

# **2024-2025 Action Plan**



**Looscan Elementary School**

**Anna Montalvo**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data

- 53% of students in kindergarten-4<sup>th</sup> grade are reading well below graphed level.
- 1<sup>st</sup> grade reading Dibels showed low achievement (73%) and low growth (8 percentile points).
- Based on mid year map data 53% of 4<sup>th</sup> grade students are performing at low achievement (17<sup>th</sup>-40<sup>th</sup> percentile)

## Needs related to improving the quality of instruction

Based on our IRT walks, Domain 2 has been identified as an area for development and continual support for Looscan ES



## System evaluation (philosophy, processes, implementation, capacity)

Based on Looscan ES stakeholder's feedback, we will empower teachers to communicate skills and activities that students are completing in class. Teachers will post a monthly newsletter and a minimum of two posts on Classdojo. This will increase parental involvement, and positive teacher contact.

## School Action Plan

<p style="text-align: center;"><b>KEY ACTION ONE</b></p>	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>ARDs for students with IEPs will be held on time and the principal or assistant principal will participate in ARDs during the 2024-2025 school year.</p>
	<ul style="list-style-type: none"> <li>● By the end of the first semester, 100% of campus ARDs are held on or before the deadline.</li> <li>● Ensure that 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.</li> <li>● The principal or assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.</li> </ul> <p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>● Campus Administrators will meet with the Special Education Department Chair to ensure that she schedules ARD meetings at least 5 days in advance and ensure all participants are able to attend the ARD meeting as scheduled.</li> <li>● Campus Administrators will monitor the Campus Compliance Dashboard in EasyIEP.</li> <li>● Review records of newly enrolled students and begin services if the student has an IEP.</li> <li>● Maintain campus ARD tracker to ensure all ARDs are held on time and with required members.</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>● Special Education Department Chair to ensure that she schedules ARD meetings at least 5 days in advance and ensure all participants are able to attend the ARD meeting as scheduled.</li> <li>● Campus Administrator will attend all ARD meetings and ensure that all meetings are scheduled correctly and conducted in the correct manner.</li> <li>● Campus Administrator will monitor the Weekly Compliance reports provided by District personnel, Mr. Winston Chambers to ensure weekly compliance reports remain at 100% for ARD deadlines.</li> </ul>

	<b>Key Action One:</b> ARDs for students with IEPs will be held on time and the principal or assistant principal will participate in ARDs during the 2024-2025 school year\.		
<b>Staff Devel.</b>	<b>Who:</b> Principal, Assistant Principal, Special Education Chairperson, content Teacher Leaders		
	What: SPED weekly compliance reports		
	When: <ul style="list-style-type: none"> <li>• Weekly ARD meetings</li> <li>• SPED Weekly Compliance Reports</li> </ul>		
	Where: Looscan ES PLC room, Room 1		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	HISD District Curriculum Department	0
	Materials/resources	HISD District Curriculum	0
	Purchased services	None	0
	Other		
	Other		
	<b>TOTAL</b>		0
	Funding sources:		

<b>KEY ACTION  TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> Looscan Elementary improves English proficiency for Emergent Bilingual students.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• By June 2025, 39% of students who grew one level of Proficiency, defined as SY23-24 composite to 45% for SY24-25 composite on TELPAS.</li> <li>• By district PEIMS resubmission date, at least 95% of Emergent Bilingual (EB) students are identified and placed in appropriate instructional settings within the required timeframe, with no delays or errors in the process before PEIMS snapshot.</li> <li>• By May 2025, all eligible students for the campus will complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents to TEA.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Review potential emergent bilingual list provided by the multilingual department for identifying students who need to test EB identification assessment (PreLAS/LAS links) before district snapshot date.</li> <li>• Pull current student’s composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.</li> <li>• Establish strong and clearly defined systems on respective campuses for identification, enrollment, scheduling, and monitoring coding for all EB students.</li> <li>• Feedback from administrators to enhance the quality of instruction that drives Spanish and English scaffolds.</li> </ul>

	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Participate in weekly PLC's that focus directly on making data driven decisions within the classroom.</li> <li>• Provide rosters of scholars that are not meeting intended goals and utilize the reteaching plan.</li> <li>• Engage in weekly PLC's to create intentional LSAE Reteach slides to best support our students.</li> </ul>
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	<p><b>Key Action Two:</b> Looscan Elementary improves English proficiency for Emergent Bilingual students.</p>		
<b>Staff Devel.</b>	Who: Administrators/Teachers		
	What: School Administrators will ensure to strengthen lesson planning practices for EB students through internalization of lesson and DEMO day.		
	When: -Planning sessions will be held during PLC, At Bats will be held during Demo Days, and professional development will be during staff development days.		
	Where: - Looscan ES PLC room and teacher classrooms for Demo Days - Looscan ES cafeteria for staff development days		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Train and build an understanding of the BOY, MOY, and EOY course assessment, including the type and style of questions, the content being tested within a timeframe, and how to prepare lessons that fully support student comprehension of the concepts taught.	0
	Materials/resources	View Sonic, PowerPoint slides, pens, response cards	0
	Purchased services	No	0
	Other		0

	Other		
	<b>TOTAL</b>		0
	Funding sources:		

<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> Improve Math proficiency in Kindergarten through 5th grade
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• In grades K -5<sup>th</sup>, the scores will grow by 5 percentage points on the Math Assessment, measured by the NWEA MAP, from 31% to 36% on the MOY NWEA assessment.</li> <li>• In the 2024-2025 school year, the number of students in grades 3rd-5th achievement Meets, as measured by the Math STAAR Assessment, will increase by 5% points from 45% in June 2024 to 50% in June 2025.</li> <li>• In grades 2nd-5th 90% of students will have an average of 3 weekly in grade level Zearn lessons completed, as evidenced by the Zearn lesson completion report during the first semester.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• School administrators will create a schedule with allotted time for Zearn lessons.</li> <li>• During PLC's, student data (Zearn reports) will be reviewed and discussed with K-5 grade teachers to discuss misconceptions, trends, areas of weakness, areas of strength, and intervention opportunities.</li> <li>• Train teachers on Zearn Math for Texas curriculum.</li> <li>• Observe Zearn Math lesson implementation and provide ongoing feedback.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Teachers will access Zearn reports to monitor their students lesson progress and Power Alerts to have data and create action plans.</li> <li>• Teachers will track, monitor and display student progress of Zearn lessons.</li> <li>• Implement Zearn Math for Texas with fidelity using personalized lesson internalizations.</li> <li>• Track and monitor student progress through 3rd and 6th week assessments and NWEA MAP data.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hold student-teacher conferences to share individual data and students keep track of it in their ‘Student Data’</li> </ul>
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	<b>Key Action Three:</b> Improve Math proficiency in Kindergarten through 5th grade		
<b>Staff Development</b>	Who: Current Administrators (Principal, AP)		
	What: School administrators will debrief on how NWEA works and how to train teachers on the practice website during the last week of August so students are ready for the assessment at BOY. During PLC’s teachers will review data from NWEA along with data from different digital platforms (Zearn, ST Math) to find ways to improve the delivery of instruction. Teachers will be trained on: <ul style="list-style-type: none"> <li>• Zearn reports</li> <li>• NWEA Map testing/reports</li> <li>• All-In Program</li> </ul>		
	When:  August Preservice Weekly PLCs Calibration Walks – October, November, December, January, February, March, May		
	Where: Looscan ES		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	On The Spot Coaching, PLC preparation, PD guidance and practice (At-Bats) w/Admin	0
	Materials/resources	Zearn Prizes for Challenge	\$100
	Purchased services	none	0



	<b>TOTAL</b>	0
	Funding sources:	