campus Leadership Team.
- Share aggregate data to identify common areas of need, then address them in ongoing professional development.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- All teachers in grades 6th-8th will be trained on the Spot Observation instructional model and characteristics during pre-service.
- During weekly PLCs and Demo Thursdays, teachers will internalize the lesson to be able to deliver at grade-level rigor, be prepared to implement feedback, and execute teacher at-bats.
- Teachers in grades 6th-8th will be trained on the effective delivery and planning for the LSAE instructional model.
- Teachers will implement instructional practices based on instructional feedback from conducted Spot Observations.

Key Action One		
Staff Development	Who: Instructional Leaders(Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentices.	
	What: Pre-service week training on Spot Observation instructional model and characteristics. Real-time coaching sessions during spot observations. Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. Professional development sessions addressing common areas of need, based on aggregate data from spot observations.	
	When: Pre-service week for initial training. Weekly for spot observations and real-time coaching. Every week for PLCs and Thursday Demo day. Scheduled times for professional development sessions throughout the school year.	
	Where: In-school training for pre-service and PLCs. Classrooms for real-time coaching. Professional development might be in-school or off-site, depending on the session.	
Budget	Proposed Item	Amount
	Staff Development	7,000
	Materials/resources	7,000
	Purchased services	7,000
	Other	7,000
	Other	7,000
	TOTAL	7,000
Funding Sources:		School budget allocation for professional development. Possible grants or funds from educational partners or district initiatives. Title I funding sources if applicable to the school's context.

Key Action 2

Briefly state the specific goal or objective

Improve the quality of Reading Instruction.

Indicators of Success

Measurable results that describe success

- By December 2026, 55% of students will score above the 50th percentile in Reading on the NWEA Map (BOY to MOY), and by May 2027, that percentage will increase to 58%.
- By December 2026, at least 53% of Reading teachers will earn an overall rating of Proficient 1 or higher on spot observations, with both Engage & Deliver and Monitor & Adjust scored at Mostly Demonstrated. That percentage will rise to 60% by May 2027.
- By December 2026, 58% of students will score at Secure 2 or higher on DOLs, and by May 2027, that percentage will increase to 70%.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Daily PLC using protocols for backwards planning, DDI, and Lesson Internalization to provide ELA teachers with side-by-side planning, unpack standards, opportunities for teacher at-bats, and plan for highest leverage instructional practices.
- Enhance Edison MS lesson plan checklist to provide training on required/exemplar components.
- Conduct professional development on MRS strategies, high-leverage instructional practices, and teacher modeling.
- Offer weekly feedback on lesson plans, DOLs, MRS, and lesson internalization during PLC meetings and Thursday Demo sessions.
- Implement weekly walkthroughs to ensure alignment with scope and sequence and lesson pacing.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- ELA teachers attend and internalize NES ELA preservice training and Thursday Demo sessions throughout the 2026-2027 school year.
- Weekly 45-minute "Demo Days" lessons for teachers to practice lesson internalization and delivery.
- Weekly pre-work submission of lesson plans by ELA teachers for feedback on teacher annotations and internalization.
- Engage in peer-to-peer feedback on lesson plans and "at-bats" during weekly Thursday Demos.

Key Action Two			
Staff Development	Who: Instructional Leaders(Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice.		
	What: Pre-service week training on Spot Observation instructional model and characteristics. Real-time coaching sessions during spot observations. Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. Professional development sessions addressing common areas of need, based on aggregate data from spot observations.		
	When: Pre-service week for initial training. Weekly for spot observations and real-time coaching. Every week for PLCs and Thursday Demo day. Scheduled times for professional development sessions throughout the school year.		
	Where: In-school training for pre-service and PLCs. Classrooms for real-time coaching. Professional development might be in-school or off-site, depending on the session.		
Budget	Proposed Item	Description	Amount
	Staff Development	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training.	7,000
	Materials/resources	Materials/resources Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions).	7,000
	Purchased services	N/A	7,000
	Other	N/A	7,000
	Other	N/A	7,000
	TOTAL		7,000
Funding Sources: School budget allocation for professional development. Possible grants or funds from educational partners or district initiatives. Title I funding sources if applicable to the school's context.			

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve the quality of Math instruction.

Indicators of Success

Measurable results that describe success

- By December 2026, 50% of students will score above the 50th percentile in Math on the NWEA Map (BOY to MOY), and by May 2026, that percentage will increase to 55%.
- By December 2026, at least 53% of Math teachers will earn an overall rating of Proficient 1 or higher on spot observations, with both Engage & Deliver and Monitor & Adjust scored at Mostly Demonstrated. That percentage will rise to 60% by May 2027.
- By December 2026, 55% of students will score at Secure 2 or higher on DOLs, and by May 2027, that percentage will increase to 70%.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Daily PLC using backwards planning, DDI, and Lesson Internalization protocols to provide Math teachers with side-by-side planning, unpack standards, opportunities for teacher at-bats and plan for highest leverage instructional practices.
- Conduct professional development on high-impact engagement strategies, high-leverage instructional practices, and teacher modeling.
- Offer weekly feedback on lesson plans, DOLs, MRS, and lesson internalization during PLC meetings and Thursday Demo sessions.
- Implement weekly walkthroughs to ensure alignment with scope and sequence and lesson pacing.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Math teachers attend and internalize NES Math Pre-Service training and Thursday Demo sessions throughout the 2026-2027 school year.
- Weekly 45-minute "Demo Days" lessons for teachers to practice lesson internalization and delivery.
- Weekly pre-work submission of lesson plans by Math teachers for feedback on teacher annotations and internalization.
- Engage in peer-to-peer feedback on lesson plans and "at-bats" during weekly Thursday Demos.

Key Action Three			
Staff Development	Who: Instructional Leaders (Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice.		
	What: Pre-service week training on Spot Observation instructional model and characteristics. Real-time coaching sessions during spot observations. Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation. Professional development sessions addressing common areas of need, based on aggregate data from spot observations.		
	When: Pre-service week for initial training. Weekly for spot observations and real-time coaching. Every week for PLCs and Thursday Demo day. Scheduled times for professional development sessions throughout the school year.		
	Where: In-school training for pre-service and PLCs. Classrooms for real-time coaching. Professional development might be in-school or off-site, depending on the session.		
Budget	Proposed Item	Description	Amount
	Staff Development	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training.	7,000
	Materials/resources	Purchase of resources and materials for PLCs (Teacher Calendar, Teacher Journals, etc.) and professional development sessions (books, digital subscriptions).	7,000
	Purchased services	N/A	7,000
	Other	N/A	7,000
	Other	N/A	7,000
	TOTAL		7,000
	Funding Sources: School budget allocation for professional development. Possible grants or funds from educational partners or district initiatives. Title I funding sources if applicable to the school's context.		

Key Action Four

Key Action 4

Briefly state the specific goal or objective

By the end of the 2026-2027 school 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.

Indicators of Success

Measurable results that describe success

- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between the teacher and the administrator.
By the end of the 2026-2027 school year, each special education teacher will receive at least one
- classroom observation per week, and feedback will align in part to the previous week ' s coaching action step(s).
By June 2026-2027, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby
- promoting the effective application of feedback and continuous instructional improvement.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Align teacher and staff schedules to the student ' s IEP.
- Observe and ask for work samples to document the use of accommodations and/or modifications.
- Utilize Special Education specialty guidance located in HISD SY26-27 Spot Observation Guide
- The administrators will consistently provide on-the-job coaching and feedback at least once a month.
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Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Align staff schedules to ensure 100% compliance with each student's IEP by December 2026, increasing the effectiveness of individualized instruction and
- accommodations by May 2027.
- Provide documented work samples demonstrating the use of accommodations and modifications in 90% of classroom observations by December 2026, increasing to
- 100% by May 2027.
- Implement 80% of actionable feedback from coaching sessions into classroom
- practices by December 2026, increasing to 90% by May 2027.

Key Action Four			
Staff Devel.	Who: Instructional Leaders (Principal, APs, and Teacher Leaders) and Teachers/ Elective (grades 6th-8th), Learning Coaches, Teacher Assistants, and Teacher Apprentice.		
	What: Pre-service week training on Spot Observation instructional model and characteristics on Sheltered Instruction. Real-time coaching sessions during spot observations. Professional Learning Communities (PLCs) every week focus on high-leverage instructional strategies and feedback implementation. Professional development sessions addressing common areas of need, based on aggregate data from spot observations.		
	When: Pre-service week for initial training. Weekly for spot observations and real-time coaching. Every week for PLCs and Thursday Demo day. Scheduled times for professional development sessions throughout the school year.		
	Where: In-school training for pre-service and PLCs. Classrooms for real-time coaching. Professional development might be in-school or off-site, depending on the session.		
Budget	Proposed Item	Description	Amount
	Staff Development	Funds for materials (Copy Paper, Pencils, Highlighters, Whiteboards, Erasers, Clipboards, and 5x8 Index Cards) for Spot Observation instructional model training.	
	Materials/resources	Instructional materials for ESL and Sheltered Instruction best practices	
	Purchased services	Subscriptions for assessment tools like Summit K-12.	
	Other	N/A	
	Other	N/A	
	TOTAL		
Funding Sources: School budget allocation for professional development. Possible grants or funds from educational partners or district initiatives. Title I funding sources if applicable to the school's context.			