2026-2027 Action Plan



Fleming McReynolds Middle School

Principal: Dr. Kenisha Spears Richardson

District philosophy and guiding framework:

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

Parameters and metrics established by Houston ISD

Needs Assessment

Needs related to student achievement data

Based on NWEA BOY–MOY–EOY data trends over the past three years, reading achievement remains below grade level, with 7th grade regressing from BOY to MOY in 2024–2025, while 8th grade showed growth but remained low overall. Subgroup analysis reveals persistent gaps among English Learners (ELs) and Special Education students. Math performance shows flat growth across all grade levels over three years.

SY	Reading NWEA MOY	Reading STAAR	Math NWEA MOY	Math STAAR	Science NWEA MOY	Science STAAR
23-24	6th grade Growth: 66 Achievement: 29 7th grade Growth: 57 Achievement: 41 8th grade Growth: 72 Achievement: 45	6th grade Approaching: 25% Meets: 29% Masters: 13% 7th grade Approaching: 24% Meets: 25% Masters:15% 8th grade Approaching :27% Meets: 25% Masters: 13%	6th grade Growth: 39 Achievement: 41 7th grade Growth: 55 Achievement: 34 8th grade Growth: 64 Achievement: 45	6th grade Approaching: 35% Meets: 22% Masters: 6% 7th grade Approaching: 27% Meets: 19% Masters: 6% 8th grade Approaching: 39% Meets: 20% Masters: 5%	6th grade Growth: 67 Achievement: 36 7th grade Growth: 80 Achievement: 30 8th grade Growth 62 Achievement: 38	8th grade Approach: 22% Meets: 19% Masters: 5%
24-25	6th grade Growth: 64 Achievement: 43 7th grade Growth: 63 Achievement:42 8th grade Growth: 63 Achievement: 40	6th grade Approaching: 22% Meets: 14% Masters: 14% 7th grade Approaching: 30% Meets: 21% Masters: 14% 8th grade Approaching: 24% Meets: 28% Masters: 20%	6th grade Growth: 54 Achievement: 39 7th grade Growth: 37 Achievement: 50 8th grade Growth 55 Achievement: 53	6th grade Approaching: 39% Meets: 15% Masters: 3% 7th grade Approaching: 16% Meets: 29% Masters: 8% 8th grade Approaching: 42% Meets: 22% Masters: 4%	6th grade Growth: 64 Achievement: 49 7th grade Growth: 85 Achievement: 36 8th grade Growth 85 Achievement: 42	8th grade Approach: 39% Meets: 14% Masters: 8%

Needs related to improving the quality of instruction

Instructional quality data from IRT and SPOT trends indicate opportunities to strengthen consistent execution of high-quality instruction. Fleming-McReynolds Middle School demonstrated significant growth in IRT performance over time, increasing from an annual IRT score of **9.0 (23–24) to 12.67 (24–25), with Round 3 of 25–26 reaching 13.67**, demonstrating leadership capacity and instructional

momentum. However, variation between rounds indicates inconsistency in implementation of strong instructional practices across classrooms. Average campus SPOT performance increased from **10.08 (23–24) to 10.29 (24–25), with formative trends increasing to 13.35 during 25–26**, signaling improvement while highlighting the need for sustained implementation of rigorous instructional practices.
Classroom observation trends and instructional monitoring reveal persistent opportunities to strengthen:

- **Student engagement and discourse**, ensuring all students consistently participate in meaningful listening, speaking, reading, and writing aligned to the lesson objective.
- **Monitoring and adjustment for misconceptions**, ensuring teachers anticipate, identify, and respond to student misunderstandings during instruction.
- **Lesson internalization and differentiation**, particularly through exemplar responses, scaffolds, and aligned accommodations for diverse learners.

System evaluation (philosophy, processes, implementation, capacity)

Professional Development Needs: Given the campus context and staff composition, targeted professional development and leadership coaching remain essential to strengthening instructional consistency and building leadership density. New staff and developing teachers require additional support in lesson internalization, student engagement strategies, rigorous questioning, differentiated instruction, and effective use of formative assessment data to adjust instruction in real time.

Systemic Evaluation: Sustained school improvement will require alignment between instructional delivery, leadership coaching, staff development, and accountability systems. Prioritized campus leverage points include:

1. **Strengthen Tier 1 Instructional Delivery** to increase student achievement, engagement, and rigor across all classrooms.
2. **Improve Special Education Instruction and Accountability** by ensuring strong implementation of accommodation, compliance, and differentiated supports for students receiving services.
3. **Build Staff Capacity and Leadership Density** through coaching, PLC internalization, teacher leadership opportunities, and consistent instructional feedback systems to sustain long-term success.

By prioritizing these leverage points, Fleming-McReynolds Middle School will strengthen systems of instruction, improve student outcomes, and accelerate progress toward sustained high performance.

Key Actions
Improve the Quality of Instruction (*leverage point: Tier 1 instructional delivery*)
Improve the Quality of Special Education Instruction and Accountability (*leverage point: compliance + quality*)
Improve Staff Capacity and Leadership Density (*leverage point: sustainable leadership pipeline*)

KEY ACTION ONE	Key Action *(Briefly state the specific goal or objective.)*
	Improve the Quality of Tier 1 Instructional Delivery
	Indicators of success ***(Measurable results that describe success.)***
	• **By January 2027, SPOT Observation conducted by the campus leadership team, 70% of teachers will receive an 8/10 points or higher in "Instruction". This percentage will increase to 85% by June 2027.** • **By January 2027, the campus score on the IRT visit will average at least 12 and by May 2027 IRT #4 will increase to 14.5.** • By January 2027, the overall campus score on the Instructional Feedback Summary from the Executive Director will be Proficient II or higher under the High-Quality Instruction heading increasing to Proficient II or higher by June 2027.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	1. **Conduct weekly instructional walkthroughs** with immediate feedback aligned to the SPOT rubric, providing teachers with one clear next step and a follow-up observation within five instructional days. 2. **Lead weekly PLCs using the HISD Sweet 16**, ensuring leaders and teachers internalize the lesson objective, plan exemplar responses, anticipate misconceptions, and align rigorous student tasks. 3. **Facilitate monthly professional learning** focused on student engagement, questioning, writing, and monitoring misconceptions using campus walkthrough trends and student work.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***
	1. **Internalize lesson plans weekly** by identifying the lesson objective, exemplar student responses, misconceptions, and planned scaffolds before instruction. 2. **Implement daily student discourse and writing opportunities**, ensuring 100% of students engage in listening, speaking, reading, and writing aligned to the lesson objective. 3. **Apply coaching feedback within 48 hours**, implement one action step, and reflect on student outcomes during PLCs

Key Action One: Quality of Instruction
Who: Fleming-McReynolds Principal, APs, ILT, SPED Chair, Teachers, and Apprentices.
What: Fleming-McReynolds Principal, APs, SPED Chair, Teachers, and Apprentice will participate in continuous yearlong professional development to increase instructional capacity

When: Professional development will take place during professional learning communities, weekly Demo Days, district designated month professional development days

Where: numerous Houston ISD facilities

Key Action One: Quality of Instruction		
Proposed item	**Description**	**Amount**
Staff development	All instruction PD will be provided from Houston ISD chief of school's office, Central division leadership, HISD support departments, and campus-based needs.	$0.00
Materials/resources	Instructional materials, PLC binders, data tracking tools	$5,000.00
Purchased services	Pear Deck, IXL, SPED compliance support, translation services, etc.	$3,000.00
	TOTAL	$8,000

Funding sources:
Title I + SPED funds

KEY ACTION TWO	**Key Action** ***(Briefly state the specific goal or objective.)***
	Improve the Quality of Special Education Instruction and Accountability.
	Indicators of success ***(Measurable results that describe success.)***
	• By January 2027, ARD meetings will be scheduled and held before deadlines at 100% compliance and sustained through June 2027. • **By January 2027, 40% of 6th- 8th grade SPED students will meet their expected growth target on the Math and/or Reading NWEA assessment. This percentage will increase to 60% by June 2027.** • **By January 2026, as measured by IRT/ Co Teach Spot form SPED teacher proficiency will achieve an average consistent score of 11 and 14.5 by June 2027 by providing targeted professional development and coaching to enhance instructional quality for special education students**
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	1. **Monitor ARD weekly compliance** to ensure 100% of meetings, timelines, and documentation are completed accurately and on time. 2. **Conduct biweekly instructional observations of SPED classrooms** to ensure accommodations, modifications, and rigorous Tier 1 instruction are evident for students receiving services. 3. **Provide monthly coaching and professional development** for SPED and general education teachers on IEP implementation, accommodations, and progress monitoring.
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***
	1. **Implement IEP accommodation daily** and document student progress aligned to goals during instruction. 2. **Collaborate during weekly PLCs** to plan differentiated lessons and aligned accommodations for students receiving SPED services. 3. **Monitor student growth every three weeks** using formative assessments and adjust instructional support based on student performance.

Key Action Two: Special Education
Who: Fleming-McReynolds Principal, APs, ILT, SPED Chair, Teachers, and Apprentices.
What: Fleming-McReynolds Principal, APs, SPED Chair, Teachers, and Apprentice will participate in continuous yearlong professional development to increase instructional capacity
When: Professional development will take place during professional learning communities, weekly Demo Days, district designated month professional development days

Where: numerous Houston ISD facilities

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development	All instruction PD will be provided from Houston ISD chief of school's office, Central division leadership, HISD support departments, and campus-based needs.	$0.00
Materials/resources	Instructional materials, PLC binders, data tracking tools	$5,000.00
Purchased services	Pear Deck, IXL, SPED compliance support, translation services, etc.	$3,000.00
	TOTAL	$8,000

Funding sources:
Title I + SPED funds

KEY ACTION THREE

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

Increase Staff Capacity and Leadership Density

Indicators of success ***(Measurable results that describe success.)***

- **By January 2027, 100% of leaders will receive a 3 or higher on the Day-to-Day coaching form and by June 2027 100% will receive a 4 in maintaining consistent and frequent classroom observations per district expectations (LEAD evaluations).**
- **By January 2027, 100% of leaders will receive a 5 or higher score or higher on the Day-to-Day coaching form and by June 2027 100% will receive a 6 in Feedback is clear, specific, and actionable, with well-defined strengths and areas for improvement including detailed, but manageable and realistic, addressing timely in-the-moment instruction per district expectations (LEAD evaluations).**
- By January 2027, 100% of leaders will receive a 5 or higher score or higher on the Day-to-Day coaching form and by June 2027 100% will receive a 6 with on-the-spot coaching is frequently informed by observable adult and student behaviors and responses, as the leader consistently observes and analyzes both teacher and student actions during classroom interactions per district expectations (LEAD evaluations).

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

1. **Conduct weekly coaching cycles** with teachers and teacher leaders that include observation, actionable feedback, modeling, and follow-up support.
2. **Develop teacher leadership opportunities monthly** by facilitating teacher-led PLCs, demonstration lessons, and professional development.
3. **Monitor implementation of instructional expectations biweekly** through data meetings, walkthrough trends, and student work analysis to adjust support.

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

1. **Participate actively in PLCs and professional learning**, implementing agreed-upon instructional strategies with fidelity.
2. **Analyze student data every three weeks** to identify trends, adjust instruction, and plan targeted interventions.
3. **Model leadership through collaboration**, peer observation, and sharing best practices to strengthen campus-wide instructional consistency.

Key Action Three: Staff Development

Who: Fleming-McReynolds Principal, APs, ILT, SPED Chair, Teachers, and Apprentices.

What: Fleming-McReynolds Principal, APs, SPED Chair, Teachers, and Apprentice will participate in continuous yearlong professional development to increase instructional capacity

When: Professional development will take place during professional learning communities, weekly Demo Days, district designated month professional development days, and fall or spring organizational conferences

Where: numerous Houston ISD facilities

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	All instruction PD will be provided from Houston ISD chief of school's office, Central division leadership, HISD support departments, campus-based needs, and district approved conferences.	$0.00
Materials/resources	Instructional materials, PLC binders, data tracking tools, enrollment fees, conference attendance fees	$4,000.00
Purchased services		$0.00
	TOTAL	$4,000

Funding sources:
Title 1, general funds, and grant funds