

# School Action Plan – Needs Assessment

## Needs related to student achievement data

- Deady Middle School is projected to receive an “A” rating (90 or higher) for the 2026–2027 school year, according to the TEA accountability rating system.
- The data used for this needs assessment is derived from NWEA MAP BOY to MOY assessment data in Reading, Math, and Science, campus SPOT observation data, and internal campus progress monitoring systems –
- NWEA MAP BOY to EOY Reading data indicated overall positive student growth across grade levels with continued opportunities to increase the percentage of students performing within the 61st–99th percentile bands. We ended the year in the 60th percentile for Growth and 46th percentile in Achievement (+7 points from BOY). Below is the EOY data.
  - 23% of students were in the (1<sup>st</sup>-21st) percentile;
  - 19% in (21st - 40th) percentile;
  - 22% in (41st – 60th) percentile;
  - 20% in (61st – 80th) percentile;
  - 16% in (81st to 99th) percentile.
  - Overall Achievement percentile of 46.
- NWEA MAP BOY to EOY Math data indicated Math as the strongest area of overall student performance, with students demonstrating positive academic growth trends across grade levels from BOY to EOY. We ended the year in the 55th percentile for Growth and 54th percentile in Achievement (+7 points from BOY). Below is the EOY data.
  - 15% of students were in the (1<sup>st</sup>-21st) percentile;
  - 18% in (21st - 40th) percentile;
  - 23% in (41st – 60th) percentile;
  - 24% in (61st – 80th) percentile;
  - 20% in (81st to 99th) percentile.
  - Overall Achievement percentile of 54.
- NWEA MAP BOY to EOY Science data indicated strong student growth trends, particularly in student achievement percentile growth and academic performance from BOY to MOY. We ended the year in the 67th percentile for Growth and 61st percentile in Achievement (+11 points from BOY). Below is the EOY data.
  - 17% of students were in the (1<sup>st</sup>-21st) percentile;
  - 12% in (21st - 40th) percentile;
  - 21% in (41st – 60th) percentile;
  - 17% in (61st – 80th) percentile;
  - 33% in (81st to 99th) percentile.

- Overall Achievement percentile of 61.
- Campus SPOT data indicated instructional growth across the 2025–2026 school year:
  - September campus SPOT average: 12.75
  - October campus SPOT average: 12.77
  - November campus SPOT average: 13.19
  - December campus SPOT average: 13.19
  - January campus SPOT average: 13.85
  - February campus SPOT average: 13.40
  - March campus SPOT average: 13.15
  - April campus SPOT average: 13.46
  - May campus SPOT average: 14.36
- Campus average SPOT scores for the 2025–2026 school year indicated:
  - Planning: 2.47/3
  - Instruction: 8.92/12
  - Classroom Culture: 1.92/2
  - Total Average Score: 13.31/18 across 706 observations
- SPED instructional SPOT averages for the 2025–2026 school year averaged 11.26/18, indicating continued opportunities for growth in differentiated instruction, scaffolds, monitoring and adjusting instruction, and co-teach implementation aligned to the HISD Core SPOT Observation Tool.
- Analysis of campus instructional data indicates continued opportunities for growth in:
  - rigorous student discourse,
  - annotation and writing across content areas,
  - monitoring and adjusting instruction,
  - implementation of purposeful scaffolds for Emergent Bilingual and Special Education students,
  - and increasing opportunities for students to justify responses using evidence-based reasoning.

## Needs related to improving the quality of instruction

### ROOT CAUSE

The data used for the quality of instruction needs assessment is derived from NWEA MAP BOY to MOY assessment data, campus SPOT observation data, and internal progress monitoring systems. While Deady Middle School demonstrated strong instructional growth throughout the 2025–2026 school year, including an increase in campus SPOT averages from 12.75 in September to 14.36 in May, analysis of instructional data indicates continued opportunities to strengthen the consistency and rigor of Tier 1 instruction across all content areas. Specifically, instructional trends reveal a need to improve rigorous student discourse, annotation and writing practices across content areas, and opportunities for students to justify responses using evidence-based reasoning. Additionally, data indicates a continued need for teachers to strengthen

their ability to monitor and adjust instruction in real time based on student misconceptions and formative assessment data.

Campus data also indicates a need for continued professional development focused on differentiated instruction and purposeful scaffolds for Emergent Bilingual and Special Education students. Although campus instructional systems, planning structures, and classroom culture systems are strong, SPED instructional SPOT averages of 11.26/18 demonstrate opportunities to strengthen co-teach implementation, scaffolded instruction, and student access to grade-level content aligned to the HISD Core SPOT Observation Tool. Continued refinement of PLC systems, lesson internalization practices, and instructional coaching cycles will support teachers in consistently delivering rigorous, engaging, and standards-aligned instruction that increases student achievement outcomes across all student groups.

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

The following processes are present in the action plan and help ensure accountability, strengthen instructional systems, and drive data-driven decisions to support continued academic growth and high-quality instruction at Deady Middle School.

- **Identifying Baseline Data:** By regularly analyzing NWEA MAP data, SPOT observation trends, progress monitoring assessments, and classroom instructional data, campus leaders are able to identify instructional strengths, learning gaps, and targeted areas for improvement aligned to district and state accountability expectations.
- **Setting Measurable Goals:** Clear and measurable instructional and student achievement goals ensure that campus efforts remain focused on improving academic outcomes, strengthening Tier 1 instruction, increasing instructional rigor, and improving student performance across all student groups.
- **Monitoring Implementation:** Campus leaders consistently monitor the implementation of instructional expectations through SPOT walkthroughs, PLC observations, lesson internalization processes, coaching cycles, and instructional feedback. Ongoing monitoring ensures that instructional strategies, interventions, and support systems are implemented with fidelity across classrooms.
- **Measuring Progress:** Leadership teams continually assess student achievement data, teacher effectiveness, instructional quality, and implementation trends to determine progress toward campus goals. Frequent review of instructional data supports timely decision-making and targeted instructional adjustments to improve student outcomes.
- **Making Adjustments:** Campus leaders utilize instructional data, walkthrough trends, PLC feedback, and student performance outcomes to make strategic adjustments to professional development, coaching supports, instructional planning, and intervention systems. This continuous improvement process allows the campus to refine instructional practices and sustain high levels of academic achievement and instructional effectiveness over time.

### Key Actions (Focus Areas)

- Improve Reading and Writing proficiency across all grade levels through rigorous Tier 1 instruction, annotation, student discourse, evidence-based writing practices, and targeted interventions aligned to grade-level standards.
- Improve Math proficiency across all grade levels through standards-aligned instruction, consistent demonstration of learning (DOL) practices, mathematical reasoning, student discourse, and data-driven instructional adjustments.
- Improve Special Education instruction, service delivery, and student outcomes through high-quality co-teach implementation, differentiated instruction, purposeful scaffolds, progress monitoring systems, and rigorous access to grade-level content.
- Improve Emergent Bilingual student achievement and language acquisition through structured student discourse, academic vocabulary development, targeted scaffolds, language-rich instructional practices, and differentiated support across all content areas.

| KEY ACTION ONE | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | Improve Reading and Writing proficiency across all grade levels through rigorous Tier 1 instruction, annotation, student discourse, and evidence-based writing practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                | Indicators of success (Measurable results that describe success.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                | <ul style="list-style-type: none"> <li>• By January 2027, the campus Reading NWEA MAP Achievement percentile will increase to 49 or higher. By May 2027, the campus Reading NWEA MAP Achievement percentile will increase to 55 or higher.</li> <li>• By January 2027, 50% of students will meet or exceed their projected growth goal on the NWEA MAP Reading assessment. By May 2027, this percentage will increase to 60% or higher.</li> <li>• By January 2027, 75% of Reading, Social Studies, and AOT teachers will score Proficient I (10.5) or higher on the HISD SPOT Observation Tool, with a targeted focus on annotation, student discourse, evidence-based writing, and monitoring and adjusting instruction. By May 2027, this percentage will increase to 80%.</li> <li>• By January 2027, 65% of students will score a 3 or higher on district-aligned SCRs and ECRs, as measured by campus writing rubrics, common assessments, and PLC student work analysis protocols. By May 2027, this percentage will increase to 75%.</li> </ul> |
|                | Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

- Leaders will conduct weekly PLCs focused on analyzing Reading student work, NWEA MAP data, district assessments, SCRs, and ECRs to identify instructional gaps and determine targeted next steps aligned to grade-level standards.
- Leaders will coach teachers on effectively implementing annotation strategies, rigorous student discourse, evidence-based writing practices, and higher-order questioning aligned to the HISD Core SPOT Observation Tool.
- Leaders will monitor the implementation of daily reading and writing opportunities across all content areas through SPOT walkthroughs, instructional rounds, lesson plan reviews, and student work analysis protocols.
- Leaders will provide ongoing professional development focused on lesson internalization, monitoring and adjusting instruction, purposeful scaffolds, and increasing opportunities for students to justify responses using textual evidence and academic reasoning.
- Leaders will conduct regular classroom walkthroughs and provide actionable feedback aligned to the SPOT rubric indicators, with targeted coaching support in the areas of student engagement, writing aligned to the objective, annotation, and rigorous discourse practices.
- Leaders will utilize NWEA MAP, progress monitoring assessments, district common assessments, and classroom data to identify students requiring targeted interventions and ensure intervention plans are implemented with fidelity.
- Leaders will support teachers in customizing instructional materials to implement a variety of multiple response strategies (MRS) throughout instruction to increase student engagement, academic discourse, higher-order thinking, and opportunities for students to actively engage with grade-level content aligned to the TEKS.
- Leaders will facilitate instructional coaching cycles and demonstration lessons focused on strengthening Tier 1 instruction, increasing student engagement, and improving literacy outcomes across all grade levels and content areas.

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

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|  | <ul style="list-style-type: none"> <li>Teachers will utilize NWEA MAP data, district assessments, SCRs, ECRs, and classroom formative assessment data to plan and adjust instruction aligned to student needs and grade-level standards.</li> <li>Teachers will implement daily annotation, evidence-based writing, and structured student discourse opportunities aligned to lesson objectives across all content areas.</li> <li>Teachers will intentionally monitor and adjust instruction during lessons by responding to student misconceptions, analyzing student responses, and providing immediate feedback aligned to the objective.</li> <li>Teachers will utilize purposeful scaffolds, differentiated instruction, sentence stems, exemplars, and guided practice opportunities to support all learners, including Emergent Bilingual and Special Education students.</li> <li>Teachers will participate in weekly PLCs, data analysis protocols, and collaborative planning sessions focused on lesson internalization, student work analysis, and instructional refinement.</li> <li>Teachers will implement a variety of multiple response strategies (MRS) throughout instruction to increase student engagement, academic discourse, higher-order thinking, and opportunities for students to actively engage with grade-level content aligned to the TEKS.</li> <li>Teachers will reflect on SPOT feedback, coaching conversations, and student performance data to continuously improve instructional delivery and increase student achievement outcomes.</li> </ul> |
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| Key Action One: Staff Development                                                                                                                                                                                                                                                                                                   |             |        |
| <b>Who:</b> Instructional Leaders, Learning Coaches, Reading Teachers, Social Studies Teachers, and AOT Teachers                                                                                                                                                                                                                    |             |        |
| <b>What:</b> Provide targeted professional development sessions, instructional coaching, PLCs, collaborative planning, demonstration lessons, and SPOT-aligned feedback focused on rigorous Tier 1 instruction, annotation strategies, student discourse, evidence-based writing practices, and multiple response strategies (MRS). |             |        |
| <b>When:</b> Daily & Weekly                                                                                                                                                                                                                                                                                                         |             |        |
| <b>Where:</b> Campus & District Sites                                                                                                                                                                                                                                                                                               |             |        |
| Key Action One: Budget                                                                                                                                                                                                                                                                                                              |             |        |
| Proposed item                                                                                                                                                                                                                                                                                                                       | Description | Amount |

|                     |                                                                                                                                                                                                                                                                           |   |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Staff development   | Teachers will participate in targeted professional development focused on lesson internalization, annotation strategies, Multiple Response Strategies (MRS), evidence-based writing, student discourse, and rigorous Tier 1 instruction aligned to grade-level standards. | 0 |
| Materials/resources | Curriculum documents, OnTrack reports, SPOT Observation Tool, lesson internalization documents, annotation resources, SCR/ECR rubrics, writing exemplars, and intervention materials.                                                                                     | 0 |
| Purchased services  | NA                                                                                                                                                                                                                                                                        |   |
|                     |                                                                                                                                                                                                                                                                           |   |
| Other               |                                                                                                                                                                                                                                                                           |   |
|                     |                                                                                                                                                                                                                                                                           | 0 |
| Funding sources:    |                                                                                                                                                                                                                                                                           |   |

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| KEY ACTION TWO | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                          |
|                | Improve Math proficiency across all grade levels through standards-aligned instruction, consistent demonstration of learning (DOL) practices, mathematical reasoning, student discourse, and data-driven instructional adjustments. |
|                | Indicators of success (Measurable results that describe success.)                                                                                                                                                                   |

- By January 2027, the campus Math NWEA MAP Achievement percentile will increase to 60 or higher. By May 2027, the campus Math NWEA MAP Achievement percentile will increase to 65 or higher.
- By January 2027, 50% of students will meet or exceed their projected growth goal on the NWEA MAP Math assessment. By May 2027, this percentage will increase to 60% or higher.
- By January 2027, 75% of Math teachers will score Proficient I (10.5) or higher on the HISD SPOT Observation Tool, with a targeted focus on mathematical reasoning, student discourse, monitoring and adjusting instruction, and implementation of demonstration of learning (DOL) practices. By May 2027, this percentage will increase to 85%.
- By January 2027, 70% of students will demonstrate mastery of grade-level standards on district-aligned math DOLs and common assessments 60% of the time. By May 2027, this percentage will increase to 80% of the time.

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

- Leaders will conduct weekly PLCs focused on analyzing Math student work, NWEA MAP data, district assessments, DOL outcomes, and common assessment trends to identify instructional gaps and determine targeted next steps aligned to grade-level standards.
- Leaders will coach teachers on effectively implementing standards-aligned instruction, mathematical reasoning strategies, student discourse, and Multiple Response Strategies (MRS) aligned to the HISD Core SPOT Observation Tool.
- Leaders will monitor the implementation of rigorous math instruction, demonstration of learning (DOL) practices, and student engagement strategies through SPOT walkthroughs, instructional rounds, lesson plan reviews, and student work analysis protocols.
- Leaders will provide ongoing professional development focused on lesson internalization, monitoring and adjusting instruction, mathematical discourse, problem-solving strategies, and purposeful scaffolds for Emergent Bilingual and Special Education students.
- Leaders will conduct regular classroom walkthroughs and provide actionable feedback aligned to SPOT rubric indicators, with targeted coaching support in the areas of pacing, student engagement, mathematical reasoning, and use of student responses to address misconceptions.
- Leaders will utilize NWEA MAP, district common assessments, DOL data, and classroom formative assessment data to identify students requiring targeted interventions and ensure intervention systems are implemented with fidelity.
- Leaders will support teachers in planning rigorous, standards-aligned math lessons that incorporate opportunities for students to explain reasoning, justify responses, engage in collaborative discourse, and apply problem-solving skills aligned to grade-level standards.
- Leaders will facilitate instructional coaching cycles and demonstration lessons focused on strengthening Tier 1 math instruction, increasing student engagement, and improving student mastery of grade-level TEKS.

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|  | <ul style="list-style-type: none"> <li>• Leaders will monitor implementation of intervention systems for students performing below grade level and ensure instructional supports are aligned to identified student misconceptions and learning gaps.</li> <li>• Leaders will collaborate with department chairs, instructional coaches, and teacher leaders to continuously evaluate instructional effectiveness and adjust campus support systems based on student achievement and instructional trend data.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <ul style="list-style-type: none"> <li>• Teachers will utilize NWEA MAP data, district assessments, DOLs, and classroom formative assessment data to plan and adjust instruction aligned to student needs and grade-level standards.</li> <li>• Teachers will implement rigorous Tier 1 instructional practices that require students to explain mathematical reasoning, justify responses, and engage in problem-solving aligned to lesson objectives.</li> <li>• Teachers will consistently implement demonstration of learning (DOL) practices and utilize student responses to monitor understanding, identify misconceptions, and adjust instruction in real time.</li> <li>• Teachers will implement a variety of Multiple Response Strategies (MRS) throughout instruction to increase student engagement, mathematical discourse, higher-order thinking, and opportunities for students to actively engage with grade-level content aligned to the TEKS.</li> <li>• Teachers will intentionally scaffold instruction through the use of visuals, sentence stems, guided practice, manipulatives, and differentiated supports to ensure all students, including Emergent Bilingual and Special Education students, can access grade-level content.</li> <li>• Teachers will participate in weekly PLCs, collaborative planning sessions, and data analysis protocols focused on lesson internalization, student work analysis, and instructional refinement.</li> <li>• Teachers will engage students in collaborative mathematical discourse and structured problem-solving opportunities that promote critical thinking, reasoning, and academic vocabulary development.</li> <li>• Teachers will implement targeted intervention strategies for students performing below grade level and monitor student progress regularly through progress monitoring systems and classroom assessments.</li> <li>• Teachers will reflect on SPOT feedback, coaching conversations, and student performance data to continuously improve instructional delivery and increase student achievement outcomes.</li> <li>• Teachers will ensure math instruction remains aligned to TEKS rigor, district expectations, and campus instructional priorities through purposeful planning and consistent implementation of high-quality instructional practices.</li> </ul> |

## Key Action TWO: Staff Development

**Who:** Instructional Leaders, Learning Coaches, Math Teachers, and Science Teachers

**What:** Provide targeted professional development sessions, on-the-spot coaching, daily planning, PLCs, and Demo Days focused on standards-aligned instruction, demonstration of learning (DOL) practices, mathematical reasoning, student discourse, Multiple Response Strategies (MRS), and data-driven instructional adjustments aligned to grade-level standards.

**When:** Daily & Weekly

**Where:** Campus and District locations

### Key Action TWO: Budget

| Proposed item       | Description                                                                                                                                                                                                                                                                 | Amount |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Staff development   | Teachers will participate in targeted professional development focused on lesson internalization, mathematical reasoning, Multiple Response Strategies (MRS), student discourse, DOL implementation, and rigorous Tier 1 math instruction aligned to grade-level standards. | 0      |
| Materials/resources | Curriculum documents, Lead4ward documents, OnTrack reports, SPOT Observation Tool, lesson internalization documents, manipulatives, district assessments, DOL trackers, problem-solving resources, and intervention materials.                                              | 0      |
| Purchased services  | NA                                                                                                                                                                                                                                                                          |        |
|                     |                                                                                                                                                                                                                                                                             |        |
| Other               |                                                                                                                                                                                                                                                                             |        |
|                     |                                                                                                                                                                                                                                                                             | 0      |

Funding sources:

### KEY ACTION THREE

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

Improve Special Education instruction, service delivery, and student outcomes through high-quality co-teach implementation, differentiated instruction, purposeful scaffolds, progress monitoring systems, and rigorous access to grade-level content.

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|  | <div data-bbox="358 88 1549 170" data-label="Section-Header"> <p>Indicators of success (Measurable results that describe success.)</p> </div> <div data-bbox="418 201 1528 957" data-label="List-Group"> <ul style="list-style-type: none"> <li>• By January 2027, 75% of co-teach classrooms will demonstrate proficient implementation of the campus co-teach model, as measured through SPOT walkthrough data, co-teach look-fors, lesson internalization documents, and instructional walkthrough trends by scoring a 12.5 or higher on SPOTs. By May 2027, this percentage will increase to 90%.</li> <li>• By January 2027, 60% of Special Education students will meet or exceed their projected growth goal on the NWEA MAP Reading assessments. By May 2027, this percentage will increase to 70% or higher.</li> <li>• By January 2027, 60% of Special Education students will meet or exceed their projected growth goal on the NWEA MAP Math assessments. By May 2027, this percentage will increase to 70% or higher.</li> <li>• By January 2027, 90% of Special Education teachers and co-teachers will consistently implement progress monitoring systems, accommodations, purposeful scaffolds, and IEP-aligned instructional supports as evidenced through classroom walkthroughs, lesson plans, and compliance monitoring. By May 2027, this percentage will increase to 100%.</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 2026.</li> </ul> </div> <div data-bbox="358 968 1549 1077" data-label="Section-Header"> <p>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</p> </div> <div data-bbox="418 1108 1515 1913" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Leaders will establish and monitor a campus-wide co-teach implementation model that clearly defines instructional roles, collaborative planning expectations, co-teach structures, and accountability measures aligned to the HISD Core SPOT Observation Tool.</li> <li>• Leaders will conduct regular SPOT walkthroughs, co-teach observations, and instructional rounds focused on monitoring rigorous Tier 1 instruction, purposeful scaffolds, student engagement, and implementation of co-teach best practices.</li> <li>• Leaders will facilitate weekly PLCs and collaborative planning sessions focused on lesson internalization, accommodations, progress monitoring, differentiated instruction, and co-planning practices aligned to student IEPs and grade-level standards.</li> <li>• Leaders will provide ongoing professional development and instructional coaching focused on co-teach implementation, monitoring and adjusting instruction, purposeful scaffolds, Multiple Response Strategies (MRS), and increasing student access to rigorous grade-level content.</li> <li>• Leaders will utilize NWEA MAP data, district assessments, progress monitoring data, and classroom formative assessment data to identify achievement gaps for Special Education students and monitor intervention effectiveness.</li> <li>• Leaders will support co-teachers in analyzing student work, identifying misconceptions, and planning targeted interventions aligned to individual student needs and IEP goals.</li> </ul> </div> |
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- Leaders will conduct regular audits of accommodations, progress monitoring systems, IEP implementation, and ARD documentation to ensure compliance with district and TEA expectations.
- Leaders will monitor ARD timelines, scheduling systems, and compliance trackers to ensure 100% of ARDs are held on or before the TEA deadline.
- Leaders will provide actionable SPOT-aligned feedback and coaching to Special Education teachers and co-teachers focused on increasing instructional rigor, co-teach effectiveness, and differentiated instructional practices.
- Leaders will collaborate with Special Education staff and case managers to continuously evaluate instructional effectiveness and adjust campus support systems based on student achievement and compliance data.

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

- Co-teachers and Special Education teachers will collaboratively plan and implement rigorous Tier 1 instruction aligned to grade-level TEKS, student IEP accommodations, and campus co-teach expectations.
- Teachers will consistently implement the campus co-teach model through purposeful co-planning, shared instructional delivery, differentiated support, and collaborative monitoring of student progress.
- Teachers will utilize NWEA MAP data, district assessments, classroom formative assessments, and progress monitoring systems to adjust instruction and provide targeted interventions aligned to student needs.
- Teachers will implement purposeful scaffolds, accommodations, visuals, sentence stems, guided practice, manipulatives, and differentiated instructional supports to ensure all students can access rigorous grade-level content.
- Teachers will implement a variety of Multiple Response Strategies (MRS) throughout instruction to increase student engagement, academic discourse, and opportunities for students to actively engage in learning.
- Teachers will consistently monitor and document student progress toward IEP goals and maintain accurate progress monitoring systems aligned to instructional outcomes and compliance expectations.
- Teachers will participate in weekly PLCs, collaborative planning sessions, instructional coaching cycles, and professional development focused on co-teach implementation, differentiated instruction, and SPOT-aligned instructional practices.
- Teachers will ensure all accommodations, modifications, and instructional supports are consistently implemented and documented in alignment with student IEPs and district expectations.
- Teachers will prepare and submit all required ARD documentation, progress reports, and compliance materials within district and TEA timelines.
- Teachers will reflect on SPOT feedback, student performance data, and coaching conversations to continuously improve instructional delivery, co-teach implementation, and student achievement outcomes for Special Education students.

### Key Action THREE: Staff Development

**Who:** Instructional Leaders, Special Education Teachers, ARD Facilitator, and General Education Teachers

**What:** Provide targeted professional development sessions, on-the-spot coaching, collaborative planning, PLCs, and Demo Days focused on high-quality co-teach implementation, differentiated instruction, purposeful scaffolds, progress monitoring systems, IEP implementation, Multiple Response Strategies (MRS), and rigorous Tier 1 instruction aligned to grade-level standards.

**When:** Daily and Weekly

**Where:** District and campus locations

### Key Action THREE: Budget

| Proposed item       | Description                                                                                                                                                                                                                                                                                                               | Amount |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Staff development   | Teachers will participate in targeted professional development focused on co-teach implementation, differentiated instruction, progress monitoring systems, IEP-aligned instructional supports, purposeful scaffolds, Multiple Response Strategies (MRS), and rigorous Tier 1 instruction for Special Education students. | 0      |
| Materials/resources | Curriculum documents, IEPs, accommodation trackers, progress monitoring tools, Lead4ward documents, SPOT Observation Tool, lesson internalization documents, intervention resources, manipulatives, and co-teach planning resources.                                                                                      | 0      |
| Purchased services  | NA                                                                                                                                                                                                                                                                                                                        |        |
| Other               |                                                                                                                                                                                                                                                                                                                           |        |
| Other               |                                                                                                                                                                                                                                                                                                                           |        |
|                     |                                                                                                                                                                                                                                                                                                                           | 0      |

Funding sources:

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| KEY ACTION<br>FOUR | Key Action (Briefly state the specific goal or objective.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                    | Improve Emergent Bilingual student achievement and language acquisition through structured student discourse, academic vocabulary development, targeted scaffolds, language-rich instructional practices, and differentiated support across all content areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                    | Indicators of success (Measurable results that describe success.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                    | <ul style="list-style-type: none"> <li>• By January 2027, 65% of Emergent Bilingual students will meet or exceed their projected growth goal on the NWEA MAP Reading assessment. By May 2027, this percentage will increase to 75% or higher.</li> <li>• By January 2027, 65% of Emergent Bilingual students will meet or exceed their projected growth goal on the NWEA MAP Math assessment. By May 2027, this percentage will increase to 75% or higher.</li> <li>• By January 2027, 85% of teachers will consistently implement targeted accommodations, language supports, Multiple Response Strategies (MRS), and differentiated instructional practices for Emergent Bilingual students as evidenced through classroom walkthroughs, lesson plans, and instructional coaching cycles. By May 2027, this percentage will increase to 100%.</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 conduct regular SPOT walkthroughs and instructional rounds focused on structured student discourse, academic vocabulary development, purposeful scaffolds, and language-rich instructional practices across all content areas.</li> <li>• Leaders will facilitate weekly PLCs and collaborative planning sessions focused on differentiated instruction, language acquisition strategies, lesson internalization, and supports aligned to the needs of Emergent Bilingual students.</li> <li>• Leaders will provide ongoing professional development and instructional coaching focused on academic vocabulary instruction, Multiple Response Strategies (MRS), purposeful scaffolds, student discourse, and language-rich Tier 1 instruction.</li> <li>• Leaders will utilize NWEA MAP data, classroom formative assessment data, and district assessment data to monitor Emergent Bilingual student achievement trends and identify targeted intervention needs.</li> <li>• Leaders will support teachers in planning and implementing rigorous grade-level instruction that incorporates opportunities for students to read, write, speak, and listen across all content areas.</li> <li>• Leaders will monitor implementation of accommodations, scaffolded supports, and differentiated instructional practices for Emergent Bilingual students through lesson plan reviews, classroom walkthroughs, and coaching cycles.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Leaders will provide actionable SPOT-aligned feedback focused on increasing student discourse, engagement, language production, and evidence-based student responses.</li> <li>• Leaders will facilitate instructional coaching cycles and demonstration lessons focused on strengthening language acquisition practices and improving academic outcomes for Emergent Bilingual students.</li> <li>• Leaders will collaborate with department chairs, instructional coaches, and teachers to continuously evaluate instructional effectiveness and adjust campus support systems based on student achievement and instructional trend data.</li> <li>• Leaders will monitor intervention systems and ensure Emergent Bilingual students receive targeted academic and language acquisition support aligned to identified student needs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | <div data-bbox="365 653 1477 726" data-label="Section-Header"> <p>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> </div> <ul style="list-style-type: none"> <li>• Teachers will implement language-rich instructional practices that provide Emergent Bilingual students opportunities to read, write, speak, and listen daily across all content areas.</li> <li>• Teachers will consistently implement purposeful scaffolds, accommodations, sentence stems, visuals, academic vocabulary supports, and differentiated instructional practices aligned to student language proficiency levels.</li> <li>• Teachers will implement a variety of Multiple Response Strategies (MRS) throughout instruction to increase student engagement, academic discourse, and opportunities for language production.</li> <li>• Teachers will intentionally plan and facilitate structured student discourse opportunities that require students to explain thinking, justify responses, and engage in collaborative academic conversations.</li> <li>• Teachers will utilize NWEA MAP data, district assessments, classroom formative assessments, and progress monitoring systems to adjust instruction and provide targeted interventions for Emergent Bilingual students.</li> <li>• Teachers will participate in weekly PLCs, collaborative planning sessions, instructional coaching cycles, and professional development focused on language acquisition strategies, differentiated instruction, and rigorous Tier 1 instruction.</li> <li>• Teachers will integrate academic vocabulary instruction and evidence-based writing opportunities into daily instruction across all content areas.</li> <li>• Teachers will monitor student progress toward language acquisition and academic goals through formative assessments, student discourse observations, and classroom performance data.</li> <li>• Teachers will reflect on SPOT feedback, coaching conversations, and student achievement data to continuously improve instructional delivery and increase academic outcomes for Emergent Bilingual students.</li> <li>• Teachers will ensure instruction remains aligned to TEKS rigor, district expectations, and campus instructional priorities while providing differentiated</li> </ul> |

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|  | supports that increase access to grade-level content for Emergent Bilingual students. |
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| Key Action FOUR: Staff Development                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                  |        |
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| <b>Who:</b> Instructional Leaders, ELDI, Learning Coaches, and General Education Teachers                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                  |        |
| <b>What:</b> Provide targeted professional development sessions, on-the-spot coaching, collaborative planning, PLCs, and Demo Days focused on structured student discourse, academic vocabulary development, targeted scaffolds, language-rich instructional practices, Multiple Response Strategies (MRS), and differentiated support for Emergent Bilingual students across all content areas. |                                                                                                                                                                                                                                                                                                                                  |        |
| <b>When:</b> Daily, Weekly and during monthly campus PD days                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |        |
| <b>Where:</b> District and campus locations                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |        |
| Key Action FOUR: Budget                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                  |        |
| Proposed item                                                                                                                                                                                                                                                                                                                                                                                    | Description                                                                                                                                                                                                                                                                                                                      | Amount |
| Staff development                                                                                                                                                                                                                                                                                                                                                                                | Teachers will participate in targeted professional development focused on language acquisition strategies, structured student discourse, academic vocabulary development, purposeful scaffolds, Multiple Response Strategies (MRS), differentiated instruction, and rigorous Tier 1 instruction for Emergent Bilingual students. | 0      |
| Materials/resources                                                                                                                                                                                                                                                                                                                                                                              | Curriculum documents, Lead4ward documents, TELPAS resources, OnTrack reports, SPOT Observation Tool, lesson internalization documents, academic vocabulary resources, sentence stems, language scaffolds, intervention resources, and differentiated instructional materials.                                                    | 0      |
| Purchased services                                                                                                                                                                                                                                                                                                                                                                               | NA                                                                                                                                                                                                                                                                                                                               |        |
| Other                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |        |
| Other                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |        |
| TOTAL                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  | 0      |

Funding sources: