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2024-2025 Action Plan

Waltrip High School

Jeanette Cortez

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

Sub-pop student achievement in Domain 3 (SPED, Hispanic, African American)
TELPAS
AP Scores at a 3, 4, 5
Overall CCMR, specifically TSI.
ECR scores on English I and II EOCs
Overall student achievement in Domain 1
Student growth
High tardy rate
Low attendance rate

Needs related to improving the quality of instruction

Backwards design to align LO/DOL/MRS/Activities with CBA questions.
Lack of rigor; going beyond the verb in the TEKS; concept mapping, relationship building concepts.
Low Student engagement
Alignment of TEA rubric with SCR and ECR.
Student Data Tracking
Beginner and Intermediate language development vertical alignment.
Integrate conceptual knowledge to develop higher order thinking in Math.
Inquiry based learning with Science.
Strengthen the interventions and acceleration within the 90 min block.

System evaluation (philosophy, processes, implementation, capacity)

SPED Compliance monitoring systems
Tardy tracking systems
Co-Teach SPED Instructional model
Truancy procedures
CCMR tracking system starting with incoming 8th graders, 9th - 11th.
PLCs with AP Teachers
Master Scheduling and Counseling Procedures with student scheduling.

School Action Plan Template

KEY ACTION ONE

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

Deliver high-quality, aligned, and rigorous first instruction to enhance student engagement and mastery of learning objectives.

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

- By May 2025, **overall** student achievement will increase at the Meets and Masters level to 50% and 30% in EOC Core Areas, respectively, to:
 - **40% Meets** and **12% Masters** on the October campus benchmark exams.
 - **46% Meets** and **18% Masters** on the January midway campus benchmark (Interim)
 - **48% Meets** and **25% Masters** on the February campus benchmark exams
 - **50% Meets** and **30% Masters** on the April campus benchmark and 2025 SPRING STAAR EOC.
- By January 2025, student achievement at the Meets level will increase from STAAR 2024 (BOY) to MOY STAAR Interim Assessment (2025):
 - Algebra 1 = Meets from 10% to 15% and Masters from 2% to 12%
 - English 1 = Meets from 41% to 45% and Masters from 7% to 15%
 - English 2 = Meets from 51% to 56% and Masters from 5% to 15%
 - Biology = Meets from 42% to 47% and Masters from 6% to 17%
 - US History = Meets from 62% to 65% and Masters from 26% to 30%
- Increase the number of students proficient in reading, writing, listening, and speaking domains in TELPAS % students making gains by:
 - 9th: from 40% to 44% (Dec. as measured in Summit K-12) and 46% by EOY TELPAS
 - 10th: from 45% to 47% (Dec. as measured in Summit K-12) and 49% by EOY TELPAS
 - 11th: from 45% to 47% (Dec. as measured in Summit K-12) and 49% by EOY TELPAS
 - 12th: from 19% to 25% (Dec. as measured in Summit K-12) and 35% by EOY TELPAS
- By June 2025, IRT Walk scores will average Proficient II (12-13) or higher.
 - October = Campus Average SPOT Score is 10.
 - January = Campus Average SPOT Score is 11.5
 - March = Campus Average SPOT Score is 12.
 - May = Campus Average SPOT Score is 13.

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

Leadership will:

Provide Pre-Service Training and Ongoing Professional Development on Quality Instruction

- Provide 2024-25 pre-service to teachers on lesson internalization, including crafting and/or ensuring that lesson objectives and lessons are aligned to state standards and district standards using the same level of rigor for LO, DOL, MRS, response to DOL, activities, and CBA to provide quality instruction that will impact student mastery of LO.

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- Execute ongoing professional development during PLCs on lesson internalization for alignment, enhancing rigor, MRS, writing, and DOL response lessons.
 - Cohort teachers with like deficiencies by providing differentiated PD during PLCs and/or after school based on data-informed gap trends from spot observations.

Develop Campus-Wide Writing Plan Across Disciplines to Enhance Student Thinking

- Provide training to teachers on embedding aligned SCR in daily lessons, including where within the lesson to embed and how to couple it with MRS.
- Collect and track SCR performance and monitor student progress on monthly CBAs utilizing the rubric provided by TEA and provide feedback to departments during PLCs.
- Leverage English Teacher Department Chairpersons to plan weekly campus-wide writing prompts during Advocacy class in Canvas. Leaders will collect samples each week to score using TEA's rubric and provide feedback to English Department to address gaps.

Provide On-The-Spot Coaching:

- Provide daily on-the-spot coaching to teachers to improve pedagogy to increase student engagement and achievement.

Leverage Master Schedule to Provide Intervention Support to Targeted Students:

- Embed intervention sections within the Master Schedule to support:
 - English and Math for EOC re-testers (double block).
 - English and Math Tier 3 rising 9th graders (double block).
 - Re-tester content-based intervention sections.
 - TELPAS Beginning and Intermediate English sections.

Monitor and Calibrate Teacher Instructional Performance:

- Conduct weekly leadership calibration walks (12 each quarter) to streamline look-fors, teacher/student actions, and coaching next steps as aligned to the SPOT rubric to enhance instructional practices.
 - Leaders will provide on-the-spot coaching and knee-to-knee coaching with teachers, as needed.
- Lead teacher learning walks with all teachers, using the SPOT Rubric, to synchronize teacher practices with key indicators for high-quality instruction.
- Leverage department chairs to provide peer-to-peer feedback and on-the-spot coaching to improve teacher pedagogy.
- Create a leader tracker to monitor weekly teacher performance as it relates to identified spot observation indicators.
- Conduct a minimum of 3AM and 3 PM SPOT Observations weekly.
- Create a tracker to monitor all student data as it relates to:
 - EOC re-testers and tier 3 incoming 9th grade students.
 - Pre-AP/AP/Dual Credit/OnRamps benchmark achievements.
 - Intervention and acceleration after on-level instruction.
 - Cross-curricular Writing efforts.

Build Leadership Density to Impact Quality Instruction and Student Outcomes

- The principal will facilitate weekly Leadership PLCs where Tier II leaders will:
 - Script and demonstrate feedback conversations for upcoming teacher knee-to-knee coaching sessions based on observations, and practice in-the-moment coaching scenarios.
 - Analyze assigned department data based on district and campus assessments.

- Conduct at-bats of PLCs, including DDI, demonstration-day, professional development, and instructional planning.
- Respond to coaching by the principal with in-the-moment content, teacher conferences, and PLC facilitation.
- Execute Coach/Pusher model where Tier 2 leaders will partner weekly to provide coaching to one another in-the-field with on-the-spot coaching and knee-to-knee coaching conversations.
- Participate in daily 7:30am Huddles to emphasize daily instructional focus, review coaching and teacher data, set expectations for in-the-field coaching moves and identify evidence to be collected.

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

Teachers will:

Participate in Pre-Service Training and Ongoing Professional Development.

- Internalize pre-service training sessions and ongoing PLCs focused on lesson internalization, rigor, characteristics of quality instruction, pedagogy, and effective engagement strategies.
- Participate in weekly PLCs to refine instructional techniques, analyze data-driven instruction based on campus benchmarks, and plan upcoming grade-level units with the assurance of differentiated scaffolding and support for special populations.

Execute Campus-Wide Writing Plan Across Discipline

- Utilize aligned SCRs in daily lessons.
- Create CBAs with at least 1 SCR to track student progress.
- Model and embed explicit instruction on SCR using the RACE strategy.
- Facilitate the campus wide ECR writing prompt weekly during Advocacy.

Respond to Leadership Feedback with On-The-Spot and Knee-to-Knee Coaching:

- Participate in PLC for lesson internalization, rigor, and characteristics of quality instruction.
- Embrace and immediately respond to routine on-the-spot coaching.
- Utilize self-reflection based on spot feedback to identify areas of growth.

Implement Intervention/Acceleration Support:

- Provide daily Response to DOL lessons, including 2nd Teach, with strategic interventions and accelerations activities within their classes.
- Engage in intentional interventions to EOC re-testers and tier 3 based on identified academic gap in double blocks and Intervention sections.
- Engage in intentional alignment of language development for EB (Beginners and Intermediate).
- Engaging students in Khan Academy and specific curricula for TCB, TSI, PSAT, and SAT.

Create Student Data Tracking Systems

- Create a folder system

Respond to Performance Monitoring and Calibration:

- Respond to the coaching feedback given after Leadership calibration walks.
- Actively participate in learning walks using Spot rubric to synchronize teacher practices with indicators for high quality instruction.

Adhere to Campus Wide Expectations:

- Incorporate students' literacy skills of reading, writing, listening, and speaking into lesson plans and daily content delivery.
- Systematically implement effective engagement strategies every 4 minutes throughout the instructional block with embedded presentation slides.
- Consistently implement DOLs and respond to DOL with intentional interventions or enrichment

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	<p>to accelerate learning achievement.</p> <ul style="list-style-type: none"> ● Embed at least three writing-based Short Answer Response assessments per cycle (not including the CBA) ● Maintain the minimum requirement of utilizing instructional time fully within the designated block (bell-to-bell teaching), incorporating a visual timer for pacing throughout the lesson, and enforcing the campus cell phone policy upon students' entry into the classroom. ● Ensure that the board configuration remains aligned by using LO alongside aligned TEKS or standards, DOL, and ELPS. ● Internalize and utilize district provided or teacher created slide presentation for each daily lesson. ● Collaborate and utilize supplemental aids and other resources that will serve as daily scaffolding. ● Incorporate specific Khan Academy selections as part of the class grades.
Budget	<p>Budget</p> <ul style="list-style-type: none"> ● Books for Admin/Leadership Book Study for the year (Approx. \$1000). ● Effective Schools Framework or Relay Training for Admin Team through Region 4 (Approx. \$5300) ● Misc. materials and resources (Approx. \$1200) ● MRS Classroom Whiteboard Kits: Whiteboards, dry-erase markers, erasers (\$7300) ● MRS Response Cards (\$2200) • Culture Items: Quality Instruction Motto Apparel (\$7600) ● Misc. School Supplies to support other MRS and DOL strategies (\$5300) ● Extra Duty for Dinner & Discussion PDs (every cycle) (\$4600)

KEY ACTION TWO	<p>Key Action Campus will improve student achievement and growth performance targets for African American students in RLA.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● By June 2025, the academic achievement gap will reduce from 42% to 26% between African American students and White students. <ul style="list-style-type: none"> ● African American achievement gap will reduce from 42% to 38% on the October campus benchmark exams. ● African American achievement gap will reduce from 38% to 34% on the interim benchmark exams. ● African American achievement gap will reduce from 34% to 30% on the February campus benchmark exams. ● African American achievement gap will reduce from 30% to 26% on STAAR EOC ● By the end of each grading cycle, African American students will show growth <ul style="list-style-type: none"> ● 5% to 10% of African American students will meet on the October campus benchmark exam ● 10% to 15% of African American students will meet on the November campus benchmark exam ● 15% to 20% of African American students will meet on the January campus benchmark exam ● 20% to 30% of African American students will meet on the February campus benchmark exam ● 30% to 40% of African American students will meet on the March campus benchmark exam ● By the end of Fall semester and Spring Semester, African American students will move from a tier 3

to a tier 2 or 1 status by utilizing progress monitoring tools and Ontrack data.

- **58% Tier 3 to 50%** Tier 3 by 3 weeks unit 1 assessment
- **50% Tier 3 to 42%** Tier 3 by 6 weeks unit 1 assessment
- **42% Tier 3 to 32%** Tier 3 by 3 weeks unit 3 assessment
- **32% Tier 3 to 22%** Tier 3 by 6 weeks unit 3 assessment
- **22% Tier 3 to 13%** Tier 3 by 3 weeks unit 5 assessment

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

Leadership will:

Ensure a tracking system is in place to review disparities and academic performances among African American students based on DOL and CBA to help identify whether teachers are effectively closing the achievement gap

- Provide training for teachers to run banding reports every 3 weeks using OnTrack data on all African American students.
- Provide training for teachers to create groups using Ontrack based on CBA data.
- Provide training for teachers to administer small group instruction with the targeted group to address the deficiencies from the item analysis data report.
- Provide training and planning dates for teachers to complete the Progress monitoring form every three weeks to decide on the actions items to support the learning.

Review students performance data as an administrative team and implement tailored intervention to address specific student needs, actively monitor, critical input that impact learning for the students including formative data from instruction, teacher spot form, and absenteeism to ensure corrective actions are taken

- Leaders will set a calendar for data PLC for teachers to meet as a committee to set action plans using the DDI analysis protocol based on students CBA and DOL data.
- Leaders will monitor Tier 3 students through the progress monitoring tool and complete the leader facing DDI analysis protocol,
- Leaders will support teachers to set action plans based on the student data every three weeks.

Form an at-risk committee responsible for monitoring the performance of 100% of its at-risk students population

- Leaders will meet monthly to review data on at-risk students comparably to African American students to identify where they overlap with the 17 risk factors and set a plan in place to address the concern.
- Best practice 1: Increase teachers tool box with effective kinesthetic and discourse strategies.
- Best practice 2: Build positive relationships and foster a safe learning environment

Monitor the failure report by grading cycle

- Leaders will review the failure report document after the official progress report has been generated.
- Leaders will meet with teachers who have more than 15% of students failing progress report.

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

Teachers will:

Ensure a tracking system is in place to review disparities and academic performances

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among African American students based on DOL and CBA to help identify whether teachers are effectively closing the achievement gap

- Teachers will run banding reports every 3 weeks using OnTrack data on all African American students.
- Teachers will create groups using Ontrack based on CBA data.
- Teachers will administer small group instruction with the targeted group to address the deficiencies from the item analysis data report.
- Teachers will complete the Progress monitoring form every three weeks to decide on the actions items to support the learning.

Review students performance data as a department and implement tailored intervention to address specific students needs, actively monitor critical input that impacts instruction.

- Teachers will attend scheduled data and planning PLC's to set action plans using the DDI analysis protocol based on students CBA and DOL data.
- Teachers will progress monitor the response to intervention and analyze the intervention effectiveness through student data.
- Teachers will adjust intervention plans to meet student's needs.
- Teachers will request an IAT meeting for further evaluation for students who are not responding to intervention.

Department chairs will participate in the monthly at-risk committee meeting and monitor the performance of 100% of its at-risk students population

- Department chairs will train and monitor the department team on the two best practices identified.
- Teachers will implement the kinesthetic strategies within the intervention block.
- Teachers will foster a safe learning environment during each class period.

Teachers will complete the failure progress report tracker after progress reports. (24 hours)

- Teachers will track all students who are at risk of failing at the end of the cycle and provide all of the required documents to the leader and meet with the leader to set a plan in place for each student.

Budget

Budget

- Pay for training for implementation around culturally responsive instructional strategies
- Resources for intervention

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KEY ACTION THREE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i> CCMR</p> <p>Increase the percentage of students graduating college, career, or military ready by implementing a comprehensive student detection, preparation, and tracking system beginning in mid-August.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <p>Increase CCMR accountability from 91% to 96%</p> <ul style="list-style-type: none"> ● TSI-By June 2025, the overall percentage of senior students meeting Reading and Math Criteria increased from 12% to 40%. <ul style="list-style-type: none"> ● By October 2024, from 12% to 22%. ● By December 2024, from 22% to 28%. ● By March 2025, from 28% to 34%. ● By June 2025, from 34% to 40%. ● TCB- By June 2025, from 1% to 75% (cohort 2025). <ul style="list-style-type: none"> ● By October 2024, from 1% to 15% ● By December 2024, from 15% to 35% ● By February 2025, from 35% to 55% ● By April 2025, from 55% to 75%
	<p>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</p> <p>School leaders will:</p> <p>Execute TSIA Testing Strategic Plan:</p> <ul style="list-style-type: none"> ● By September 2024, students of the 2025 cohort who have half a credit for TSI criteria will test TSIA RLA or TSIA Math. ● By October 2024, all seniors who were successful in Dual Credit Course, an AP course, and OnRamps will test TSIA. ● By November 2024, the campus will conduct 3-hour Saturday bootcamps for both reading and math before administering the test immediately after. ● Ongoing, all seniors who complete TCB will TSI test within 7 days of completion. <p>Implement and Support TCB:</p> <ul style="list-style-type: none"> ● Collaborate with counselors to strategically create classes for students lacking a CCMR point. ● Guide students through Algebraic Reasoning and English 4 to engage in TCB. ● Initiate small group sessions for TCB monitoring for students facing extraneous challenges from November through May.

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	<p>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> <p>Execute TSIA Testing Strategic Plan:</p> <ul style="list-style-type: none"> English and Math teachers will host 3-hour bootcamps prior to students testing using TSI materials. Teachers will administer a TSI assessment final during 23-24 in 11th grade English and Math. <p>Implement and Support TCB:</p> <ul style="list-style-type: none"> Algebraic reasoning and English 4 teachers will facilitate TCB. Teachers will track student progress and provide individualized student action plans.
Budget	<p>Pay for Dean and AP teachers to attend Rice Institute for College Board (\$) If done prior to Pre-service AP Retreat Day and lunch Pay for additional testing for ACT/SAT.</p>

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

Deliver monthly spot observations with targeted feedback and coaching to SPED teachers to enhance instructional quality and support for SPED student success.

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

- By May 2025, Special Education overall student achievement in Meets and Masters will increase from 26% and 8%, respectively, to 33% and 10%.
 - Student achievement will increase from 26% Meets and 8% Masters to 28% Meets and 9% Masters on the October campus benchmark.
 - Student achievement will increase from 28% Meets and 9% Masters to 30% Meets and 10% Masters on the December campus benchmark.
 - Student achievement will increase from 30% Meets and 10% Masters to 32% Meets and 10% Masters on February campus benchmark.
 - Student achievement will increase from 32% Meets and 10% Masters to 33% Meets and 10% Masters on STAAR EOC.

- By June 2025, Spot observation scores will average Proficient II (12-13) or higher.
 - August – September = Campus Average SPOT Score is 8.
 - October – December = Campus Average SPOT Score is 10.
 - January – March = Campus Average SPOT Score is 11.
 - April – June = Campus Average SPOT Score is 12.

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

Leaders will:

- Facilitate targeted Department Chairs, Co-Teacher, and classroom teacher’s knowledge of Special Education policy, procedures, and expectations, and best practices for instructional planning and delivery through weekly PLCs.
- Create a comprehensive tracker of all students’ accommodations based on their schedule to observe and monitor use in class.
- Provide Feedback and Coaching by developing a schedule for observation and feedback using OTSO ensuring quality instructional delivery and purposeful content support of both the SPED teacher and the general education teacher.
- Create a PLC protocol that engages teachers and Co-Teachers equally.
- Monitor Documentation of Accommodations and Interventions by conducting a monthly internal audit with a sample size.

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	<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"> • Teachers will utilize the students’ accommodations strategically and document in HISD Connect weekly. • Co-Teachers will consistently implement feedback and coaching with fidelity • Co-Teachers will complete a deliverable as evidence of their internalization during PLC. • General Education and Special Education co-teachers will collaborate on lesson plans, deliver instruction, and analyze data to provide quality first instruction with support and accommodations, and address learning gaps to impact student outcomes. • General Education will input accommodations into PowerSchool and Co-teachers will input student data and documentation in EasyIEP with fidelity.
Budget	<p>Folders and binders for student files (\$500)</p> <p>Regional/District trainings</p>

KEY ACTION FOUR	<p>Key Action <i>(Briefly state the specific goal or objective.)</i> Attendance</p> <p>Improve overall campus attendance rate by strengthening student tracking, monitoring, and intervention systems.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • Increase overall attendance rate by 4.3% to reach 95% by EOY 2025. • Increase 9th grade overall attendance rate from 89.50 (2023 – 2024) to 94% at EOY. • Decrease the number of NGs in the <u>fall</u> semester from 283 9th graders with an NG to 141 and decrease the number of spring semester NGs to 100 9th graders.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Identify students who have perfect attendance and attendance improvement for each grading cycle. 2. Provide incentives to students who have perfect attendance each grading cycle or who have shown growth in attendance from grading cycle to grading cycle. <ul style="list-style-type: none"> • Recognition of students with certificates/badges during grade level assemblies and showcase during virtual announcements. • Partner with local businesses to provide gift cards. • Organize attendance challenges or competitions between classes or grade levels.

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- Offer prizes or privileges to the classes with the highest attendance rates over specific periods, such as monthly or quarterly.
- Incentive dates: September 2024 (Cycle 1), November 2024 (Cycle 2), January 2025 (Cycle 3), March 2025 (Cycle 4), April 2025 (Cycle 5), May (Cycle 6).
3. Create a tracker to be used and updated during weekly Graduation Support Meetings to identify targeted students approaching high absenteeism.
 - Develop a plan of action with campus intervention procedures to address targeted students with high absenteeism, including attendance contracts, counseling sessions (as needed), and home visits.
 4. Engage parents by regularly communicating about attendance expectations, the importance of attendance for academic success, and providing resources or workshops on how parents can support their child's attendance. Communication will take place during:
 - General communication to parents about attendance during PTO meetings, Coffee with the Principal.
 - Attendance meetings with individual parents.
 5. Conduct daily SPOTS to monitor and provide coaching to teachers around student engagement.
 6. Implement a digital tardy system that tracks tardies and gives consequences.
 7. Execute tardy stations in each hallway for student tracking.

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

Teachers will:

1. Make phone calls home to students, starting with 3 consecutive absences, and document with a call log.
2. Turn in attendance referrals to administrators and counselors to activate interventions.
3. Create a classroom attendance tracker to monitor students' absenteeism.
4. Create a classroom attendance incentive system.
5. Support staff will make parent phone calls about student tardies.
6. Enhance student engagement by responding to in-the-moment coaching and feedback from SPOT observations.

Budget

Budget

- o Purchase certificates and incentives for students (\$500)
- o Purchase digital tardy tracking systems (\$5K)