Hamilton Middle School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

Needs related to student achievement data

- Alexander Hamilton Middle School is projected to receive an "A" rating (94) for the 2024-2025 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 Reading scores in grade 6 - increased by 26% from 29% to 55% passing at the Meets level.
    - STAAR Reading scores in grade 7 - increased by 26% from 33% to 59% passing at the Meets level.
    - STAAR Reading scores in grade 8 - increased by 37% from 29% to 66% passing at the Meets level.
    - STAAR Math scores in grade 6 - increased by 9% from 28% to 37% passing at the Meets level.
    - STAAR Math scores in grade 7 - decreased by 32% from 49% to 17% passing at the Meets level.
    - *STAAR Math scores in grade 7 - decreased by 11% from 27% to 16% passing at the Meets level.* ***Group: On Grade*** *(SY 24-25) : (SY 25 -24)*
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    - STAAR Math scores in grade 8 - increased by 9% from 61% to 70% passing at the Meets level.
    - STAAR Social Studies scores in grade 8 increased by 4% from 30% to 34% passing at the Meets level.
- 2025-2026 TELPAS Proficiency 19%
    - 8% of students scored at the Beginner performance level.
    - 33% of students scored at the Intermediate performance level.
    - 47% of students scored at the Advanced performance level.
    - 12% of students scored at the Advanced High performance level.
- NWEA MAP Beginning of Year (BOY '24 – '25) Math indicated that:
    - 12% of students were in the (1st-21st) percentile;
    - 11% in (21st - 40th) percentile;
    - 19% in (41st – 60th) percentile;
    - 26% in (61st – 80th) percentile;
    - 35% in (81st to 99th) percentile.
- NWEA MAP Beginning of Year (BOY '24 – '25) Reading data indicated that:
    - 16% of students were in the (1st-21st) percentile;
    - 19% in (21st - 40th) percentile;
    - 22% in (41st – 60th) percentile;
    - 28% in (61st – 80th) percentile;

- 17% in (81st to 99th) 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 11.06 – BOY IRT 1 to 16 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.

Based upon teacher efficacy as determined by campus spot data, it is determined that there needs to be a significant focus on targeted student growth and special education inclusion teachers. These areas in particular will improve students outcomes as it relates to NWEA Map data and STAAR assessments. Intentionally supporting and coaching our inclusion teachers and partners will improve the access our special education students have to high quality instruction and consistent levels of aligned support.

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 Hamilton MS.

- **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 6th – 8th, including at-risk population of students who failed Interim assessments / DSAs 6th – 8th and state assessment (STAAR) 6th – 8th
● Improve SPED instruction, service delivery, and outcomes
● Improve campus culture

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve Quality of Instruction
	Indicators of success (Measurable results that describe success.)
	● By May 2027, 60% of classrooms observed during walkthroughs and administrative team observations will score at least Proficient 2 on the Core Spot Observation Form. ● By the end of the 2026–2027 school year, at least 60% of core teachers will demonstrate effective implementation of engagement strategies as evidenced by earning full points on the Engagement Strategies (Writing) and Provide Multiple Opportunities indicators on the Core Spot Observation Form.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Conduct weekly calibration walkthroughs using the Core Spot Observation Form. ● Facilitate instructional PLCs focused on engagement, i.e., ink-pair-share, rigorous questioning and alignment of activities, and data-driven instruction. ● Provide weekly/bi-weekly feedback cycles with actionable next steps for teachers scoring at the Progressing 1 and/or Progressing 2 level on the Core Spot Observation Form. ● Monitor DOL mastery and intervention implementation in core classes utilizing campus built daily tracker.

	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Implement daily checks for understanding, such as response cards for student engagement. • Use objective aligned exemplars and rigorous questioning/probing strategies during instruction. • Analyze student data from daily DOLs, mid-cycle, and end of cycle assessments during PLCs and adjust instruction accordingly. • Participate in monthly instructional at-bats and coaching cycles.

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 **to ensure a well-rounded education.**	0
Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	0
Purchased services	NA	

Other		
	TOTAL	0
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Increase leadership density
	Indicators of success (Measurable results that describe success.)
	• By the end of the 2026–2027 school year, all instructional leaders will facilitate weekly data meetings and PLCs focused on student achievement, DOL mastery, and instructional adjustments as evidenced by growth of 7.5 or better in the overall average of the "Instruction" section of the Core Spot Observation Form. • By January 2027, 50% of students will meet or exceed their NWEA growth goal from BOY to MOY across all core content areas, as measured by NWEA growth reports. • By the final IRT cycle, the campus will increase its overall IRT score by at least 2 points from Round 1 *(reflecting the impact of strengthened instructional leadership, coaching systems, and leadership development structures.)* • By December 2026, each campus leader will mentor at least one identified emerging instructional leader through monthly coaching meetings, documented goal setting, and leadership development activities.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Conduct weekly data meetings focused on DOL mastery, intervention effectiveness, and student progress monitoring. • Facilitate weekly PLCs aligned to lesson internalization, engagement strategies, and student work analysis. • Implement consistent coaching cycles that include walkthrough observations, actionable feedback, modeling, and follow-up support. • Calibrate leadership walkthroughs weekly to ensure alignment and consistency in instructional feedback.

	• Monitor campus data trackers weekly, common assessments, MAP growth, and STAAR readiness to identify instructional trends and needed interventions. • Develop teacher leaders to support instructional coaching, modeling, and peer feedback systems.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Engage actively in PLC discussions focused on student data, misconceptions, and instructional planning. • Implement feedback from leadership coaching cycles and walkthrough observations. • Utilize DOL and assessment data to adjust instruction, intervention groups, and reteach plans. • Collaborate with teacher leaders and administrators to strengthen instructional delivery and student engagement. • Maintain accurate data tracking systems to monitor student mastery and progress.

Key Action TWO: Staff Development

Who: Assistant Principals, Teacher Specialists, Teacher Leaders

What: Campus Principal and EDI will support with leading calibration efforts, weekly, in addition to leadership huddles, PLCs, and staff development days

When: Weekly beginning, August 2026 - May 2027

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 focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	0
Purchased services	NA	

Other		
	TOTAL	0
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve the Quality of Co-Teach Instruction and Special Education Compliance
	Indicators of success (Measurable results that describe success.)
	• By the end of the 2026–2027 school year, 60% of co-teach classrooms will demonstrate effective implementation of co-teach models during instruction, including parallel teaching, station teaching, team teaching, and small-group instruction, as evidenced through walkthrough observations and lesson plan artifacts. • By the end of the 2026–2027 school year, 70% of IEPs will be accepted in first draft form with no corrections required from the compliance team. • Throughout the 2026–2027 school year, 70% of compliance deadlines related to ARDs, IEPs, progress monitoring, and documentation will be met on or before district due dates.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Conduct weekly walkthroughs focused specifically on co-teach implementation, accommodations, and student engagement. • Monitor compliance systems weekly to ensure all ARD, IEP, and documentation deadlines are met. • Review IEP drafts prior to submission to ensure compliance accuracy and reduce correction rates. • Ensure protected co-planning time for general education and special education teachers.

	• Facilitate coaching cycles for co-teach teams focused on lesson delivery, scaffolds, accommodations, and student-centered instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Implement multiple co-teach models throughout instruction to increase student engagement and access to grade-level content. • Participate in weekly co-planning sessions to align instruction, accommodations, and lesson delivery. • Accurately develop and submit IEPs, progress reports, and compliance documents by district deadlines. • Consistently implement accommodations and modifications outlined in student IEPs. • Use student data to collaboratively plan interventions, scaffolds, and differentiated supports. • Engage students in small-group instruction, writing opportunities, checks for understanding, and targeted intervention during co-teach lessons.

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Key Action THREE: Staff Development

Who: Special Education Teachers, Content Teachers, Special Education Chairperson

What: Demonstration Lessons, Planning protocols, and Activity Accommodations and Alignment

When: August 2026 - May 2027

Where: Staff Development Days and PLCs

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 A4E data reports	0
Purchased services	NA	
Other		
Other		
	TOTAL	0

Funding sources:

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve Targeted Instruction for EB Students
	Indicators of success (Measurable results that describe success.)
	● By January 2027 (MOY), 70% of classrooms serving EB students will consistently implement targeted language supports (e.g., sentence stems, visuals, vocabulary development, structured academic discourse, and instructional scaffolds), as evidenced by classroom observations and instructional walkthrough data. ● By May 2027 (EOY), 60% of EB students will demonstrate measurable academic growth, as evidenced by district assessments, common assessments, MAP Growth, and other approved progress-monitoring measures. ● By January 2027 (MOY), 70% of teachers serving EB students will intentionally plan and document differentiated instruction aligned to students' English language proficiency levels and include language objectives in lesson plans and PLC planning documents, as evidenced by lesson plan reviews and PLC artifacts. ● By January 2027 (MOY), 60% of observed EB students will actively engage in structured academic discourse, reading, writing, listening, and speaking activities that promote productive language use, as evidenced by instructional walkthrough data and classroom observations
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

	● Conduct regular instructional walkthroughs focused on the implementation of high-quality EB instructional practices, structured academic discourse, vocabulary development, and appropriate scaffolds, and provide timely, actionable feedback to teachers. ● Facilitate collaborative PLCs that require teachers to analyze EB student data, identify language and academic needs, plan differentiated instruction based on English proficiency levels, and develop targeted acceleration plans. ● Provide ongoing professional learning and coaching on research-based instructional strategies for Emergent Bilingual students, including sheltered instruction, academic language development, and effective differentiation. ●Monitor lesson plans and instructional materials to ensure teachers consistently include content objectives, language objectives, differentiated supports, and opportunities for students to engage in listening, speaking, reading, and writing. ● Implement a progress-monitoring cycle that includes regular review of MAP Growth, common assessments, district assessments, TELPAS-aligned data, and classroom formative assessment results to identify trends and adjust instructional support for EB students. ● Establish a data-driven monitoring system to track implementation of EB instructional practices and student progress toward campus goals, using walkthrough data, PLC artifacts, lesson plan reviews, and assessment results to inform leadership decisions.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Implement targeted language supports during daily instruction, including sentence stems, visuals, vocabulary routines, graphic organizers, and structured academic discourse to increase access to grade-level content for EB students. ●Develop and implement lessons that include clearly aligned content and language objectives, differentiated instructional strategies, and opportunities for students to engage in listening, speaking, reading, and writing throughout each lesson. s. ● Integrate Summit K12 into acceleration instruction to provide targeted English language development aligned to students' proficiency levels, monitor student progress, and use platform data to inform instructional decisions and TELPAS preparation. ●Use formative and summative assessment data (e.g., MAP Growth, district assessments, common assessments, Summit K12, classroom assessments, and TELPAS-aligned data) to monitor student progress and adjust instruction to address identified learning gaps. ● Participate in PLCs to analyze student achievement data, identify language and academic needs, collaboratively plan differentiated instruction, and develop targeted intervention and acceleration plans for EB students.

Key Action FOUR: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Provide job-embedded professional learning on EB instructional strategies, language objectives, differentiation, academic discourse, and effective use of Summit K12 to support language development and TELPAS success.

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: