

2024-2025 Action Plan



Hines Caldwell Elementary School

Darcele Lofton Demerson-School Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

The following needs assessment of student performance is based on STAAR, MAP, CIRCLE, IRT (Instructional Review Team) Walks, and special populations data (special education, emergent bilingual, etc.) and other Teacher Data Reports via HISD. Hines Caldwell met Standard in Index 1 - 4, the school needs to improve in the area of Index 1, to ensure a larger number of students are mastering the final phase of STAAR. The ethnic distribution included 22% African American, 1.5% Asian, 75.5% Hispanic, and .29% White. Students identified as Limited English Proficient comprised 53% of the student population, 9.8% identified as Special Ed, and 5% were identified as gifted and talented. Students identified as economically disadvantaged receiving free/reduced lunch comprised 92.3% of the student population.

Currently there are 636 students enrolled for the 2024-2025 school year. Jean Hines Caldwell is centrally located within the Windsor Village community. The Windsor Village United Methodist Church is located in the community, which serves and operates several independently operated nonprofits and community development projects that have impacted the social and economic landscape of central Southwest Houston, including The Collective (Formally know as The Power Center)and Pointe 2.3.4. The Collective is a 21st century service delivery model of private and public partnership that serves 11,000-plus families a month. Pointe 2.3.4. is a 234-acre, mini-master-planned community that encompasses a commercial park which includes a: CVS Pharmacy, Walgreen& Advance Auto Parts, McDonald's, Taco Bell, ABC Dental and TSO; Corinthian Pointe, a residential subdivision consisting of 462 homes; a YMCA; a senior high charter school; Texas Children & ABA Therapy Pediatrics Center; Corinthian Village independent living facility for seniors; and the 183,000-square-foot Kingdom Builders' Community Center. Collectively, the nonprofit projects have produced 700 permanent jobs and make a \$65.5 million cash flow impact on the community annually. All students within the Windsor Village area are zoned to Lawson Middle School and Madison High School.

Results utilized for our needs assessment included results from STAAR, TEA accountability tables, HISD Connect, MAP, CIRCLE, IRT Walks Data, Special Education data and HISD Research and accountability.

Historical CIRCLE Data

2021-2022

CIRCLE EOY (English)

Rapid Letter Naming	72%	Shape Naming	97%
Syllabication	93%	Number Discrimination	93%
Onset-Rime	82%	Number Naming	92%
Alliteration	87%	Shape Discrimination	99%
Rhyming	72%	Counting Sets	97%
Letter Sounds	93%	Operations	93%
Rote Counting	93%		

CIRCLE EOY (Spanish)

Rapid Letter Naming	79%	Shape Naming	98%
Syllabication	89%	Number Discrimination	100%
Onset-Rime	NA	Number Naming	95%
Alliteration	82%	Shape Discrimination	100%
Rhyming	87%	Counting Sets	97%
Letter Sounds	95%	Operations	86%
Rote Counting	97%		

2022-2023

CIRCLE EOY (English)

Rapid Letter Naming	85%	Shape Naming	96%
Syllabication	89%	Number Discrimination	100%
Onset-Rime	91%	Number Naming	93%
Alliteration	83%	Shape Discrimination	100%
Rhyming	61%	Counting Sets	98%
Letter Sounds	83%	Operations	83%
Rote Counting	94%		

CIRCLE EOY (Spanish)

Rapid Letter Naming	87%	Shape Naming	96%
Syllabication	100%	Number Discrimination	100%
Onset-Rime	NA	Number Naming	93%
Alliteration	80%	Shape Discrimination	100%
Rhyming	98%	Counting Sets	96%
Letter Sounds	84%	Operations	84%
Rote Counting	89%		

2023-2024**CIRCLE EOY (English)**

Rapid Letter Naming	98%	Shape Naming	96%
Syllabication	91%	Number Discrimination	100%
Onset-Rime	84%	Number Naming	93%
Alliteration	76%	Shape Discrimination	96%
Rhyming	67%	Counting Sets	98%
Letter Sounds	91%	Operations	80%
Rote Counting	91%		

CIRCLE EOY (Spanish)

Rapid Letter Naming	96%	Shape Naming	96%
Syllabication	100%	Number Discrimination	96%
Onset-Rime	NA	Number Naming	96%
Alliteration	85%	Shape Discrimination	96%
Rhyming	96%	Counting Sets	100%
Letter Sounds	96%	Operations	73%
Rote Counting	96%		

EOY MAP Data 2024

NWEA	Overall Percentile	Overall SpEd	Overall ELL
Math	EOY	EOY	EOY
Growth	48	44	47
Achievement	46	13	51

NWEA	Overall Percentile	Overall SpEd	Overall ELL
Reading	EOY	EOY	EOY
Growth	54	35	57
Achievement	50	11	52

NWEA	Overall Percentile	Overall SpEd	Overall ELL
Sp. Reading	EOY	EOY	EOY
Growth	65	24	65
Achievement	71	12	71

NWEA	Overall Percentile	Overall SpEd	Overall ELL
Science	EOY	EOY	EOY
Growth	58	54	57
Achievement	59	42	56

NWEA	Kindergarten	1 st	2 nd	3 rd	4 th	5 th
Math	EOY	EOY	EOY	EOY	EOY	EOY
Growth	38	57	49	44	52	52
Achievement	57	45	43	44	59	37

NWEA	2 nd	3 rd	4 th	5 th
Reading	EOY	EOY	EOY	EOY
Growth	47	57	58	56
Achievement	34	51	59	51

NWEA	2 nd	3 rd	4 th	5 th
Sp. Reading	EOY	EOY	EOY	EOY
Growth	46	83	73	59
Achievement	55	77	78	25

NWEA	2 nd	3 rd	4 th	5 th
Science	EOY	EOY	EOY	EOY
Growth	52	55	66	69
Achievement	55	54	65	68

Historical STAAR Data

Domain	2022-23	2023-24	Grade
Overall	66	89	B
Domain 1: Student Achievement	60	71	C
a. STAAR (component) ①	35	42	NA
b. College, Career, and Military Readiness (component) ①	Not Available	Not Available	NA
c. Graduation Rate	Not Available	Not Available	NA
Domain 2: School Progress	67	89	B
a. Academic Growth	54	89	B
b. Relative Performance	67	79	C
<i>Economically Disadvantaged students:</i>	92.3%	93.2%	NA
Domain 3: Closing the Gaps	63	89	B

Domain 1 Overall

Hines -Caldwell 3 Year Cumulative Historical STAAR Data

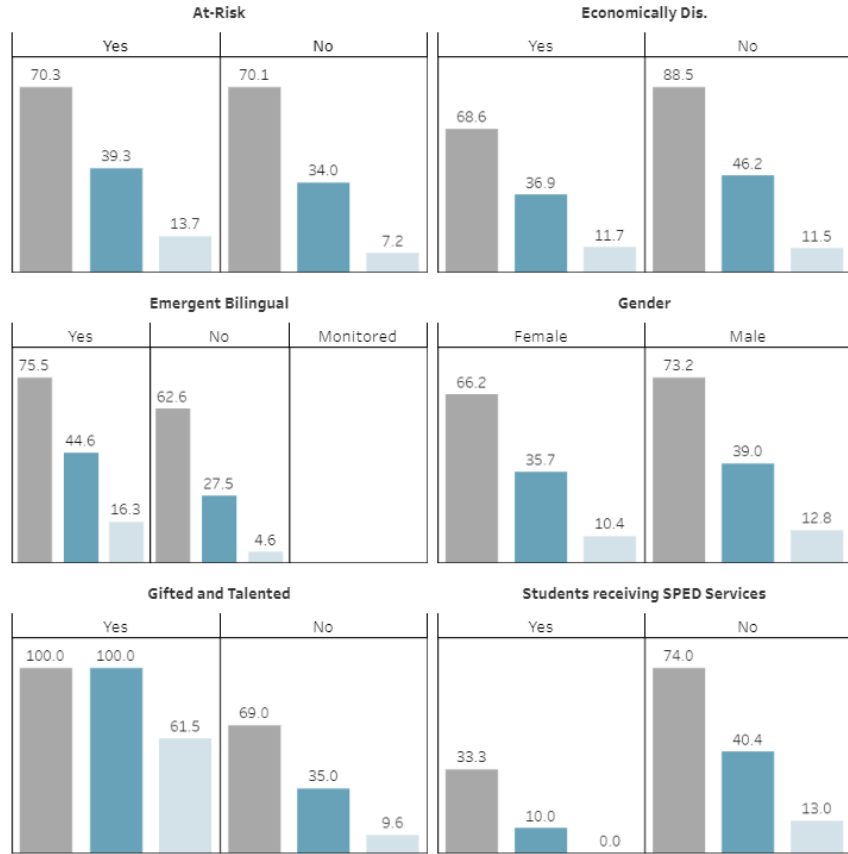
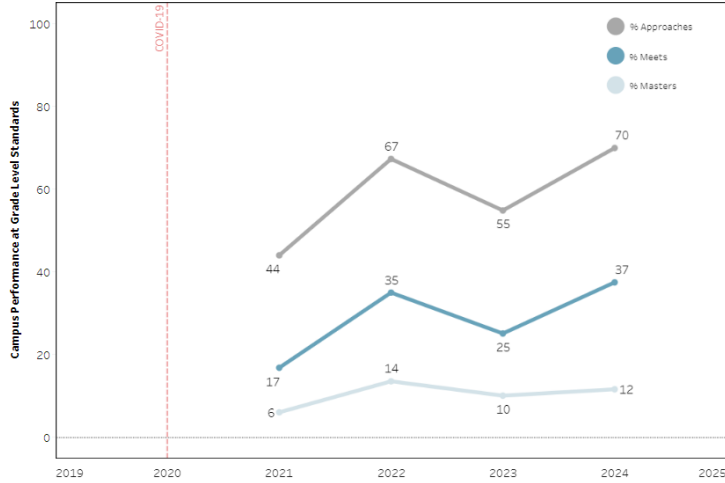
ALL 2022	All grades & content	All grades & content	All grades & content	ALL JHC 2023 STAAR	All grades & content	All grades & content	All grades & content	ALL Spring 2024 STAAR DATA	All grades & content	All grades & content	All grades & content	All grades & content
Perf. Level	Approaches	Meets	Masters	Perf. Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Perf. Level	DNM	Approaches	Meets	Masters
#	538	311	142	#	457	221	85	#	216	531	301	106
Total #	760	760	760	Total #	723	723	723	Total #	747	747	747	747
Points for Domain 1 (All grades, All subjects)	71%	41%	19%	Points for Domain 1 (All grades, All subjects)	63%	31%	12%	Points for Domain 1 (All grades, All subjects)	29%	71%	40%	14%
Domain 1 Score	43%	C		Domain 1 Score	35%	D		Domain 1 Score	42%	C		

Domain 1 Math

Hines -Caldwell 3 Year MATH STAAR Historical Data

3rd-5th Math 2022	3rd-5th Math 2022	3rd-5th Math 2022	3rd-5th Math 2022	3rd-5th Math 2023	3rd-5th Math 2023	3rd-5th Math 2023	3rd-5th Math 2023	3rd-5th Math Spring 2024 STAAR DATA	3rd-5th Math Spring 2024 STAAR DATA	3rd-5th Math Spring 2024 STAAR DATA	3rd-5th Math Spring 2024 STAAR DATA	3rd-5th Math Spring 2024 STAAR DATA
Perf. Level	Approaches	Meets	Masters	Perf. Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Perf. Level	DNM	Approaches	Meets	Masters
#	222	114	41	#	176	82	33	#	95	222	119	37
Total #	331	331	331	Total #	312	312	312	Total #	317	317	317	317
Points for Domain 1 (All grades, All subjects)	67%	34%	12%	Points for Domain 1 (All grades, All subjects)	56%	26%	11%	Points for Domain 1 (All grades, All subjects)	30%	70%	38%	12%
Domain 1 Score	38%	D		Domain 1 Score	31%	F		Domain 1 Score	40%	D		

Math Breakdown by Sub Pops



Domain 1 Reading

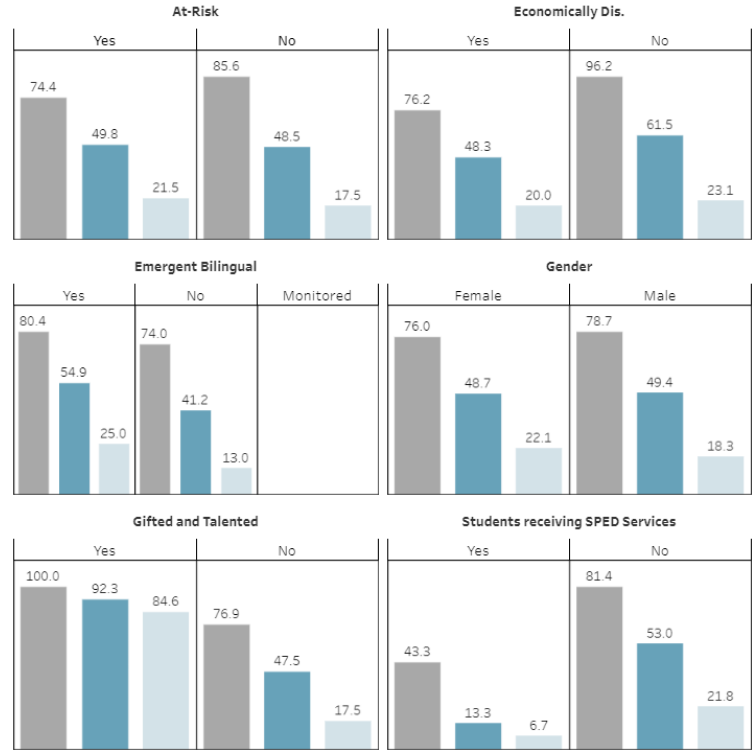
Hines -Caldwell 3 Year READING STAAR Historical Data

3rd-5th Reading 2022	3rd-5th Reading 2022	3rd-5th Reading 2022	3rd-5th Reading 2022
Perf. Level	Approaches	Meets	Masters
#	247	154	86
Total #	331	331	331
Points for Domain 1 (All grades, All subjects)	75%	47%	26%
Domain 1 Score	49%	C	

3rd-5th Reading 2023	3rd-5th Reading 2023	3rd-5th Reading 2023	3rd-5th Reading 2023
Perf. Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
#	225	124	46
Total #	311	311	311
Points for Domain 1 (All grades, All subjects)	72%	40%	15%
Domain 1 Score	42%	C	

3rd-5th Reading Spring 2024 STAAR DATA	3rd-5th Reading Spring 2024 STAAR DATA	3rd-5th Reading Spring 2024 STAAR DATA	3rd-5th Reading Spring 2024 STAAR DATA	3rd-5th Reading Spring 2024 STAAR DATA
Perf. Level	DNM	Approaches	Meets	Masters
#	72	245	156	64
Total #	317	317	317	317
Points for Domain 1 (All grades, All subjects)	23%	77%	49%	20%
Domain 1 Score	49%	C		

Reading Breakdown by Sub Pops



Historical ECR STAAR Data

STAAR 2023 Standard Constructed Response Summary and TELPAS Writing 2023 (South Division-Hines-Caldwell ES-395)

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	63	38	0	3	41	3	14	2	3	0	0	0	0
Grade 3 Spanish*	33	12	3	3	18	3	10	0	1	0	1	0	0
Grade 4 English	115	71	4	16	91	6	5	3	4	2	3	1	0
Grade 4 Spanish*	6	4	0	2	6	0	0	0	0	0	0	0	0
Grade 5 English	100	32	7	13	52	6	16	8	6	6	5	1	0
Grade 5 Spanish*	9	5	2	1	8	1	0	0	0	0	0	0	0

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	63	60.3%	0.0%	4.8%	65.1%	4.8%	22.2%	3.2%	4.8%	0.0%	0.0%	0.0%	0.0%
Grade 3 Spanish*	33	36.4%	9.1%	9.1%	54.5%	9.1%	30.3%	0.0%	3.0%	0.0%	3.0%	0.0%	0.0%
Grade 4 English	115	61.7%	3.5%	13.9%	79.1%	5.2%	4.3%	2.6%	3.5%	1.7%	2.6%	0.9%	0.0%
Grade 4 Spanish*	6	66.7%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 5 English	100	32.0%	7.0%	13.0%	52.0%	6.0%	16.0%	8.0%	6.0%	6.0%	5.0%	1.0%	0.0%
Grade 5 Spanish*	9	55.6%	22.2%	11.1%	88.9%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

STAAR 2024 Standard Constructed Response Summary and TELPAS Writing 2024 (South Division-Hines-Caldwell ES-395)

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	84	34	7	8	49	12	12	7	2	1	1	0	0
Grade 3 Spanish*	24	16	0	1	17	0	1	3	2	1	0	0	0
Grade 4 English	90	19	4	7	30	6	9	10	7	11	9	6	2
Grade 4 Spanish*	6	2	0	1	3	1	0	0	2	0	0	0	0
Grade 5 English	109	52	7	8	67	1	6	9	4	7	5	3	7
Grade 5 Spanish*	5	2	1	1	4	0	1	0	0	0	0	0	0

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	84	40.5%	8.3%	9.5%	58.3%	14.3%	14.3%	8.3%	2.4%	1.2%	1.2%	0.0%	0.0%
Grade 3 Spanish*	24	66.7%	0.0%	4.2%	70.8%	0.0%	4.2%	12.5%	8.3%	4.2%	0.0%	0.0%	0.0%
Grade 4 English	90	21.1%	4.4%	7.8%	33.3%	6.7%	10.0%	11.1%	7.8%	12.2%	10.0%	6.7%	2.2%
Grade 4 Spanish*	6	33.3%	0.0%	16.7%	50.0%	16.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%
Grade 5 English	109	47.7%	6.4%	7.3%	61.5%	0.9%	5.5%	8.3%	3.7%	6.4%	4.6%	2.8%	6.4%
Grade 5 Spanish*	5	40.0%	20.0%	20.0%	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Domain 1 Science

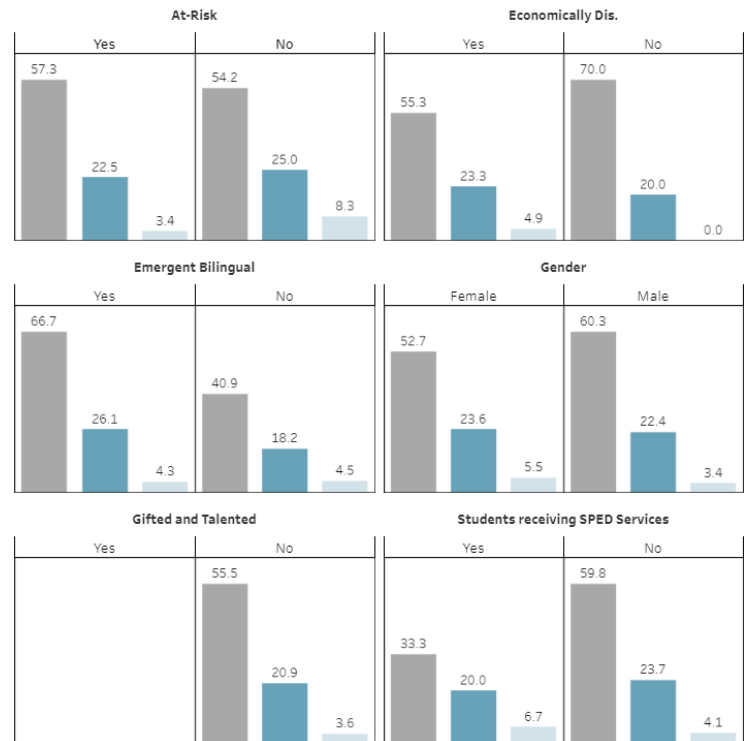
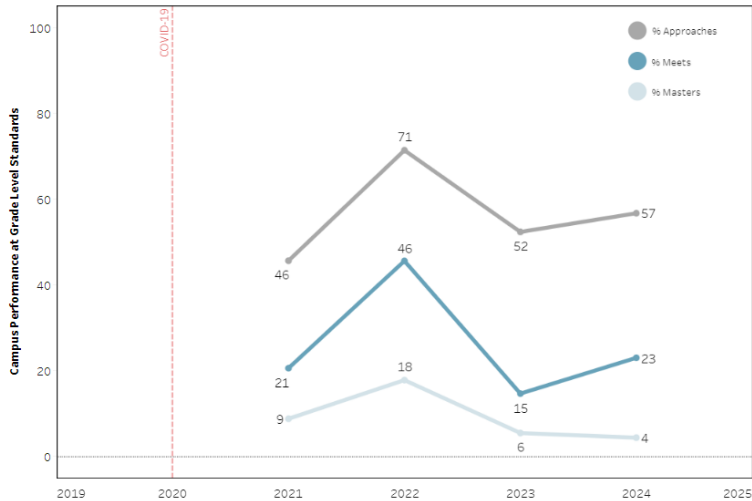
Hines -Caldwell 3 Year SCIENCE STAAR Historical Data

5th Science 2022	5th Science 2022	5th Science 2022	5th Science 2022
Perf. Level	Approaches	Meets	Masters
#	69	43	15
Total #	98	98	98
Points for Domain 1 (All grades, All subjects)	70%	44%	15%
Domain 1 Score	43%	C	

5th Science 2023	5th Science 2023	5th Science 2023	5th Science 2023
Perf. Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
#	56	15	6
Total #	100	100	100
Points for Domain 1 (All grades, All subjects)	56%	15%	6%
Domain 1 Score	26%	F	

5th Science Spring 2024 STAAR DATA	5th Science Spring 2024 STAAR DATA	5th Science Spring 2024 STAAR DATA	5th Science Spring 2024 STAAR DATA	5th Science Spring 2024 STAAR DATA
Perf. Level	DNM	Approaches	Meets	Masters
#	49	64	26	5
Total #	113	113	113	113
Points for Domain 1 (All grades, All subjects)	43%	57%	23%	4%
Domain 1 Score	28%		F	

Science Breakdown Sub Pops



Historical TELPAS Data

	SY 23-24	SY 22-23	SY 21-22
Level ▼	# of students ▼	# of stu ▼	# of stu ▼
Beginning	75	76	68
Intermediate	117	133	121
Advanced	104	124	134
Advanced High	75	33	67
Total # of students	337	366	390

TELPAS Breakdown by Grade Level

Campus TELPAS Scores 2021-2022 By Grade Level						
	K	1st	2nd	3rd	4th	5th
Beginning	66%	40%	2%	0%	5%	5%
Intermediate	26%	38%	44%	28%	36%	17%
Advanced	4%	15%	35%	46%	46%	58%
Advanced High	4%	7%	20%	25%	25%	20%

Campus TELPAS Scores 2022-2023 By Grade Level						
	K	1st	2nd	3rd	4th	5th
Beginning	60%	43%	12%	4%	8%	10%
Intermediate	23%	40%	62%	36%	32%	25%
Advanced	15%	11%	25%	45%	51%	49%
Advanced High	2%	6%	2%	15%	9%	17%

Campus TELPAS Scores 2023-2024 By Grade Level						
	K	1st	2nd	3rd	4th	5th
Beginning	64%	62%	6%	5%	4%	3%
Intermediate	25%	21%	65%	57%	28%	19%
Advanced	11%	8%	22%	32%	49%	50%
Advanced High	0	8%	8%	5%	19%	28%

TELPAS Writing Data

2023

TELPAS Writing	KG	1st	2nd	3rd	4th	5th
Beginning	100%	79%	80%	22%	10%	0%
Intermediate	0%	14%	20%	39%	60%	24%
Advanced	0%	7%	0%	30%	30%	71%
Advanced High	0%	0%	0%	9%	0%	5%

2024

TELPAS Writing	KG	1st	2nd	3rd	4th	5th
Beginning	73%	72%	40%	32%	15%	10%
Intermediate	16%	19%	30%	47%	26%	32%
Advanced	11%	2%	28%	21%	50%	38%
Advanced High	0%	7%	2%	0%	9%	20%

Data Synopsis

- 49% of students in 3rd -5th grade scored at the Meets Level on Reading STAAR
- 20% of students in 3rd-5th grade scored at the Masters Level on Reading STAAR
- 38% of students in 3rd-5th grade scored at the Meets Level on Math STAAR
- 12% of students in 3rd-5th grade scored at the Masters Level on Math STAAR
- 23% of 5th grade students performed at the Meets Level on Science STAAR
- 4% of 5th grade students performed at the Masters Level on Science STAAR
- All growth targets were met for Reading and Math STAAR for all sub groups as defined by TEA Domain 3 accountability.
- All subgroup achievement targets were met for Reading as defined by TEA Domain 3 accountability.
- No subgroups met the achievement targets for Math as defined by TEA Domain 3 accountability.
- 2nd-5th grade students performed at the at the 54th percentile for growth on the EOY NWEA Reading assessment. Emergent Bilingual students performed at the 57th percentile for growth on the EOY NWEA Reading assessment. Special Education students performed at the 35th percentile for growth on the EOY NWEA Reading assessment.
- 2nd -5th grade students performed at the at the 48th percentile for growth on the EOY NWEA Math assessment. Emergent Bilingual students performed at the 47th percentile for growth on the EOY NWEA Math assessment. Special Education students performed at the 44th percentile for growth on the MOY NWEA Math assessment.
- 2nd-5th grade students performed at the 58th percentile for growth on the EOY NWEA Science Assessment. Emergent Bilingual students performed at the 57th percentile for growth on the MOY NWEA Math assessment. Special Education students performed at the 54th percentile for growth on the MOY NWEA Science assessment.
- 55% of K-5th grade students met their growth proficiency on TELPAS. The target (49%) was exceeded as defined by TEA Domain 3 accountability.
- 25% of Kindergarten and 1st grade students perform at or above benchmark for the EOY Dibels Assessment
- 32% of Kindergarten and 1st grade students perform at or above benchmark for the EOY Lectura Assessment
- 89 % of Pre-Kindergarten students performed at the proficient level or higher on CIRCLE EOY (Reading Skills)
- 93% of Pre-Kindergarten students performed at the proficient level or higher on CIRCLE EOY (Math Skills)
- 80% of our students receiving Special Education Services showed progress toward their IEP goals as measured by 3 weeks progress notes.

Needs related to improving the quality of instruction

Improve quality of instruction in all subjects, specifically Domain II (spot observation form)

Close learning gaps for special population students (Emergent Bilingual, Special Education, African American)

2023-2024 IRT Walk Data:

IRT Walk 1- 11.42

IRT Walk 2- 9.14

IRT Walk 3- 10.38

IRT Walk 4- NA

System evaluation (philosophy, processes, implementation, capacity)

Build teacher leader capacity through on the spot coaching and feedback.

Calibration and alignment of all leaders through weekly leadership meeting and bi-monthly team walks.

Data tracking system alignment and adjustments

Small Group Instruction Alignment

Adjustments to PLC structures and systems (content and grade level planning)

Alignment of schoolwide PBIS systems and implementation

School Action Plan Template

KEY ACTION ONE	Key Action Based on the campus needs assessment, we will improve the quality of instruction in Reading and Writing to increase the number of students performing at or above grade level.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • By February 2025, 32% of teachers will score at least a 4/6 under the Engage and Deliver section of the spot observation form for campus spot observations and 65% by May 2025. • By February 2025, 20% of K-1st grade students will perform at or above benchmark on DIBELS and 31% by May 2025. By February 2025, 30% of K-1st grade students will perform at or above benchmark on LECTURA and 38% by May 2025. By May 2025, 95% of Pre-Kindergarten students will perform at the proficient level or higher on CIRCLE EOY (Reading Skills). • By January 2025, 2nd -5th grade students will perform at the 54th percentile or higher for conditional growth on the MOY NWEA Reading Assessment and 60th percentile or higher by May 2025. • By January 2025, 45% of 3rd through 5th grade students will receive a 2 on the SCR given on the DOL according the TEA rubric, and by May 2025, 60% of 3rd through 5th grade students will receive a 2 on the SCR given on the DOL according the TEA rubric.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> • All instructional leaders will facilitate professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder. • All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders. • Leaders will provide on the spot coaching for teachers and document on the spot coaching via the spot observation form. Leaders will calendar professional development in the summer planning document. Adjustments to professional development will be made based on campus needs. Sign in sheets and agendas will be maintained in the campus binder. • All instructional leaders will provide ongoing professional development around the campus instructional frameworks. • Leaders will review student writing samples and strategies (DOLs/Assessments) during professional learning communities to discuss misconceptions and student supports needed to increase mastery. Student writing portfolios with rated writings will be maintained by the content teacher. • Leaders will participate in calibration walks to improve vertical alignment and analyze teacher reinforcement and refinement areas. • Leaders will provide phonics routines to be aligned across Pre-K through 1st grade classrooms. Pre-Service plans and sign in aligned to this expectation will be keep by the campus. • Leaders will provide professional development for the campus wide PBIS system to decrease out of school suspensions. Pre-Service plans and sign in aligned to this expectation will be keep by the campus. • Leaders will facilitate bi-weekly Falcon Pride celebrations. Celebrations will be calendared via Outlook.

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

- Teachers will attend professional learning communities weekly and implement training provided (spot observation feedback will indicate training implementation).
- Teacher will implement feedback given right away (spot observation feedback will indicate training implementation).
- Teachers will review student writing samples and strategies during professional learning communities to discuss misconceptions and student supports needed to increase mastery. Teachers will maintain student writing portfolios.
- Teachers will track student demonstration of learning and assessments to develop action plans with leadership to improve student outcomes.
- Teachers will meet with content partners to internalize and customize lesson outside of the administrator led PLC. Content lead teachers will submit sign in sheets to the content administrator.
- Teachers will participate in after school learning labs based on spot observation data collected.
- Teachers will participate in campus wide PBIS systems professional development. Pre-Service plans and sign in aligned to this expectation will be kept by the campus.
- Teachers will add Domain 3 to their goal setting plans to align the campus PBIS initiative.
- Teacher will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.
- All Reading/ELA and Social Studies teachers in grades 2-5 will assign a minimum of one writing task using the RACE strategy per week (modified strategy for grades 2). Reading/ELA and Social Studies teachers in grades 3-5 will use the Grades 3-5 RLA Constructed Responses Scoring Guide to rate students' responses and provide feedback.

Key Action One: Based on the campus needs assessment, we will improve the quality of instruction in Reading to increase the number of students performing at or above grade level.

Who: All teachers and staff

What: Domain II, Instructional Frameworks, Planning and Customization of lessons

When: August 2024-June 2025

Where: Hines Caldwell Elementary (professional learning communities space, teacher classrooms)

Budget	Proposed item	Description	Amount
	Staff development	Leader and teacher led	0.00
	Materials/resources	Flocabulary site license, Scholastic News Subscription, Pear Deck License, IXL site license, pens, chart paper, highlighters, chart paper markers	500
	Purchased services	Flocabulary site license, Scholastic News Subscription, Pear Deck License	7000
	Other	August Preservice Refreshments	2,000
	Other		
	TOTAL		9,500
Funding sources: Title I Fund, Bilingual Fund, General Fund			

KEY ACTION TWO	Key Action Based on the campus needs assessment, we will improve the quality of instruction in Math to increase the number of students performing at or above grade level.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> By February 2025, 32% of teachers will score at least a 4/6 under the Engage and Deliver section of the spot observation form for campus spot observations and 65% by May 2025. By February 2025, 63% and 98% by May 2025 of Pre-K grade students will perform at the proficient level or higher on CIRCLE EOY (Math Skills). By January 2025, K -5th grade students will perform at the 48th percentile or higher for conditional growth on the MOY NWEA Math Assessment and 55th percentile or higher by May 2025. By June 2025, students performing at the MEETS level for Math STAAR will increase from 38% to 44%, students performing at the MASTERS level for Math STAAR will increase from 12% to 18%, and the amount of students that do not meet standard on the Math STAAR will decrease from 30% to 24%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> All instructional leaders will facilitate professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder. All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders. Leaders will provide on the spot coaching for teachers and document on the spot coaching via the spot observation form. Leaders will calendar professional development in the summer planning document. Adjustments to professional development will be made based on campus needs. Sign in sheets and agendas will be maintained in the campus binder. All instructional leaders will provide ongoing professional development around the campus instructional frameworks. Leaders will review student Math strategies (DOLs/assessments) during professional learning communities to discuss misconceptions and student supports needed to increase mastery. Leaders will participate in calibration walks to improve vertical alignment and analyze teacher reinforcement and refinement areas. Leaders will provide professional development for the campus wide PBIS system to decrease out of school suspensions. Pre-Service plans and sign in aligned to this expectation will be kept by the campus. Leaders will facilitate bi-weekly Falcon Pride celebrations. Celebrations will be calendared via Outlook.

	<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 attend professional learning communities weekly and implement training provided (spot observation feedback will indicate training implementation).. • Teacher will implement feedback given right away (spot observation feedback will indicate training implementation). • Teachers will review student Math strategies (DOLs/assessments) during professional learning communities to discuss misconceptions and student supports needed to increase mastery. Teacher will maintain student strategy portfolio for each student. • Teachers will track student demonstration of learning and assessments to develop action plans with leadership to improve student outcomes. • Teachers will meet with content partners to internalize and customize lesson outside of the administrator led PLC. Content lead teachers will submit sign in sheets to the content administrator. • Teachers will participate in after school learning labs based on spot observation data collected. • Teachers will participate in campus wide PBIS systems professional development. Pre-Service plans and sign in aligned to this expectation will be keep by the campus. • Teachers will add Domain 3 to their goal setting plans to align the campus PBIS initiative. • Teacher will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.
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	<p>Key Action Two: Based on the campus needs assessment, we will improve the quality of instruction in Math to increase the number of students performing at or above grade level.</p>		
	Who: All teachers and staff		
	What: Domain II, Instructional Frameworks, Planning and Customization of lessons		
	When: August 2024-June 2025		
	Where: Hines Caldwell Elementary (professional learning communities space, teacher classrooms)		
Bud	Proposed item	Description	Amount
	Staff development	Leader and teacher led	0.00

get	Materials/resources	Flocabulary site license, Pear Deck License, IXL site license, pens, chart paper, highlighters, chart paper markers	1, 000
	Purchased services	Flocabulary site license, Scholastic News Subscription, Pear Deck License	5, 000
	Other		
	Other		
	TOTAL		6,000
Funding sources: Title I Fund, Bilingual Fund, General Fund			

KEY ACTION ON THREE E	Key Action Based on the campus needs assessment, we will improve the quality of instruction in Science to increase the number of students performing at or above grade level.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> By February 2025, 32% of teachers will score at least a 4/6 under the Engage and Deliver section of the spot observation form for campus spot observations and 65% by May 2025. By January 2025, 57% of 2nd-5th grade students will meet their conditional growth goals on MOY NWEA MAP and by May 2025, 65% of students will meet their conditional growth goals on EOY NWEA MAP. By June 2025, students performing at the MEETS level for Science STAAR will increase from 23% to 29%. By June 2025, students performing at the MASTERS level for Science STAAR will increase from 4% to 10%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> All instructional leaders will facilitate professional learning communities weekly to assist with lesson planning and customization. PLC sign in sheets will be maintained in the campus PLC binder. All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders. Leaders will provide on the spot coaching for teachers and document on the spot coaching via the spot observation form. Leaders will calendar professional development in the summer planning document. Adjustments to professional development will be made based on campus needs. Sign in sheets and agendas will be maintained in the campus binder. All instructional leaders will provide ongoing professional development around the campus instructional frameworks. Leaders will review student DOL samples (DOLs/assessments) during professional learning communities to discuss misconceptions and student supports needed to increase mastery. Leaders will participate in calibration walks to improve vertical alignment and analyze teacher reinforcement and refinement areas. Leaders will provide professional development for the campus wide PBIS system to decrease out of school suspensions. Pre-Service plans and sign in aligned to this expectation will be kept by the campus. Leaders will facilitate bi-weekly Falcon Pride celebrations. Celebrations will be calendared via Outlook. The leadership team will conduct training on the RLA Constructed Response Scoring Guide for all core content teachers in grades 1-5 during August Pre-Service; will monitor implementation of the RACES strategy for constructed response in RLA, Social Studies and Science classes; oversee the collection of student writing samples

	Materials/resources	Flocabulary site license, Scholastic News Subscription, Pear Deck License, Stemscopes site license, IXL site license, pens, chart paper, highlighters, chart paper markers	1,000
	Purchased services	Flocabulary site license, Scholastic News Subscription, Pear Deck License , Stemscopes License	2,000
	Other		
	Other		
	TOTAL		3,000
Funding sources: Title I Fund, Bilingual Fund, General Fund			

KEY ACTION N FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Based on the campus Needs Assessment, Close learning gaps for Emergent Bilingual Students.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • By May 2025, 60% of Emergent Bilingual students will reach the achievement target in Math as defined by TEA Domain 3 accountability. • 60% percentage of students in grades K-5 will increase one proficiency level on TELPAS Reading by March 2025. • By Jan 2025 2nd -5th grade Emergent Bilingual students will perform at the 54th percentile or higher for conditional growth on the MOY NWEA Reading Assessment and by EOY May 2025, students will perform at the 69th percentile or higher for conditional growth on the EOY NWEA Reading Assessment. • By Jan 2025 K -5th grade Emergent Bilingual students will perform at the 48th percentile or higher for conditional growth on the MOY NWEA Reading Assessment By May 2025, K -5th grade Emergent Bilingual students will perform at the 54th percentile or higher for conditional growth on the EOY NWEA Math Assessment.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> • The leaders will provide PLC sessions to assist teachers with designated supports for identified students. PLC sign in sheets will be maintained in the campus PLC binder. • All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders. • Language Development Coach will facilitate professional development sessions on the content- based language instruction (CBLI) during August Pre-service and follow-up PLC meetings throughout the school year. Pre-Service plans and sign in aligned to this expectation will be keep by the campus. • LPAC Administrator will facilitate data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and Summative assessment window and set specific targets for students and action steps to align with campus goals.

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

- Teachers will participate in PLC sessions to learn best practices around designated supports for emergent bilingual students. PLC sign in sheets will be maintained in the campus PLC Binder. Spot observation feedback will indicate training implementation).
- Teachers will ensure designated supports are provided and implemented daily during instruction (spot observation feedback will indicate training implementation).
- Teacher will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.
- Teachers will receive resources on how to differentiate questioning for students based on TELPAS Proficiency Levels.
- Teachers will ensure students use digital interventions such as K-12 summit to practice English proficient skills for all domains.
- All teachers will use the CBLI strategies in all content areas and enrichment classes (spot observation feedback will indicate training implementation).
- Bilingual and ESL teachers will implement the Summit K-12 lessons and monitor the students' Summit usage (minimum of 45 minutes weekly).

	Key Action Four: Based on the campus Needs Assessment, Close learning gaps for Emergent Bilingual Students.		
	Who: All teachers and staff		
	What: Domain II, Instructional Frameworks, Planning and Customization of lessons, Designated Supports/Accommodations Implementation, language supports, CBLI strategy implementation		
	When: August 2024-June 2025		
	Where: Hines Caldwell Elementary (professional learning communities space, teacher classrooms)		
Bud get	Proposed item	Description	Amount
	Staff development	Leader and teacher led	0.00
	Materials/resources	Flocabulary site license, Scholastic News Subscription, Pear Deck License, Stemsscopes site license, IXL site license, pens, chart paper, highlighters, chart paper markers	200
	Purchased services	Flocabulary site license, Scholastic News Subscription, Pear Deck License , Stemsscopes License	3,000
	Other	K-12 Summit	0.00
	Other		
	TOTAL		3,200
	Funding sources: Title I Fund, Bilingual Fund, General Fund		

KEY ACTION FIVE	Key Action <i>(Briefly state the specific goal or objective.)</i> Based on the campus Needs Assessment, Close learning gaps for special education students.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • 80% of our students receiving Special Education services will show progress towards their IEP goals, as measured by 3-weeks' progress notes at MOY. • 87% of our students receiving Special Education services will show progress towards their IEP goals, as measured by 3-weeks' progress notes at EOY. • Campus is 100% compliant on ARD meetings and other district monitoring criteria. Campus will be rated at the proficient level or higher as it aligns to the district Special Education Rubric. 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs. • 60% of our students receiving Special Education services will meet their projected growth on NWEA MAP EOY assessments.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> • The special education chair will provide professional development around Special Education Services to all staff members. Pre-Service plans and sign in aligned to this expectation will be kept by the campus. • The leaders will provide PLC sessions to assist teachers with designated supports and accommodations for identified students. PLC sign in sheets will be maintained in the campus PLC binder. • The principal and special education chair will conduct unannounced visits to check IEP implementation. Email feedback and next steps will be provided to the teachers visited. • The principal will hold monthly check in meetings with the Special Education Team to discuss compliance and student progress. Sign in sheets and agendas will be maintained in the Special education folder. • All appraisers will analyze spot observation data during weekly leadership meetings to provide differentiated teacher support. Teacher progression of spots will be maintained via the shared drive for campus leaders. • Principal and Special Education Chair will collaborate to ensure timely completion of progress monitoring reports every 3 weeks. Sign in sheets and agendas will be maintained in the Special education folder.

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

- Teachers will participate in PLC sessions to learn best practices around designated supports and accommodations for identified students. PLC sign in sheets will be maintained in the campus PLC Binder spot observation feedback will indicate training implementation).
- Special Education teachers will implement feedback into instruction received from spot observation form immediately (spot observation feedback will indicate training implementation).
- Teachers will ensure accommodations are provided and implemented daily during instruction (spot observation feedback will indicate training implementation).
- Teacher will track DOLs daily and provide small group intervention for students performing below grade level and enrichment for students performing at or above grade level.

	Key Action Five: Based on the campus Needs Assessment, Close learning gaps for special education students		
	Who: All teachers and staff		
	What: Domain II, Instructional Frameworks, Planning and Customization of lessons, Designated Supports/Accommodations Implementation, language supports, CBLI strategy implementation		
	When: August 2024-June 2025		
	Where: Hines Caldwell Elementary (professional learning communities space, teacher classrooms)		
Budget	Proposed item	Description	Amount
	Staff development	Leader and teacher led	0.00
	Materials/resources	Flocabulary site license, Scholastic News Subscription, Pear Deck License, Stemsscopes site license, IXL site license, pens, chart paper, highlighters, chart paper markers	200
	Purchased services	Flocabulary site license, Scholastic News Subscription, Pear Deck License , Stemsscopes License	3,000
	Other		
	Other		
	TOTAL		3,200
	Funding sources: Title I Fund, Bilingual Fund, General Fund		