

2024 -2025 School Action Plan

James A. Montgomery Elementary



Camila E. Fuller
Principal

NEEDS ASSESSMENT

Needs related to Student Achievement

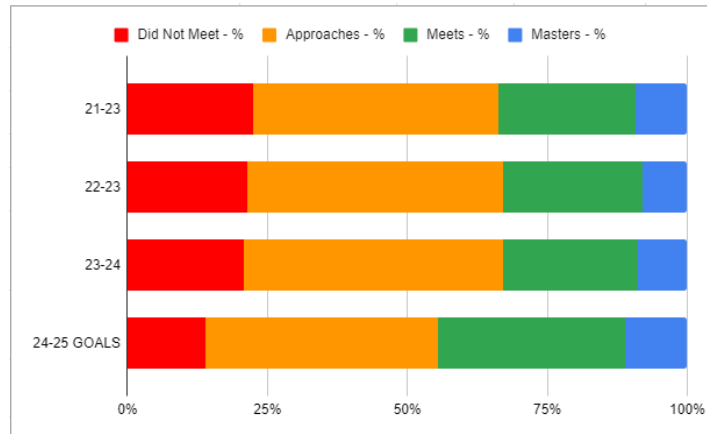
Based on the provided data from STAAR, Telpas, MAP, and DIBELS assessments, it's clear that there are significant challenges in Reading, Math and Science as well as english language proficiency growth and Special Education services:

STAAR

Historical Summary

Montgomery has maintained the same ranges for Approaches, Meets and Masters for the past 3 years.

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
21-23	All	34	66	37	14
22-23	All	32	68	37	12
23-24	All	31	69	36	13
24-25 GOALS	All	25	75	60	20



Math STAAR

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
Spring 2021	3	55	45	18	8
Spring 2022	3	37	63	42	19
Spring 2023	3	34	66	31	5
Spring 2024	3	39	61	27	7

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
Spring 2021	4	53	37	14	4
Spring 2022	4	34	66	25	5
Spring 2023	4	33	67	38	13
Spring 2024	4	35	65	29	10

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
Spring 2021	5	53	37	14	
Spring 2022	5	34	66	25	18
Spring 2023	5	33	67	38	22
Spring 2024	5	35	65	29	10

READING STAAR

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
Spring 2021	3	60	40	18	3
Spring 2022	3	24	76	53	24
Spring 2023	3	33	67	33	5
Spring 2024	3	51	49	20	5

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
Spring 2021	4	55	45	11	2
Spring 2022	4	37	63	29	10
Spring 2023	4	28	72	34	13
Spring 2024	4	28	72	36	12

Year	Grade	Did Not Meet - %	Approaches - %	Meets - %	Masters - %
Spring 2021	5				
Spring 2022	5	35	65	30	14
Spring 2023	5	31	69	31	9
Spring 2024	5	20	80	46	21

WRITING STAAR

- There were 4% gains between 2023-2024 in 5th grade writing scoring 0-2 points
- 16.5% Improvement in 4th grade between 2023-2024
- Large percentage of 3rd graders (84.7%) scored 0-2.

2024

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	59	66.1%	10.2%	8.5%	84.7%	6.8%	3.4%	3.4%	1.7%	0.0%	0.0%	0.0%	0.0%
Grade 3 Spanish*	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 4 English	50	36.0%	8.0%	10.0%	54.0%	8.0%	4.0%	2.0%	8.0%	14.0%	4.0%	4.0%	2.0%
Grade 4 Spanish*	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 5 English	61	54.1%	8.2%	1.6%	63.9%	6.6%	4.9%	11.5%	3.3%	4.9%	4.9%	0.0%	0.0%
Grade 5 Spanish*	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

2023

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	60	60.0%	3.3%	11.7%	75.0%	1.7%	23.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 3 Spanish*	8	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 4 English	61	60.7%	0.0%	9.8%	70.5%	1.6%	4.9%	9.8%	9.8%	0.0%	3.3%	0.0%	0.0%
Grade 4 Spanish*	4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 5 English	64	46.9%	7.8%	12.5%	67.2%	7.8%	12.5%	6.3%	3.1%	0.0%	1.6%	1.6%	0.0%
Grade 5 Spanish*	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

2024 STAAR Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		-	-	
Student Achievement		-	-	0%
STAAR Performance	39	-	-	
College, Career and Military Readiness		-	-	
Graduation Rate		-	-	
School Progress		-	-	70%
Academic Growth	72	-	-	✓
Relative Performance (Eco Dis: 98.1%)		-	-	
Closing the Gaps	41	-	-	30%

Based on the STAAR 2024 summary, student achievement Domain I and Domain III closing the gaps are the campus priorities for the 2024-25 school year.

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	69%	69%	68%	0%	-	-	-	100%	68%
At Meets GL Standard or Above	36%	40%	34%	0%	-	-	-	29%	36%
At Masters GL Standard	13%	19%	11%	0%	-	-	-	14%	14%
Number of Tests									
At Approaches GL Standard or Above	273	76	190	0	-	-	-	7	267
At Meets GL Standard or Above	141	44	95	0	-	-	-	2	139
At Masters GL Standard	53	21	31	0	-	-	-	1	53
Total Tests	397	110	278	2	-	-	-	7	391
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	71%	72%	71%	0%	-	-	-	100%	71%
At Meets GL Standard or Above	40%	43%	39%	0%	-	-	-	33%	40%
At Masters GL Standard	16%	21%	14%	0%	-	-	-	33%	17%
Number of Tests									
At Approaches GL Standard or Above	121	34	84	0	-	-	-	3	118
At Meets GL Standard or Above	68	20	47	0	-	-	-	1	67
At Masters GL Standard	28	10	17	0	-	-	-	1	28
Total Tests	170	47	119	1	-	-	-	3	167
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	69%	68%	69%	0%	-	-	-	100%	68%
At Meets GL Standard or Above	37%	43%	35%	0%	-	-	-	33%	37%
At Masters GL Standard	13%	21%	10%	0%	-	-	-	0%	13%
Number of Tests									
At Approaches GL Standard or Above	117	32	82	0	-	-	-	3	114
At Meets GL Standard or Above	63	20	42	0	-	-	-	1	62
At Masters GL Standard	22	10	12	0	-	-	-	0	22
Total Tests	170	47	119	1	-	-	-	3	167

The accountability report shows a gap in achievement for Hispanic students in Reading and Math. 35% of Hispanic students are at meets and 10% are at masters in Math compared to 21% for African American Students.

In Reading, there is also a gap in STAAR for meets and masters for Hispanic Students. The gap increases if the student is an emergent bilingual student.

When compared to the average for white students in Texas, the students at Montgomery are below.

When looking at Domain III (closing the gaps) we notice a slight improvement from 2023-2024. African American students grew from 38% to 43% in meets and masters. Hispanic students grew from 36% to 39% in Meets or Above.

NWEA MAP

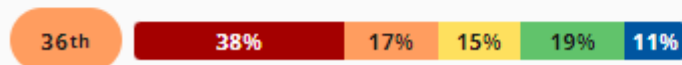
Median and distribution of Campus Growth and Achievement

OVERALL READING

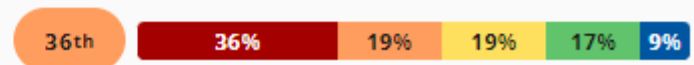
Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Spring 2023-2024 Median and Distribution



OVERALL MATH

Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Spring 2023-2024 Median and Distribution



OVERALL SCIENCE

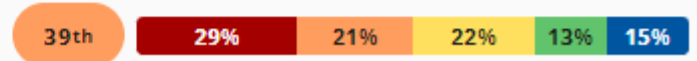
Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution



Achievement Spring 2023-2024 Median and Distribution



MAP Math by grade level

- Overall School Performance: 34% (118) of students performed in the 1st - 20th percentile for MAP Math in the EOY last year.
- 25% of overall students are currently in the 61st to 99th percentiles. Given the correlation of MAP with STAAR, this translates to only 25% of students at Montgomery being at the Meets grade level or above category in STAAR Math.

Grade-Level Breakdown:

- 1st grade has 43% of students in the bottom 20 percent in MAP BOY, while 20% are in the 61% to 99% percentiles.
- 4th and 5th grade have 18% and 19% currently meeting grade level standards.

Needs Identified:

- Targeted interventions to address math fluency for students performing in the 1st - 20th percentile.
- Increased student practice of isolated and integrated skills in Math TEKS during tier 1 instruction.

- Professional development for teachers on effective word problem math instruction and explicit modeling of arithmetic and pre-algebraic skills (in 5th grade).

K	<p>Growth Median and Distribution</p> <p>39th 32% 19% 15% 15% 19%</p> <hr/> <p>Achievement Fall 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>47th 11% 28% 40% 17% 4 41st 23% 23% 21% 26% 7%</p>
Grade 1	<p>Growth Median and Distribution</p> <p>37th 30% 25% 16% 22% 7%</p> <hr/> <p>Achievement Fall 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>36th 32% 23% 16% 22% 7% 39th 32% 23% 29% 12% 4</p>
Grade 2	<p>Growth Median and Distribution</p> <p>38th 27% 28% 11% 20% 14%</p> <hr/> <p>Achievement Fall 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>40th 25% 30% 20% 18% 7% 33rd 30% 27% 21% 9% 13%</p>
Grade 3	<p>Growth Median and Distribution</p> <p>63rd 18% 10% 19% 25% 28%</p> <hr/> <p>Achievement Fall 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>21st 44% 30% 17% 2% 7% 31st 40% 18% 18% 17% 7%</p>
Grade 4	<p>Growth Median and Distribution</p> <p>50th 19% 14% 27% 19% 21%</p> <hr/> <p>Achievement Fall 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>25th 46% 17% 12% 17% 8% 34th 40% 21% 12% 21% 6%</p>
Grade 5	<p>Growth Median and Distribution</p> <p>36th 32% 25% 17% 13% 13%</p> <hr/> <p>Achievement Fall 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution</p> <p>39th 37% 15% 13% 23% 12% 33rd 33% 22% 17% 18% 10%</p>

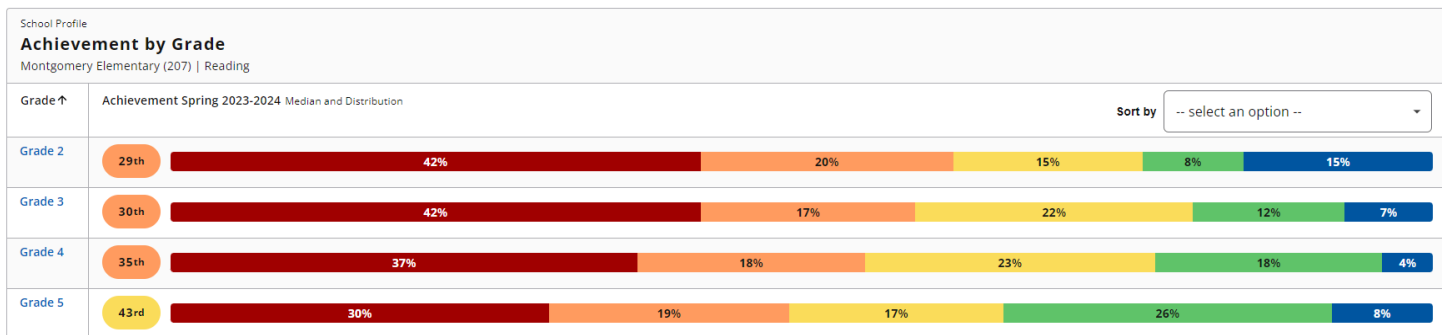
Literacy Proficiency

Needs Identified:

- Science of reading proficiency for teachers to provide high quality phonological awareness and decoding instruction in K-5.
- Consistent small-group instruction and individualized intervention plans and progress monitoring for struggling readers in K-2.
- High quality read/write instruction for 3-5. To increase student achievement in SCR and ECR.
- Family engagement initiatives to promote literacy at home and support students' reading development.

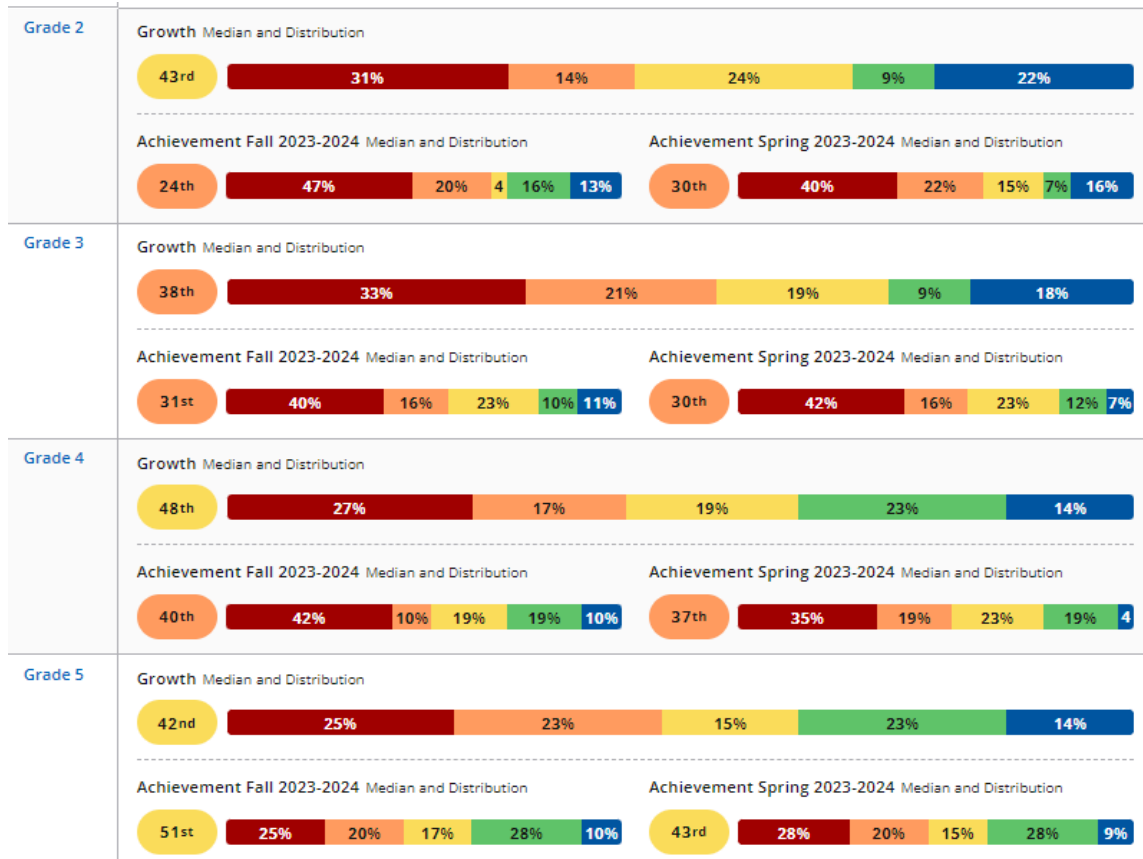
MAP Reading 2-5:

Spring 2023 EOY Achievement



- Third and fourth grade are the top priorities for reading intervention based on the EOY reading data.
- Third grade had 42% of students in the bottom 20th percentile nationally.
- Fourth grade had only 22% of students at the 61st-99th percentiles. At least 40% should be in these categories.

Median and distribution of Grade Level Growth and Achievement



DIBELS Assessment: Significant percentages of Kindergarten and 1st-grade students are performing below benchmark from BOY to MOY.

- 32% of students in K and 1st in the EOY performed at the below or well-below benchmark levels.
- Phonemic Segmentation fluency was the skill students' struggled the most with.

Grade K	Reference Data (Compare these results against a wider population)			
Montgomery Elementary (207)	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	23(39%)	58
	23-24 MOY	<div><div></div><div></div><div></div><div></div></div>	13(22%)	59
	23-24 EOY	<div><div></div><div></div><div></div><div></div></div>	10(17%)	59
Grade 1	Reference Data (Compare these results against a wider population)			
Montgomery Elementary (207)	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	38(55%)	69
	23-24 MOY	<div><div></div><div></div><div></div><div></div></div>	29(44%)	67
	23-24 EOY	<div><div></div><div></div><div></div><div></div></div>	18(30%)	61

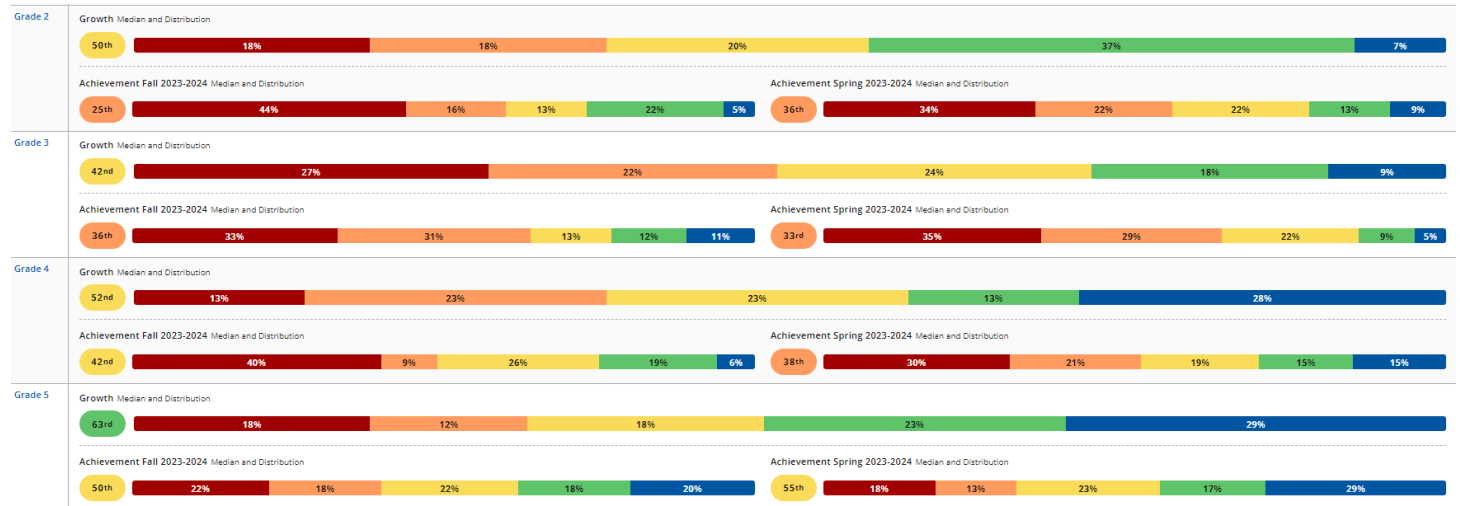
CIRCLE:

- By the EOY, 17% (8/45) Prek students scored not proficient in Math
- By the EOY, 20% (9/45) Prek students scored not proficient in Reading

Returning Pre-k to Kinder Students for 24-25:

MONTGOMERY 24-25 COMPREHENSIVE DATA FILE					Math Proficient 2024								
Student ID	State Unique ID	Last Name	First Name	Grade	Circle BOY Math Proficient 2024	Circle MOY Math Proficient 2024	Circle EOY Math Proficient 2024	Circle BOY Reading Language 2024	Circle MOY Reading Language 2024	Circle EOY Reading Language 2024	Circle BOY Math Proficient 2024	Circle MOY Math Proficient 2024	Circle EOY Math Proficient 2024
2220998	8.944E+09	Roman	Mario	0	0	0	0	Spanish	0	Spanish	0	Spanish	0
2231424	1.784E+09	Baron	Anthony	0	0	0	0	Spanish	0	Spanish	0	Spanish	0
2231406	8.845E+09	Tilla	Legend	0	0	0	1	English	0	English	0	English	0
2231917	7.493E+09	Rodriguez	Stephanie	0	0	0	1	Spanish	0	Spanish	0	Spanish	0
2180232	8.544E+09	Anthony	Linda	0	0	1	1	English	0	English	1	English	1
2208177	8.820E+09	Hector	Serenity	0	0	0	1	English	0	English	1	English	1
2225600	3.835E+09	Aguinaga	Damian	0	0	1	1	English	0	English	1	English	1
2225610	3.802E+09	Alvarez	Christopher	0	0	1	1	English	0	English	1	English	1
2225621	2.180E+09	Cosley	Jeffery	0	0	0	1	English	0	English	1	English	1
2225639	8.942E+09	Correas	Samara	0	0	0	1	English	0	English	0	English	1
2225662	2.731E+09	Mena	Anais	0	0	0	1	English	0	English	1	English	1
2225677	2.261E+09	St Sunn	Ghemima	0	0	1	1	English	0	English	1	English	1
2240609	1.18E+09	Shooter	Kensil	0	1	1	1	English	0	English	1	English	1
2243021	8.712E+09	Pamell	Ke'Ann	0	0	0	1	English	0	English	0	English	1
2244120	8.407E+09	Contreras	Alfonso	0	0	1	1	English	0	English	1	English	1
2244551	5.593E+09	Contreras	Frank	0	0	0	1	English	0	English	1	English	1
2186021	2.955E+09	Ychez Men	Elber	0	0	0	1	Spanish	0	Spanish	1	Spanish	1
2225430	1.326E+09	Quish Tox	Camila	0	0	0	1	Spanish	0	Spanish	0	Spanish	1
2225446	8.284E+09	Gullen	Maximiliano	0	0	1	1	Spanish	0	Spanish	1	Spanish	1
2225574	4.485E+09	Salgado	Emmanuel	0	0	0	1	Spanish	0	Spanish	1	Spanish	1
2233941	3.233E+09	Ychez Ali	Yaeli	0	0	1	1	Spanish	0	Spanish	1	Spanish	1
2236332	3.876E+09	Romero	Natalie	0	0	0	1	Spanish	0	Spanish	1	Spanish	1
2236388	1.478E+09	Romero	Yorbert	0	0	0	1	Spanish	0	Spanish	0	Spanish	1
2186485	4.713E+09	Jenkins	Zane	0	0	1	1	English	1	English	1	English	1
2183509	8.457E+09	Hernandez	Glissele	0	1	1	1	Spanish	1	Spanish	1	Spanish	1
2225587	8.401E+09	Boy Quad	Leo	0	1	1	1	Spanish	1	Spanish	1	Spanish	1
2245420	2.488E+09	Wares Ral	Adis	0	0	1	1	Spanish	1	Spanish	1	Spanish	1

3. Science Proficiency:



Science continues to be an area of concern.

While science proficiency in MAP grew in 5th grade by the EOY, grades 2-4 have very low percentages of students on grade level. Grade 3 in 2023-24 had 14% of the students performing at grade level.

In STAAR Science 2024, there is a major discrepancy between African American students and Hispanic students. 15% of Hispanic students are at meets or above, whereas 25% of African American students are at meets or above.

4. TELPAS

32% (43 out of 133) students grew one or more levels in TELPAS in 2024. The recommended metric is 49%.

TELPAS Writing	KG	1st	2nd	3rd	4th	5th
Beginning	78%	26%	46%	24%	32%	14%
Intermediate	13%	43%	42%	62%	43%	33%
Advanced	4%	26%	8%	14%	21%	42%
Advanced High	4%	4%	4%	0%	4%	11%

Needs related to improving the quality of instruction



- Based on previous IRT data, there is a need to improve the quality of instruction at Montgomery

Needs identified:

- Rigorous lesson internalization and content planning in PLCs
- Consistent lesson rehearsals to coach and improve lesson delivery
- Effective Scaffolding and real world connections of grade level content
- Our current SPED population makes up 14% of our student population. There is a need for improvement in the evidence of utilizing supports and differentiating instruction for students. Teachers should understand what and how to individualize supports based on the deficits that students have.

System evaluation (philosophy, processes, implementation, capacity)

Effective implementation of the NES Model:

- Focus on pacing to meet the 45-10-30 model
- System for grading DOL in 10 minutes and pushing out to teach center/reteach in
 - LSAE

Building Teacher capacity:

- System for increasing **data use** to close the achievement gaps amongst various sub-populations.

School Action Plan

2024-2025

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Montgomery Elementary will improve the quality of Tier 1 instruction by implementing the NES model with fidelity.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> Montgomery will be rated proficient or above in the 1st and 2nd IRT walks. <ul style="list-style-type: none"> Progress Monitor: October and November NES Health Checks 85% (19/22) of classrooms will earn 6/6 points in the planning and learning environment section of the “Montgomery 5 min calibrations” forms by May 2025. By the end of November 60% (13/22) of classrooms will earn 5/6 points. 85% (19/22) of classrooms will earn 5/6 points in the “Engage and Deliver” components of the “Montgomery 5 min calibrations” forms for October through May. By the end of November 60% (13/22) of classrooms will earn 5/6 points in this section. On average, 60% of students will consistently earn S2 or above on their DOL in Reading by March 2025. The progress is monitored by the TEKS heat maps by unit.
	<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"> School leaders will become proficient in the NES model by attending required training sessions associated with the implementation of NES during the summer of 2024. Starting on the first day of school school leaders will conduct 5 Minute calibrations also known as “Montgomery excellence check” daily. Calibrations take place in one grade level per day, leaders gather data on the google form and leave the teacher the paper version with feedback. School leaders will use the data from Spot observations and “Montgomery 5 min calibrations” to tier teachers and action plan for teacher coaching during admin PLCs. School leaders will serve as campus facilitators for DEMO day cohorts encouraging instructional support and peer feedback using the demo day/PLC at-bats coaching protocol School leaders will implement the PLC cycle (Lesson Internalization → Student Work Analysis → Assessment Data Analysis) to collaborate with teachers to improve instruction and student outcomes.

Specific actions – Staff

- Teachers will internalize the learner slide for LSAE ensuring an effective reteach for L and S1 students
- Staff will receive and implement feedback from 5 minute excellence checks and SPOT observations
- Staff will analyze instructional trends from 5 min calibrations as the DO NOW for DEMO day weekly to ensure teachers presenting work on the areas of growth and receive targeted feedback
- Staff will demo their lessons every Thursday from 4:15 to 5:15PM, engaging in the “At - Bats coaching protocol”
- Teachers will complete the “Montgomery Lesson Internalization Protocol” as part of their weekly lesson annotations for core content subjects (Read/Write, SoR, Art of Thinking, Math and Science).
- Teachers will collaborate in planning rigorous instruction focused PLCs following the cycle: **Lesson Internalization** → **Student Work Analysis** → **Assessment Data Analysis**. Each PLC has a protocol for teachers to complete as evidence of the learning.
- Teachers will participate in the South Division collaborative groups to collaborate in instructional planning

S T A F F Dev.	Who: All teachers and staff at Montgomery Elementary School		
	What: NES Expectations, HISD Instructional Characteristics, NES Environment best practices		
	When: August 1-9, 2024		
	Where: Montgomery Elementary Cafeteria		
B u d g	Proposed item	Description	Amount
	Staff development	NES Transition Training for Campus Staff Preservice: HISD Characteristics	N/A

e t	Materials/resources	NES Resources Caddies for classrooms\ Bins for LSAE work Whiteboards Highlighters response cards Timers	5000.00
	Purchased services	N/A	N/A
	TOTAL		\$5,000.00
	Funding sources: HISD/Montgomery Budget		

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Montgomery elementary will improve the performance for African American and Hispanic students in Reading and Math, thus improving Domain I student achievement and closing the academic achievement gap in domain 3.</p>
<p>K E Y A C T I O N</p>	<p>Indicators of Success</p> <ul style="list-style-type: none"> • Montgomery elementary will close the achievement gap in Reading by 5% points for Hispanic and African American students in STAAR. This means in reading 23 African American students will score at meets or above and 54 Hispanic Students will score at meets and above. <ul style="list-style-type: none"> ◦ Progress Monitoring: Each unit for each unit assessment Leaders will heat map the TEKS to progress monitor these students' achievement in Reading, Writing and Math in CADFA's and DOLs. • 75% of African American and Hispanic students will grow at least 1.2 years in MAP Math by the EOY. By MOY 70% of students in 2nd-5th will show growth equivalent to .6. • 75% of African American and Hispanic students will grow at least 1.2 years in MAP Reading by the EOY. By MOY 65% of students in 2nd-5th will show growth equivalent to .6.
<p>N T W O</p>	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish</i></p> <ul style="list-style-type: none"> • Weekly PLCs will support K-5 NES lesson internalization, student work analysis and data focused on subpopulations following the coaching protocol steps. • Ms. Sockwell and Ms. Fuller will train teachers on effective word problem instruction using the RDW graphic organizer, emphasizing students writing full sentences in their final answers. • Leaders will Tier teachers monthly and will model and narrate a Math or Reading lesson to teachers who score below proficient by the End of September. • Administrative team will lead a BOY, MOY and EOY data dig during PD Days using the comprehensive data file and the data dig template, emphasizing the student achievement for Hispanic and African American students. • Leaders will track Zearn, Amira, DOL and Unit Assessment data for the Hispanic and African American subpopulations, progress monitoring and action planning to reteach.

	<ul style="list-style-type: none"> • Specific actions – staff (What specific action steps will the staff take to accomplish the objective?) • Teacher will edit their slides to increase the real world connections and relevancy of the content for Hispanic and African American students • In the student work analysis and data PLCs teachers will analyze student products, DOLs and CADFA data effectively to identify patterns, gaps and tailor instruction to meet the needs of subpopulations. <ul style="list-style-type: none"> o Student work analysis PLCs will be focused on writing samples for SCRs and ECRs in RLA and Science and word problems in Math. • All teachers will implement the campus wide incentive system for tracking Zearn and Amira usage by all students. • Learning coaches will track students' attendance in the Team Centers. • All teachers will maintain their data walls in their classrooms to communicate progress and achievement expectations to students. • RLA Teachers will
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	Key Action Two		
S T A F F Dev	Who: Montgomery Campus Teachers and Staff		
	What: Professional Learning Communities for Teacher Success, Demo Day, District PD Days		
	When: Weekly Training Sessions		
	Where: Montgomery Elementary, teacher classroom for PLC and cohort classrooms for DEMO Day - Cafeteria for Staff development days		
B U D	Proposed item	Description	Amount
	Staff development	Campus Professional development sessions to promote teacher and student success.	

GET	Materials/resources	Post it notes, markers, binders, dividers, chart paper, laminating film, tag board, duplicating paper, highlighters, binder and paper clips, sentence strips, supply baskets, whiteboards, whiteboard magnets, pens, pencils, desk tape and other items requested by campus teachers and staff.	\$3000.00
	Purchased services		N/A
	Other		
	Other		
	TOTAL		\$3,000.00
	Funding sources: Principal discretionary fund		

K E Y A C T I O N S	Key Action <i>(Briefly state the specific goal or objective.)</i>		
	Increase the student achievement in TELPAS and Biliteracy of Emergent Bilingual Students		
	Indicators of success <i>(Measurable results that describe success.)</i>		
	<ul style="list-style-type: none"> 100% of emergent bilingual students in 2nd through 5th will have an added usage equivalent to 50 minutes per week in AMIRA and 30 Minutes of SUMMIT K-12 by the 30th week of school. The 14 Priority TELPAS students will grow 1 level in TELPAS composite. <ul style="list-style-type: none"> Progress monitoring will occur in October and November during Saturday TELPAS Tutorials focused on writing samples. 		
	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"> Principal Apprentice will be designated as the AMIRA and SUMMIT K-12 Champion to monitor usage Principal and Principal apprentice will train teachers on effective Dual Language implementation including Preview-View-Review and cross linguistic connections 		

H R E E	<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"> • ALL Teachers will incorporate a variety of scaffolds (visuals, sentence stems, translations, video) to their slide decks and will provide students with supplemental aids (word banks, graphic organizers) during lessons to make the content accessible to emergent bilingual students • Bilingual and ESL teachers will implement the Summit K-12 and AMIRA lessons and will; monitor the students' usage weekly. • Dual Language teachers will implement the bilingual and CBLI instructional component with fidelity to ensure biliteracy • All Reading/ELA and Social Studies teachers in grades 1-5 will assign a minimum of one writing task using the RACES strategy per week (modified strategy for grades 1-2). 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.
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	Key Action Three:		
	Who: Montgomery Elementary Campus Teachers and Staff		
	What: Amira and Summit K-12 Training, Scaffolding language		
	When: Throughout the 2024-2025 Year		
	Where: Montgomery Elementary		
Budget	Proposed item	Description	Amount
	Staff development	Campus Non Negotiables for Student Success	N/A

	Materials/resources	Post it notes, markers, binders, dividers, chart paper, laminating film, tag board, duplicating paper, highlighters, binder and paper clips, sentence strips, supply baskets, whiteboards, whiteboard magnets, headphones, student pencils, erasers, desk tags and other hands on student items deemed appropriate for student success.	\$5,000.00
	Purchased services		N/A
	Other		
	Other		
	TOTAL		\$5,000.00
	Funding sources:		

K E Y A C T I O N	Key Action (Briefly state the specific goal or objective.)
	Increase the quality and rigor of MRS strategies in Pre-K through 5th grade to increase student engagement
	Indicators of success (<i>Measurable results that describe success.</i>)
	<ul style="list-style-type: none"> - 80% of teachers will consistently earn “mostly demonstrated” in the “engage and deliver” component of their SPOT observations by implementing multiple MRS strategies throughout their lesson by March 2025. By - 80% of teachers will consistently earn “Mostly demonstrated” in the “monitor and adjust component of the SPOT observations by demonstrating the use of MRS strategies when checking for understanding by March 2025. - Teachers will consistently demonstrate 80% mastery of MRS strategies by following the campus improvement plan.
	Progress Monitoring focus: October: Focus on Ink/Pair/Share (Response Card) Grades 2nd-5th , Focus White boards Grades Kinder-1st

F O U R	November: <ul style="list-style-type: none"> Focus Table Talk and Oral Choral Kinder-5th will 		
	December : <ul style="list-style-type: none"> Focus Whip around Grades 2nd-5th 		
	January <ul style="list-style-type: none"> Focus Stacked MRS demonstrated 		
	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"> Set expectations with teachers on the implementation of multiple response strategies, MRS. This includes how the feedback cycle will be implemented – (1) feedback, (2) coaching time, (3) implementation follow-up during pre-service. Provide on-the-spot coaching regularly and written feedback on a weekly basis for every teacher using the Spot Observation form. Model effective MRS strategies during every PLC and presentation hosted by the admin team. Review trends from Spot Observation forms to hold teachers accountable for implementing multiple response strategies, and provide support to teachers in need. 		
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> Teachers will attend training during pre-service over engaging all students with MRS Strategies. Teachers will be trained by August over the best use of MRS strategies during instruction. Students will be trained on talking mats and use them consistently during the MRS Strategies. During planning and demo days, teachers will model and collaborate on the best use of MRS strategies. Teachers will adjust based on feedback provided in their spots. Teachers will include MRS strategies on their lesson internalizations and create exemplars of response cards and SCRs. 		
	Proposed item	Description	Amount

	Staff development	MRS Professional Development	-
	Materials/resources	MRS Coaching Cards	-
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

K E Y A C T I O N F I V E	Key Action (Briefly state the specific goal or objective.)
	Improve Special education services by increasing the quality of IEP goals and IEP implementation by Special education teachers
	Indicators of success (Measurable results that describe success.)
	-By the MOY the campus will receive an overall average of a B in the Sp.Ed folder audit and will increase to an A by July 2025.
	- Special education teachers SPOT observation scores in domain 1 planning will increase from 0 to 2 by the end of the first month of school.
	- 75% of Special education resource students will increase their RIT scores by a minimum of 5 points from the BOY to the MOY in Reading.
	-Special Education student achievement in MAP reading and math will increase by a minimum of 8 points from the BOY to the EOY.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish
	- The Principal or Assistant Principal will meet weekly with the Sp.Ed chair to ensure ARDs are prepared in a timely manner, focusing on the quality of the IEP goals.
	- Regularly (every 2 weeks) check Sp.Ed binders and gradebook documentation for evidence of IEP implementation
	- Principal will meet with the Special Education Chair every 3 weeks (prior to progress reports being sent out) to review student progress tracking in EasyIEP.
	- The Principal or AP will track closely the Sp.Ed student achievement data for MAP at the BOY, MOY and EOY.

	<ul style="list-style-type: none"> - Administration team will conduct monthly SpEd folder audits using the district audit rubric. - 100% of admin will obtain training in writing quality IEPs for special education students.
	<p>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</p> <ul style="list-style-type: none"> -Teachers will regularly document the implementation of accommodations in PowerSchool as well as classroom tracking binder. -Teachers will submit work samples when meeting with the Special Education chair to discuss student strengths, weaknesses, and effective/ineffective practices - The Special Education chair will lead a meeting with school leadership to share the findings from the teacher meeting and progress tracking results. -Administration team will debrief monthly over campus folder audit and provide sped department with feedback and timelines for implementation. -100% of special education teachers will obtain training in writing quality IEPs for special education students.

	Key Action Five:
	Who: School leaders, Special Education Chair, and Teaching Staff
	What: Increasing the quality of IEP goals and effectiveness of IEP implementation in classroom
	When: Weekly Meeting to plan for ARDs Bi-weekly checks of IEP implementation tracker Every three weeks meeting to review and discuss progress tracking
	Where: Weekly Meeting will be held in the principal's conference room Bi-Weekly checks will occur during PLCs Progress tracking meetings will occur in the principal's conference room

B u d g e t			
	Proposed item	Description	Amount
	Staff development	Understanding the IEP documentation tracker. Writing Quality Plaftp statements Understanding goals and student achievement.	
	Materials/resources	Folders, copies of IEP at a Glance, IEP implementation tracking sheet, and dividers. 3 inch Binders for every classroom teacher.	500
	Purchased services		
	Other		
	Other		
	TOTAL		500
	Funding sources: Special Education Budget		