

2026-2027 Action Plan

Attucks Middle School

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Principal

School Action Plan – Needs Assessment

Needs related to student achievement data

For the 2026–2027 school year, Attucks Middle School will focus on increasing student achievement through high-quality Tier I instruction, data-driven decision making, and targeted interventions that accelerate learning for every student. While the campus has demonstrated positive academic performance, analysis of NWEA MAP, STAAR, common assessments, and subgroup performance indicates continued opportunities for growth across all content areas.

Attucks Middle School serves a diverse student population with a high percentage of at-risk students, Emergent Bilingual students, and students receiving Special Education services. To improve academic outcomes, the campus will prioritize closing achievement gaps by ensuring every student receives rigorous instruction, timely interventions, and individualized support aligned to their academic needs.

District philosophy and guiding framework:

Attucks EOC - 2024, 2025, 2026					
6TH GRADE ELA	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
7TH GRADE ELA	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
8TH GRADE ELA	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
6TH GRADE MATH	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
7TH GRADE MATH	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
8TH GRADE MATH	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
8TH GRADE SOCIAL STUDIES	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
8TH SCIENCE	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
Alg 1 (HIGH SCHOOL CREDIT)	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%
Biology (HIGH SCHOOL CREDIT)	ATTACKS DATA BY YEAR	Students Tested	STAAR - App%	STAAR - Meets%	Masters%

Our goals for the 2026–2027 school year include increasing student growth on NWEA MAP by ensuring at least 75% of students meet or exceed their projected growth in Reading and Mathematics. The campus will

also improve STAAR performance by increasing the percentage of students achieving Meets Grade Level and Masters Grade Level across all tested content areas. Additionally, Attucks Middle School will increase student success in Algebra I, Geometry, and Biology by improving pass rates, strengthening mastery of course standards, and preparing students for End-of-Course assessments and future advanced coursework.

A continued priority will be improving outcomes for Special Populations, including Emergent Bilingual, Special Education, Dyslexia, 504, and Gifted students, through differentiated Tier I instruction, targeted interventions, and ongoing progress monitoring. Teachers will strengthen their use of student achievement data during Professional Learning Communities (PLCs) to identify learning gaps, monitor progress, and implement timely interventions and enrichment opportunities.

Despite the overall growth reflected in state accountability data, achievement gaps remain, particularly among students receiving Special Education services. Attucks Middle School currently serves 385 students, including 77 students receiving Special Education services (20%). Improving outcomes for these students will remain a campus priority through strengthened instructional practices, collaborative planning between general and special education teachers, and consistent implementation of accommodations and specially designed instruction.

Implementation of high-quality Tier I instruction will serve as the foundation of our instructional program during the 2026–2027 school year. Through intentional lesson internalization, effective use of formative assessment data, rigorous student engagement, and targeted acceleration, our goal is to ensure students are not only successful on state assessments but also demonstrate continuous academic growth by achieving at least one year's growth on NWEA MAP. By building teacher capacity and maintaining a relentless focus on student learning, Attucks Middle School will create a high-performance culture where every action, every decision, every day is focused on student success.

Needs related to improving the quality of instruction

- During the 2025-2026 school year, Attucks Middle School underwent four Independent Review Team (IRT) instructional walks, with scores of 12.81, 14.31, 14.50, and 14.06, respectively= Total average for Quality of Instruction appraiser =13.92. These results demonstrate consistent growth in Tier 1 instruction throughout the year. However, as we enter the 2026-2027 school year, we face the challenge of integrating 12 new teachers into our staff of 50, which includes teachers and teacher assistants. This presents a critical need to build instructional capacity in both new and returning staff members to ensure continued growth and success.
- **Building Teacher Capacity:** Continue developing instructional expertise through weekly PLCs, lesson internalization, demonstration lessons, instructional coaching, and timely feedback from classroom observations. Professional learning will focus on strengthening Tier I instruction, academic discourse, student engagement, and rigorous Demonstrations of Learning (DOLs).
- **Data-Driven Instruction Using NWEA MAP:** Strengthen teachers' ability to analyze NWEA MAP, common assessment, and classroom data to identify learning gaps, monitor student growth, and implement targeted intervention and enrichment. Every teacher will utilize student growth data to adjust

instruction and set measurable academic goals.

- **Improving Instruction for Students with IEPs:** Increase teacher knowledge and implementation of accommodations, modifications, and specially designed instruction to ensure students with disabilities receive equitable access to rigorous grade-level instruction. General education and special education teachers will strengthen collaborative planning and instructional delivery to improve student outcomes.
- **Increasing Success in High School Credit Courses:** Strengthen instructional planning, formative assessment practices, and intervention systems within Algebra I, Geometry, Biology, Principles of Informational Technology, Applied Engineering, and Journalism to ensure students successfully earn high school credit while developing the skills necessary for future advanced coursework and End-of-Course assessments.
- **Supporting Special Populations Through High-Quality Tier I Instruction:** Ensure teachers consistently implement differentiated instructional practices, language supports, ELPS, designated supports, and evidence-based interventions that accelerate achievement for Emergent Bilingual, Special Education, Dyslexia, 504, and Gifted students while closing achievement gaps.

System Evaluation (philosophy, processes, implementation, capacity)

- Build leadership capacity among administrators, instructional coaches, department chairs, and teacher leaders through calibrated instructional observations and coaching cycles.
- Strengthen PLC systems by focusing on lesson internalization, common formative assessments, student work analysis, and instructional planning aligned to TEKS.
- Establish campus-wide data monitoring systems using NWEA MAP, common assessments, EOC readiness data, IEP progress monitoring, and classroom evidence to guide instructional decisions.
- Develop a culture of continuous improvement through ongoing professional learning, peer observations, instructional feedback, and accountability for implementation.
- Monitor the fidelity of Tier I instruction through regular classroom walkthroughs, coaching conversations, and data reviews to ensure every instructional decision supports improved student achievement.

School Action Plan Template

K E Y A	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the instructional capacity of our teaching staff in order to improve student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • By January 2027, at least 50% of teachers will average 12 or higher on campus spot

observations; by April 2027, at least 70% will average 12 or higher.

- By May 2027, Attucks MS will average 14 or higher on district IRT and at least 75% of teachers will earn at least a 10 in instruction on spot observations.
- By January 2027, at least 65% of students will demonstrate mastery (70% or higher) on weekly DOLs in priority standards; by May 2027, at least 75% will demonstrate mastery.
- By May 2027, common assessment proficiency will increase from each content area's BOY baseline, with documented growth in Meets/Masters readiness.
- Students assigned to targeted intervention will be reviewed every three weeks, with documented entry, progress, instructional response, and exit/reduction decisions based on mastery evidence.

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

- School instructional leadership team will conduct weekly calibration walks which will include all teachers, apprentices, and learning coaches.
- School instructional leadership will plan campus professional development based on patterns and trends observed during the calibration walks as a team.
- School instructional leadership team will facilitate PLCs twice a week for all core courses. The first planning PLC of the week will focus on lesson internalization depending on the subject. The second PLC of the will focus on demonstration of lessons. After each demonstration, the teacher will receive feedback from the administrator and peers.
- School instructional leadership team will provide weekly on-the-spot coaching during Tier 1 instruction with a focus of written responses that allows opportunities for students to participate in written responses.
- School leaders will create checkpoints to monitor implementation of writing across curriculum. Instructional gaps will be addressed based on the need (campus, content/PLC, one-on-one coaching).
- School instructional leadership team will provide timely feedback after every spot observation with specific strategies to improve instruction.

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

- Teachers will respect the time of others by being on time and prepared for all meetings. These meetings include but are not limited to weekly PLCs that are held twice a week.

	<ul style="list-style-type: none"> Teachers will follow through and implement feedback provided by the leadership team. Teachers will actively participate during all campus professional development. Teachers will internalize lessons and create exemplars to anticipate student responses. Teachers will demo lessons prior to teaching the lesson in front of students. Teachers will intentionally plan the enrichment lessons for students at the end of the day. Teachers will provide students with opportunities to practice writing and analyzing written exemplars to ensure knowledge of the expectations for completing written essays. Analyze and utilize student writing to support grouping for tailored instruction. Conduct in the moment writing conferences with students. Track student growth throughout the year and set specific targets for students and action steps.
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	Key Action One: Increase Teacher Capacity		
S T A F F D E V E L	Who: All administration, all instructional staff.		
	What: Improve and increase student achievement by focusing on teacher capacity (lesson internalization, at-bats, provide on-the-spot coaching) and intentional professional development.		
	When: <ul style="list-style-type: none"> Weekly <ul style="list-style-type: none"> PLCs- Twice a Week On-the-Spot Coaching District Pre-Service Professional Development: <ul style="list-style-type: none"> July 30, 2026 - August 7, 2026 		
	Where: <ul style="list-style-type: none"> PLC rooms Classrooms Whole Staff Trainings in Library or Auditorium 		
B U D	Proposed item	Description	Amount
	Staff development	<ul style="list-style-type: none"> Engaging Strategies Spot Form Look-Fors On-the-Spot Coaching 	

GET		<ul style="list-style-type: none">• Lesson Internalization• Demonstration of Lessons	
	Materials/resources	<ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">○ IXL○ Amplify○ Summit K12○ Zearn	
	Purchased services		
	Other		
	Other		
	TOTAL		School Budget
Funding sources:			

K E Y A C T I O N T W O	<p>Key Action Two <i>(Briefly state the specific goal or objective.)</i></p> <p>By June 2027, the campus will improve the quality of instruction in Reading and Math for grades 6-8.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By January 15, 2027, at least 65% of students will meet or exceed expected NWEA growth in Reading and Math; by May 2027, at least 70% will meet or exceed expected growth. • By January 2027, at least 75% of students will demonstrate growth from the Fall IXL Real-Time Diagnostic; by May 2027, at least 80% will demonstrate at least one performance band of growth. • At least 60% of students will demonstrate mastery on common assessments in priority standards by spring, with subgroup results reviewed separately. • Weekly DOL mastery will trend upward across each grading cycle; standards below 70% mastery will trigger documented reteach and reassessment. • The percentage of students performing below grade level will decrease from BOY to MOY and from MOY to EOY based on NWEA and campus assessment evidence. • Students receiving targeted Reading/Math intervention will be reviewed every three weeks, and students demonstrating sustained mastery will exit or reduce intervention based on documented criteria
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Conduct weekly instructional walkthroughs using a calibrated look-for tool and provide actionable feedback within 24 hours. • Facilitate weekly PLCs focused on TEKS internalization, lesson planning, student work analysis, and common formative assessment data. • Monitor NWEA MAP, district assessments, and common assessment data every three weeks to identify trends and adjust instruction. • Provide targeted coaching cycles for teachers based on observation data and student achievement.

- Schedule intervention and enrichment blocks using student performance data to ensure all students receive targeted support.
- Celebrate instructional successes and recognize teachers demonstrating high-impact instructional practices.

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

- Participate in weekly PLCs to unpack TEKS, develop rigorous lessons, and analyze student work and assessment data.
- Implement the campus instructional framework daily, including clear learning objectives, Demonstration of Learning (DOL), checks for understanding, and differentiated instruction.
- Use formative assessment data to reteach standards, provide interventions, and adjust instruction based on student needs.
- Conduct small-group instruction and targeted intervention during designated acceleration/enrichment periods.
- Monitor individual student progress through NWEA MAP, common assessments, and classroom data trackers.
- Engage students in rigorous, standards-aligned learning tasks that promote academic discourse, critical thinking, and problem solving.
- Communicate student progress regularly with families and collaborate with interventionists and support staff to improve achievement.

Key Action Two: Increase student achievement	
S T A F F D E V	Who: <ul style="list-style-type: none"> • Administrators • Counselor • Teachers
	What: <ul style="list-style-type: none"> • Improve the quality of instruction • Data Tracking System (School-Wide) • IXL Implementation
	When: <ul style="list-style-type: none"> • 2026-2027 School year • Weekly <ul style="list-style-type: none"> ○ PLCs- Twice a Week ○ On-the-Spot Coaching

E L.	Where:		
	<ul style="list-style-type: none"> Attucks Middle School 		
B U D G E T	Proposed item	Description	Amount
	Staff development	<ul style="list-style-type: none"> Engaging Strategies Spot Form Look-Fors On-the-Spot Coaching Lesson Internalization Demonstration of Lessons 	
	Materials/resources	<ul style="list-style-type: none"> IXL HISD Curriculum Summit K12 	
	Purchased services		
	Other		
	Other		
	TOTAL		School Budget
	Funding sources:		

K E Y A C T I O	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Ensure IEPs are timely, measurable, communicated, and implemented with fidelity while using IEP progress and academic growth data to improve outcomes for students receiving Special Education services.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> 100% of ARD meetings will be held on or before required deadlines, with required administrator participation documented. 100% of IEPs will contain clear, specific, measurable goals; relevant portions will be provided to staff within 3 instructional days of finalization. Quarterly walkthroughs will show at least 90% implementation of required accommodations, modifications, and specially designed instruction in observed classrooms serving students with IEPs. At each quarterly IEP progress review, at least 80% of students will be on track toward annual

academic IEP goals; students not on track will receive a documented instructional response or ARD consideration as appropriate.

- By May 2027, at least 70% of students receiving Special Education services will meet or exceed expected NWEA growth in Reading and/or Mathematics, consistent with the campus special-populations goal.
- Achievement gaps for students receiving Special Education services will decrease from BOY to EOY on campus/district assessments and applicable state measures

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

- ARDs for students with IEPs will be held on time and principal/assistant principal will participate in ARDs.
- Regularly monitor the Campus Compliance Dashboard in Frontline to ensure timely completion of ARD meetings, accurate IEP implementation, and overall compliance with special education regulations.
- Utilize the Outlook Calendar to schedule all ARD meetings, ensuring principals, assistant principals, and counselors are included for seamless coordination and participation.
- Organize grade-level and department PLCs focused on targeted professional development, empowering teachers with the skills and knowledge to effectively support students with diverse learning needs.

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

- Teachers will incorporate visual aids and examples into Tier 1 instruction to enhance student understanding and engagement, ensuring content is accessible to all learners.
- Teachers will integrate opportunities for listening, speaking, reading, and writing into every lesson, utilizing instructional strategies such as MRS (turn and talk, table discussions, short constructed responses) to promote active student participation.
- Teachers will implement IEPs with fidelity and ensure all accommodations and modifications are accurately entered into PowerSchool, maintaining compliance and support for students with special needs.
- SPED Co-Teachers will collaborate with core subject teachers to provide targeted support, co-plan lessons, and deliver differentiated instruction, ensuring that students with IEPs receive appropriate accommodations and interventions within the general education setting.

Key Action Three: Increase the quality of IEPs and documentation			
S T A F F F D E V E L.	Who:		
	<ul style="list-style-type: none"> • Administration • Counselors • Special Education Chair • Teachers • Parents • Students 		
	What:		
	<ul style="list-style-type: none"> • Increase overall compliance with ARDs for students with IEPs by ensuring meetings be held on time and principal/assistant principal will participate in ARDs. 		
	When:		
	<ul style="list-style-type: none"> • All school year (August 2026 - May 2027) 		
	Where:		
	<ul style="list-style-type: none"> • Campus 		
B U D G E T	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		School Budget
Funding sources:			

K E Y A C T I O N F O U R	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Implement targeted instructional strategies and inclusive support systems to enhance academic achievement, engagement, and growth for all Special Populations, including EBs, SPED, and GT students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By May 2027, at least 70% of emergent bilingual and special education students will meet or exceed expected NWEA growth. • At least 80% of emergent bilingual students will improve by one proficiency level or demonstrate measurable progress on TELPAS domains. • Quarterly walkthroughs will show at least 90% implementation of designated supports, accommodations, and differentiation. • Achievement gaps between special populations and the all-student group will decrease on campus and district assessments.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Provide teachers with current student rosters, service information, language proficiency levels, accommodations, and designated supports. • Facilitate professional development on ELPS, TELPAS, sheltered instruction, dyslexia supports, differentiation, and gifted extensions. • Monitor Summit K12 usage and ensure emergent bilingual students receive at least 30 minutes of targeted practice weekly. • Review subgroup data during PLCs and require documented interventions and instructional adjustments. • Conduct student data conferences so students understand their current performance, goals, and action steps.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Staff will write, post, communicate and embed language objectives aligned to their learning objective daily.

	<ul style="list-style-type: none"> • Staff will incorporate visual examples during Tier 1 instruction. • Staff will embed cognates when appropriate into Tier 1 instruction. • Staff will embed listening, speaking, reading, and writing opportunities into every lesson through the use of intentional high impact engagement strategies (think-ink-pair-share, whiteboards, table discussions, short constructed responses using response cards). • Staff will allow EBs longer wait time to respond to questions as needed. • Staff will encourage and monitor EBs usage of Summit K12 at least 30 minutes a week. • Staff will conduct EB talks with individual EBs to discuss TELPAS level, set TELPAS goal and action steps, and monitor progress. • Staff will participate in professional development with a focus of implementation of writing across all contents. • Staff will make immediate adjustments to instruction as needed to implement best practices with fidelity.
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	Key Action Four:		
S T A F F D E V E L.	Who:		
	<ul style="list-style-type: none"> • Administrators • Instructional Staff • Counselor • Students • Families 		
	What:		
	<ul style="list-style-type: none"> • Data-driven supports for EB, SPED, dyslexia, 504, and GT students, including ELPS, TELPAS, accommodations, intervention, and enrichment. 		
B U	When:		
	<ul style="list-style-type: none"> • Weekly PLCs • Campus and EAS Secondary Professional Development: 		
B U	Where:		
	<ul style="list-style-type: none"> • PLC rooms • Classrooms • Whole Staff Trainings in Cafe or Auditorium 		
B U	Proposed item	Description	Amount
	Staff development	Summit K-12	

D G E T	Materials/resources	Summit K-12	
	Purchased services		
	Other		
	Other		
	TOTAL		School Budget / Title I / Special Program Funds
	Funding sources:		

K E Y A C T I O	Key Action <i>(Briefly state the specific goal or objective.)</i>
	<p>Increase successful completion and mastery in Algebra I, Geometry, Biology, Principles of Informational Technology, Applied Engineering, and Journalism so eligible middle school students earn high school credit and are prepared for advanced coursework.</p> <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> At least 70% of enrolled students will earn at least 1 credit in Algebra I, Geometry, Biology, Principles of Informational Technology, Applied Engineering, or Journalism. At least 85% of Algebra I, Geometry, Biology, Principles of Informational Technology, Applied Engineering, and Journalism students will meet the campus passing standard on common

assessments and district benchmarks.

- At least 80% of tested students will achieve Approaches Grade Level or higher on applicable EOC assessments, with year-over-year growth at Meets and Masters.
- 100% of students at risk of failing will receive a documented intervention plan, progress monitoring, and parent communication.
- Student placement and prerequisite readiness will be reviewed before enrollment and at each grading cycle.

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

- Establish weekly content PLCs for Algebra I, Geometry, Biology, Principles of Informational Technology, Applied Engineering, and Journalism focused on standards, exemplars, common assessments, and student work.
- Monitor pacing, curriculum implementation, DOL performance, and intervention data at least every three weeks.
- Create early-warning systems for attendance, grades, assessment performance, and missing work.
- Provide targeted tutoring, Saturday or after-school intervention, and reassessment opportunities aligned to district policy.
- Conduct parent and student conferences for students at risk of not earning credit.

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

- Deliver standards-aligned, rigorous instruction using high-quality exemplars, academic discourse, laboratory experiences, and problem solving.
- Analyze common assessment and DOL data weekly and reteach priority standards.
- Maintain accurate gradebooks and communicate concerns before students reach a failing average.
- Provide targeted tutoring and intervention for students below mastery.
- Prepare students for EOC expectations through spiraled review, constructed response, and test-taking stamina.

S T A F F D E V E L.	Key Action Five: Increase High School Credit Success		
	Who: Administrators, counselor, Algebra I, Geometry, and Biology teachers, interventionists, students, and families.		
	What: High school credit attainment, common assessment mastery, EOC readiness, tutoring, intervention, and progress monitoring.		
	When: <ul style="list-style-type: none"> Throughout the 2026-2027 school year; weekly PLCs; data reviews every three weeks; parent updates each progress period. 		
	Where: <ul style="list-style-type: none"> PLC rooms Classrooms Attucks Middle School 		
B U D G E T	Proposed item	Description	Amount
	Staff development	Content-specific professional development	
	Materials/resources	Laboratory and mathematics instructional materials	
	Purchased services	After-School Tutorial Services IXL Zearn	
	Other		
	Other		
	TOTAL		School Budget / Title I / Special Program Funds
	Funding sources:		

