

2024-2025 Action Plan

Emerson Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Based on 2023 STAAR data for SY 22-23 only 30% of students are proficient in Math and Reading. This level is substantially below the district and the state average. Particularly for reading, Emerson is between 15% and 20% below. This is more evident for special education students, EB students, and At-Risk students. Immediately after Covid, Special education students' achievement level increase by 25%. However, the year after, it regressed by 15%. EB students regressed 5%, and At-Risk students achievement dipped almost 10% the same year. TELPAS data has steadily shown a decline in the percentage of students with strong English proficiency. For the school year 22-23 only about 45 % of students in grades 3-5 met the Advanced or Advanced High.

Needs related to improving the quality of instruction

The number one need related to improving the quality of instruction is the urgency to increase teacher's capacity to engage students while becoming adept at adjusting instruction to help students acquire and develop English as a second language and their academic skills. There are currently 850 EB's at Emerson. About 350 of them are recent arrivals as refugees and asylees with zero to no knowledge of the English language. The third important need is to continue the consistent implementation of HQIM that started in the school year 23-24.

System evaluation (philosophy, processes, implementation, capacity)

Our main objective for the upcoming school year will be to deliver high quality instruction with specific targets to scaffold and support language development considering the high number of EB's, newcomers, refugees and asylees enrolled at Emerson. To reach this goal, we will incorporate a professional development system to enhance teacher capacity to implement speaking, listening, reading and writing in all areas. In addition, we will continue the implementation of HQIM with a high degree of fidelity, daily coaching, feedback and SPOT observations, as well as consistent alignment with HISD instructional characteristics.

Another important objective is to create opportunities for vertical collaboration, coaching and feedback to improve, strengthen instructional practice and increase student achievement and outcomes.

School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Grow staff capacity to deliver high quality instruction.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • As measured by campus SPOT observations, 75% of teachers will receive at least 4/6 points or higher in Engage and Deliver by November 2024; that percentage will increase to 85% in February 2025, and to 90% by May 2025. • As measured by campus SPOT observations, 75% of teachers will receive at least 3 / 4 points in Monitor and Adjust by January 2025; that percentage will increase to 95% by April 2025. • As measured by campus Spot observations, 80 % of teachers will receive 2/2 points total in Planning by January 2024; that percentage will increase to 95% in May 2025. • By the end of school year, the campus will increase the final IRT (Independent Review Team) score by at least 1.5 points. From 10.9 in 2024 to 12.4 or above. • 80% of returning teachers will be rated “Proficient” level by MOY, that percentage will increase to 90% by EOY (End of Year). • By the end of school year, the campus will increase the final IRT score by at least 1.5 points. From 10.9 in 2024 to 12.4 or above.
	<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"> • Create calendar and coverage time to have all new and Tier 3 teachers preview curriculum module by unpacking module overview and completing end of unit assessment exemplar • Establish, implement, and track implementation of a calendar of PLC’s that incorporates systematic study, internalization, and rehearsal of HQIM (High Quality Instructional Materials) (Amplify, Eureka, HISD (Houston Independent School District) NES curriculum) • Create and execute an Emerson specific framework that describes and tracks how all elements of the science of teaching reading (i.e., phonics, decoding, comprehension) are incorporated and taught in each grade level during reading instruction. • Design and implement a tiered support (teacher data, student data) professional development system, framework, and calendar to increase capacity in the science of teaching reading for all new teachers and teachers new to Emerson. • Create and monitor the implementation of a master schedule that incorporates designated lesson cycle

Commented [LM1]: aren't you also using the HISD curriculum?

	<p>components to allow for first strong instruction, assessment, and immediate instructional adjustment by the classroom teacher by making sure instruction happens bell to bell and so lessons are appropriately paced.</p> <ul style="list-style-type: none"> • Create and monitor weekly implementation of Emerson lesson internalization protocol embedding language development/support strategies throughout the lesson. • Leader will create and execute targeted PD for new teachers and teachers new to the subject or grade level to increase their understanding their effectiveness in delivering HQL.
	<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"> • Participate in systematic study, internalization, and rehearsal of HQ RLA instructional materials during PLC's and other designated times such as demo days, and after school lesson rehearsal sessions. • Teachers in K-5 will implement the science of teaching reading and will deliver high quality instructional lessons using the science of reading aligned materials and HQ curriculum with fidelity daily. • New teachers and teachers new to the subject or grade level will participate in campus-based PD to increase their understanding of the science of teaching reading as it applies to their grade or assignment • Implement a master schedule that incorporates ample instructional minutes for RLA to allow for first strong instruction, assessment, and immediate instructional adjustment. • Implement daily writing practice by incorporating ECR twice weekly and SCR three times weekly, beginning October 2024. • Follow and implement Emerson lesson internalization protocol embedding language strategies throughout the lesson.

Commented [LM2]: Is this occurring now? Maybe adjust based on real execution

	Key Action One: Grow staff capacity to deliver high quality instruction
Staff Devel.	Who: Marcela Moore, AP- RLA 2-3; Breona Bradley, AP-RLA 4-5; Alyssa Vann, AP Early Literacy PreK; Courtney Dubord AP, Early Literacy 1-2
	What: Execute leadership actions related to ensuring high quality instruction. Monitor, track, and spearhead implementation of staff actions, provide daily on the spot coaching and feedback, spearhead corrective action and support plans.
	When: August 2024-May 2025

Budget	Where: All classrooms		
	Proposed item	Description	Amount
	Staff development	Campus Leadership team led PD on engagement strategies, language scaffolds, and HQI	0
	Materials/resources	Amplify Curriculum	0
	Other	IXL RDG, MATH, SCI	12,000
	Other		
	TOTAL		12,500
	Funding sources: General Fund, Title I		

KEY ACTION TWO	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Strengthen leadership density to improve planning and delivery of HQI.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • On LEAD Day-to-Day Coaching Rubric, 100% of Tier II leaders will receive a score of 19/25 by January 2025. That % will increase to 100% of leaders receiving a score of 23/25. • On LEAD Day-to-Day Coaching Rubric domain “Overall Engagement,” 100% of leaders will score a 5 out of 7 by January 25. This will increase to have 100% of leaders to score a 6 out of 7 by May 25. • On LEAD executive leadership rubric, by MOY 50% of Tier II leaders will be rated Effective (22+) and by EOY 100% will be Effective (22+)
	<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"> • Establish, implement, and track implementation of a calendar of daily tier II leader coaching and feedback to teachers. • Design and implement tool to track ongoing feedback provided to teachers by Tier II leaders • Create and execute daily instructional lap schedule to monitor HQ first instruction and provide on the spot coaching/feedback to assigned teachers aimed at immediate (24 hour) turn around on instructional domains that require improvement. • Create and execute a calendar for Instructional Team led planning, internalization, and demo sessions after school for targeted tier 3 and tier 2 teachers.

	<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"> •Participate in systematic study, internalization, and rehearsal of HQ instructional materials during PLC’s and other designated times such us demo days, and lesson rehearsal sessions. •Participate and utilize ongoing and systematic monthly / biweekly professional development tiered sessions to increase instructional capacity to assess students during class activities, analyze errors, diagnose misconceptions, and adjust instruction. • Implement HQIM framework and plan with fidelity. • Implement same day adjustment provided through coaching and feedback. • Follow and implement Emerson lesson internalization protocol embedding language strategies throughout the lesson.
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	Key Action Two: Ensure High-Quality Math Instruction in grades K-5		
Staff Devel.	Who: Alyssa Van AP-; Alexander S Rodriguez, Principal-Schoolwide; Lucero Munoz, AP; Courtney Dubord, AP; Marcela Moore, AP; Breona Bradley, AP; Luz Navarrete, TS		
	What: Execute leadership actions related to ensuring high quality instruction. Monitor, track, and spearhead implementation of staff actions, provide daily on the spot coaching and feedback, spearhead corrective action and support plans.		
	When: August 2024-May 2025		
	Where: All classrooms		
Budget	Proposed item	Description	Amount
	Materials/resources	Eureka Curriculum	0
	Purchased services		
	Other	IXL for Math Zearn	3000 0

	Other		
	TOTAL		3000
	Funding sources: General Fund, Title I		

KEY ACTION THREE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve Special Education Instruction and Service Delivery</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By the end of the first grading period, the principal ensures 100% of special education teachers receive training on <p>80% percentage of special education students in grades 3 through 8 will meet or exceed the growth index targets in reading as measured by the NWEA MAP assessment from BOY to EOY</p> <ul style="list-style-type: none"> • By May 2025, 65% of Emerson Sped students will reach their individual IEP goals • Sped students scoring at the Meets level on the math STAAR test in Grades 3-5 will increase from 9.5% in 2024 to 18% in 2025. • Maintain a 100% compliance in all Sped related services, procedures, requirements, and guidelines.
	<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"> • Revise and adjust master schedule to and staffing to make sure 100% of the SPED students in grades 3-5 will be receiving extra in class support from SPED support teacher. <p>Establish a tracking system, calendar and required actions to monitor implementation and modifications of SPED supports during core instruction. School leaders will review how often and when supports are being implemented and provide feedback and coaching to the teachers.</p> <ul style="list-style-type: none"> • Implement vertical collaborative PLC's every cycle to have Sped, resource and ECSE teacher model and rehearse with core teachers who need support in the implementation of IEP requirements during core instruction. • Conduct spot observations to look specifically for teachers adjusting, scaffolding, and modifying instruction to target Sped student learning and practice of learning. • Create and monitor the implementation of an ARD calendar to stay in compliance with ALL Sped timelines.

	<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"> • Complete data on tracking system weekly, follow weekly and monthly calendar and complete required actions to actively implement SPED students IEP supports during core instruction. Maintain evidence readily available for review feedback and coaching. • Participate in scheduled vertical collaborative PLC’s every cycle to practice strategies and actions Sped, resource and ECSE teacher will model. Rehearse targeted actions with special ed teacher who will model strategies for successful implementation of IEP requirements during core instruction. • Document accommodations and use of supplemental aids in Power school and regularly review effectiveness of accommodations and aids provided. • Follow the implementation of an ARD calendar to stay in compliance with ALL Sped timelines by communicating with all parties involved (Diagnostician, parents, homeroom teachers, etc.)
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	Key Action Three: Improve Special Education Instruction and Service Delivery		
Staff Devel.	Who: Grace Salinas, Sped Chair; Alexander Rodriguez, Principal; Alyssa Vann AP, Breona Bradley, AP – Over Special Education.		
	What: Execute and document leadership actions related to improving special education instruction and service delivery. Monitor, track, and spearhead implementation of staff actions, provide daily on the spot coaching and feedback, spearhead corrective action and support plans.		
	When: August 2024-May 2025		
	Where: Sped Classrooms, Core content classrooms		
Budget	Proposed item	Description	Amount
	Staff development	Professional development during preservice and teacher service days led by campus and district staff.	0
	Materials/resources		0
	Purchased services		0

	Other		0
	Other		0
	TOTAL		0
	Funding sources:		

KEY ACTION FOUR	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve English Proficiency for 49% Emergent Bilingual Students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By June 2025 49% of EB's who grew one level of proficiency level will reach their next proficiency level on the composite score on TELPAS. • By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark on DIBELS as compared to EOY SY23-24. • As measured by SPOT observations, by January 2025, 80% of teachers will receive at least 3 / 4 points in Monitor and Adjust as related to differentiating by using <i>language scaffolds</i> based on student language needs; that percentage will increase to 95% by April 2025. • The percentage of EB's: Hispanic and Middle Eastern newcomers (self-reported as white) in grades 1-5 meeting their expected annual growth on NWEA MAP, will increase from 70% in May 2024 to 85% in May 2025. • By June 2025, 80% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading compared to 70% in 23-24 school year.
	<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"> • Train staff, implement actions, strategies, and scaffolds designated on the language instructional proficiency rubric to support EB development in alignment with HISD instructional characteristics. • Design, execute and track ongoing and systematic monthly / biweekly professional development tiered sessions in strategies to support EB's that increase teacher instructional capacity to develop students interpersonal and academic language by incorporating engagement strategies. • Implement vertical collaborative PLC's every cycle to have master reading teachers model and rehearse with math and science teachers in the implementation of vocabulary and reading strategies during core instruction. • Train teachers on language supports and language development strategies in alignment with HISD instructional characteristics. • Monitor scaffolds and strategies incorporated into planning during lesson internalization in alignment with HISD instructional characteristics.

Specific actions – staff

- Participate in ongoing and systematic monthly / biweekly professional development tiered sessions and implement strategies to support EB's in the development of their interpersonal and academic language with fidelity.
- Rehearse with master reading teachers during scheduled collaborative PLC's how to incorporate vocabulary and reading strategies during core math and science instruction.
- Implement actions, strategies, and scaffolds designated on the language instructional proficiency rubric to support EB development in alignment with HISD instructional characteristics.
- Incorporate and implement one-pager Emerson language supports and language development strategies during instruction in alignment with HISD instructional characteristics.
- Explicit list/annotate/add scaffolds and strategies incorporated into planning during lesson internalization in alignment with HISD instructional characteristics.

	Key Action Four: Develop teacher capacity to develop students’ English language skills in the core content areas.		
Staff Level.	Who: Alexander Rodriguez, Principal; Marcela Moore, AP- Reading 2-3; Breona Bradley, AP – Reading 4-5; Alyssa Vann, AP- Early Literacy; Courtney Dubord, AP-1-2; Lucero Munoz, TS Math 3-5; Luz Navarrete, TS Instructional Technology; Grace Salinas, Special Ed Chair.		
	What: Execute and document leadership actions related to improving special education instruction and service delivery. Monitor, track, and spearhead implementation of staff actions, provide daily on the spot coaching and feedback, spearhead corrective action and support plans.		
	When: August 2024-May 2025		
	Where: All classrooms		
Budget	Proposed item	Description	Amount
	Staff development	Professional development during pre-service and teacher service days led by campus and district staff.	0
	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
Funding sources:			

- Students scoring at the Meets level on the Reading STAAR testing in Grades 3-5 will increase from 35.3% in 2024 to 50 % in 2025.
- Students at the Masters level on STAAR testing in Grades 3-5 will increase from 23% in 2024 to 35% in 2025.
- In the 2024-2025 school year, 85% of the students in grades K-1 will demonstrate typical or above-typical DIBELS growth at the end of the year.
- Students scoring at the Meets level on the Math STAAR testing in Grades 3-5 will increase from 29 % in 2024 to 39 % in 2025.
- Students scoring at the Masters level on the Math STAAR test in Grades 3-5 will increase from 30% in 2024 to 40% in 2025.
- As measured by campus Spot observations, 80% of Math teachers will receive 6 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 95% in May 2025.
- As measured by NWEA, 95% of students in grades 2-5 will meet or exceed their expected growth percentile in math.

- The percentage of Emergent Bilingual scoring at the Masters level on STAAR reading will increase from 6% in May 2023 to 15% in May 2025.
- In the 2024-2025 school year, 75% of EB students in grades K-1 will demonstrate typical or above-typical DIBELS growth at the end of the year.
- 80% of EB's with prior Beginning or Intermediate rating will grow at least ONE proficiency level in Listening, Speaking and Reading components of TELPAS.
- The percentage of EB's: Hispanic and Middle Eastern newcomers (self-reported as white) in grades 1-5 meeting their expected annual growth on NWEA MAP, will increase from 70% in May 2024 to 85% in May 2025.
- As measured by campus Spot observations, 80% of Math and Reading teachers will receive a point on *scaffolding* in Domain II (Instruction) by December 2024; that percentage will increase to 95% in May 2025.