

2024-2025 Action Plan



Park Place Elementary School

Linh Hoang, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data Data disaggregated from NWEA, STAAR, Interim, and TELPAS reveals some key insights into student academic performance and growth across various subjects and student demographics at Park Place Elementary. The trend data for STAAR - following:

- 3rd-5th grade students scored 65%, 72%, 72%, 77% approaches, 39%, 49%, 41%, 46% meets, and 18%, 30%, 19%, 20% masters on STAAR Reading.
 - ECR and SCR data impacted our ELAR data shows a need of improvement 2023 data had an average of 45% of students scoring 0-2 on ECRs and an increase in 2024 to 60%.
- 3rd-5th grade students scored 63%, 68%, 73%, 76% approaches, 38%, 41%, 47%, 52% meets, and 22%, 24%, 19%, 19% masters on STAAR Math.
- 3rd-5th grade students scored 64%, 67%, 57%, 55% approaches, 33%, 35%, 30%, 23% meets, and 15%, 15%, 16%, 3% masters on STAAR Science.

On the 2024 STAAR Reading, there is an increase in the percentage of students performing at Approaches level (72% to 78%), Meets level (41% to 49%), and Masters level (19% to 21%). In addition, 26% scored a 6 or higher on extended constructive responses. For the 2024 STAAR Math, there is also an increase in the percentage of students performing at Approaches level (73% to 79%), Meets level (47% to 54%), and Masters (19% to 20%). For the 2024 STAAR Science, the percentage of students performing at the Approaches level stayed the same at 57%. Moreover, there is a decrease in the percentage of students performing at Meets level (30% to 26%), and Masters level (16% to 3%). The item analysis of the science assessment indicated that most students' performance levels were affected by their scores on short constructed response items. Student performance in the three domains of the TELPAS assessment used to measure students' progress (Listening, Speaking, and Reading) has increased: Listening, 68% to 71%; Speaking, 65% to 67%; Reading, 54% to 56%. A number of students performing at the advanced and advanced high levels on TELPAS was higher than district and state average in the third and fifth grade. Out of 380 students, 55 met exit criteria at the end of 2023-2024 school year. On the DIBELS/Lectura assessment, 62.5% students performed at or above benchmark.

Needs related to improving the quality of instruction

The campus IRT scores increased with every visit, which indicates continuous improvement in the quality of instruction on campus. However, student engagement with the content, use of scaffolds, purposeful academic discourse, and quality written responses using the RACES strategy are inconsistent across classrooms.

Additionally, RBIS in literacy and language development are not implemented with fidelity across all content areas and in enrichment classes. Therefore, there is a need to conduct a series of PD sessions on RBIS in literacy and language development, effective implementation of scaffolds, consistent implementation of RACES strategy for written responses and other instructional supports for diverse student population.

System evaluation (philosophy, processes, implementation, capacity)

The campus has had a strong culture of high expectations and student achievement. Most faculty have 5+ years of teaching experience; many maintain proficient and accomplished ratings on T-TESS observations.

There is a need to facilitate regular vertical alignment meetings for core content areas and develop systems for peer observation and in-house PD sessions where teachers share best practices and take time to reflect and determine the next steps for their professional growth.

School Action Plan Template

Key Action

Based on our campus needs assessment, we will implement effective reading and language arts instruction using research-based strategies in order to raise student achievement and close achievement gaps.

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

1. By June 2025, 50% of students in grades 3-5 will score at least a 6 or higher on Extended Constructive Response (ECR) using the RLA Constructed Responses Scoring Guide.
 - a. By January 2025, 40% of students in grades 3-5 will score at least a 6 or higher on ECR using the RLA Constructed Responses Scoring Guide.
2. By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 62% at EOY 2023-2024 to 75% in kindergarten and from 79% at EOY 2023-2024 to 90% in first grade.
 - a. By January 2025, the percentage of students who perform at/above benchmark on the MOY DIBELS assessment will improve to 50% in kindergarten and from 60% in first grade.
3. By April 2025, 85% of ELA Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
 - a. By January, 80% of ELA Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.

Specific actions – school leaders

1. Facilitate PD sessions on high quality instruction during August Pre-service and follow-up PLC meetings in September 2024.
2. Set clear expectations for Reading/ELA lesson elements and systematic reading lesson internalization, vertical alignment meetings, and follow-up ongoing instructional planning PLC meetings.
3. Conduct daily observations of classroom instruction using T-TESS SPOT walkthrough forms and provide coaching feedback and next steps for the assigned teachers no less than 2 times per month.
4. Analyze campus instructional trends in Reading/ELA classrooms and English Language Development (ELD) block during the weekly leadership meetings and adjust the PLC topics and PD based on this data analysis.
5. Facilitate bi-monthly instructional rounds for the faculty focused on the implementation of RBIS in literacy and language development, followed by group debrief and individual teacher conferences.
6. Monitor implementation of the RACES strategy for constructed response in RLA and Social Studies classes (modified RACES in grades 1-2); oversee the collection and analysis of student writing samples for their assigned grade levels (PK-5) in PLC meetings once per month beginning in September 2025.

KEY ACTION ONE

7. Create a Data Wall in the PLC room to track student progress for NWEA Map Reading and mCLASS DIBELS/Lectura BOY, MOY, and EOY.
8. CTC, Ms. Perez, will facilitate data PLC meetings to analyze the mCLASS DIBELS/Lectura and NWEA MAP Reading Growth assessment data after each assessment window at BOY, MOY, and EOY and support development and implementation of the teachers' action plans, which align with campus goals.
9. Language Development Coach Perez and LPAC Administrator, Ms. Rawlinson, will facilitate data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and the Summative assessment window, set specific targets for students, and oversee the program implementation with fidelity.
10. Instructional Coach, Mr. Luong, will provide modeling and lesson internalization support for Tier 3 teachers who scored unsatisfactory on engage and deliver or monitor and adjust.
11. Provide coverage for teachers to observe other teachers who score at least 8/10 on Domain II (Engage and Deliver & Monitor and Adjust).

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

1. Collaborate with colleagues to internalize reading lessons aligned to LO, DOL, and state standards.
2. Actively participate in “at bats” focusing on effective implementation of RBIS and systematic reading instruction.
3. Analyze student data from BOY, MOY and EOY mCLASS DIBELS/Lectura and NWEA MAP Growth assessments and develop rigorous action plans aligned with campus goals.
4. Create a Data Wall in the classroom to track student progress for NWEA Map Reading and mCLASS DIBELS/Lectura BOY, MOY, and EOY.
5. Grade 2-5 Reading teachers collaborate with colleagues to create item bank Ontrack grade level Monthly Common Assessments based on the unit of study for reading.
6. Participate in bi-monthly instructional rounds focused on implementation of RBIS in literacy and language development; reflect and determine the next steps for their professional development in individual teacher conferences with their appraisers.
7. Monitor student engagement during instructional delivery by ensuring students are thinking, reading, or writing 80% of the time and using engagement strategies purposefully and frequently.
8. Create or use district provided exit tickets and track student mastery of exit tickets to adjust daily instruction and inform small group interventions.
9. Collect student extended constructive responses writing samples to analyze and score during PLC using the STAAR rubric.
10. Set monthly goals for K-12 Summit lesson completions (2 lessons a week) and monitor the students' weekly usage.
11. All Reading/ELA 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 teachers in grades 3-5 will use the Grades 3-5 RLA Constructed Responses Scoring Guide to rate students' responses and provide feedback.
12. Conduct regular data conferences with their students; teachers in grades 3-5 will help students set up and maintain their individual data folders.
13. Use Spot observation data to refine teaching practices and enhance instructional effectiveness in Domain II Instruction (Engage and Deliver & Monitor and Adjust)

	Key Action One: Based on our campus needs assessment, we will implement effective reading and language arts instruction using research-based strategies in order to raise student achievement and close achievement gaps.		
Staff Devel.	Who: Leadership team, faculty		
	What: <ul style="list-style-type: none">• PD sessions on scaffolding and authentic student engagement; Reading/ELA lesson elements; systematic reading instruction and RBIS in RLA and ELD;• Bi-monthly instructional rounds for the faculty focused on the implementation of literacy and language development RBIS		
	When: During Staff PD days, and ongoing weekly PLC meetings throughout the school year		
	Where: On Campus, virtually, and District designated locations.		
Budget	Proposed item	Description	Amount
	Staff development	PD sessions on scaffolding and authentic student engagement Reading/ELA lesson elements; systematic reading instruction and RBIS in RLA and ELD. Extra duty pay for campus leaders, teacher leaders, and/or teachers prepare, plan, and/or participate in staff development after hours, Substitute teachers to cover classes during instructional rounds;	\$2,500
	Materials/resources	Printed materials (participants’ guides and other in-house PD session materials), Amplify Boost for 2-5; Amira for K-1, K-12 Summit; Learning A to Z; Newslea software Books, instructional materials including consumables, anchor charts, index cards, dry erase markers, pencils, paper	\$10,000
	Purchased services	MyON	\$4,000
	Other	Food and refreshments for staff PD days	\$1000
	TOTAL		\$17,500
Funding sources: Title 1 Fund, GF1, activity fund, principal discretionary fund, bilingual fund.			

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

Based on our campus needs assessment, we will increase math proficiency of all student groups with a special focus on the lowest performing groups in each proficiency level.

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

1. By May 2025, 60% of Math teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
 - By December 2024, 60% of Math teachers will score 5/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
2. By May 2025, 100% of students will complete at least 80 lessons on Zearn for grades 3-5 and at least 40 lessons on Zearn for grades K-2.
 - By December 2024, 100% of students will complete 40 lessons on Zearn for grades 3-5 and at least 20 lessons on Zearn for grades K-2.

Specific actions – school leaders

1. Create a Data Wall in the PLC room to track student progress for NWEA Map Math.
2. Facilitate and monitor effective implementation of Zearn Math TEKS Edition curriculum in grades K-5, including onboarding during August pre-service and weekly instructional planning sessions.
3. Assistant Principal Perez will champion the Zearn digital lesson implementation and develop an incentive system to motivate and reward the students' participation.
4. Conduct daily observations of classroom instruction using T-TESS SPOT walkthrough forms and provide coaching feedback and next steps for the assigned teachers no less than 2 times per month.
5. Analyze campus instructional trends in math instruction during the weekly leadership meetings and adjust the PLC topics and PD based on this data analysis.
6. Facilitate data PLC meetings to analyze student data from monthly grade level common assessments and support development and implementation of action plans aligned with campus goals.
7. Principal Hoang and CTC Ms. Perez will facilitate data PLC meetings to analyze the NWEA MAP Growth assessment data after each assessment window at BOY, MOY, and EOY and support development and implementation of the teachers' action plans, which align with campus goals.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ol style="list-style-type: none"> 1. Complete the onboarding PD sessions for the Zearn Pilot and Zearn digital lessons; actively participate in collaborative planning sessions on lesson internalization; and annotate daily lesson plans. 2. Frequently use Researched Based Instructional Strategies (RBIS) to ensure student engagement during instructional delivery. 3. Create or use district provided exit tickets and track student mastery of exit tickets to adjust daily instruction and inform small group interventions. 4. Math teachers in grades 2-5 will collaborate with colleagues to create STAAR 2.0 questions in item bank Ontrack grade level Monthly Common Assessments based on the unit of study for Math. 5. Create a Data Wall in the classroom to track student progress for NWEA Map Math BOY, MOY, and EOY. 6. Analyze student data from Monthly grade level item bank Ontrack assessments and create action plans to adjust instruction. 7. Actively participate in data-driven PLC meetings to analyze student data from BOY, MOY and EOY MAP NWEA assessments; develop and implement action plans to adjust instruction. 8. All content teachers in grades 1-5 will conduct regular data conferences with their students; teachers in grades 3-5 will help students set up and maintain their individual data folders. 9. Use Spot observation data to refine teaching practices and enhance instructional effectiveness in Domain II Instruction (Engage and Deliver & Monitor and Adjust) 10. Track and monitor students' completion of Zearn lesson (2 lessons a week). 11. Provide daily math intervention based on data disaggregated to close student learning gaps.
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	Key Action Two: Based on our campus needs assessment, we will increase math proficiency of all student groups with a special focus on the lowest performing groups in each proficiency level.		
Staff Devel.	Who: Leadership team, teacher leaders, teachers.		
	What: <ul style="list-style-type: none"> • Onboarding PD sessions for the Zearn Pilot and Zearn digital lessons; • Collaborative planning sessions on lesson internalization and at bats • Ontrack Item Bank Assessment 		
	When: August Pre-service days, District PD days, Ongoing weekly PLC's		
	Where: Campus		
Budge	Proposed item	Description	Amount
	Staff development	Onboarding PD sessions for the Zearn Pilot and Zearn digital lessons. Extra duty pay for campus	\$5,000

	leaders, teacher leaders, and/or teachers to prepare, plan, and/or participate in staff development after hours.	
Materials/resources	printed materials, manipulatives, consumables, instructional materials.	\$7,000
Purchased services	Zearn	District funded
Other	Snacks and drinks for staff PD, Repairs for existing devices.	\$2,000
TOTAL		\$14,000
Funding sources: Title 1 Fund, GF1, Bilingual Fund, GT Fund, State Comp Ed fund.		

KEY ACTION THREE

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

The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

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

1. By June 2025, 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
 - By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
2. The percentage of students with disabilities meeting their growth projections will exceed 50% on the middle-of-the-year and end-of-the-year mCLASS DIBELS/Lectura and NWEA MAP Growth assessments in Reading and Math.
3. 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by 3-weeks' progress notes.

Specific actions – school leaders

1. Special Education Chair Khan will provide training to staff at the beginning of the year on effective use of supplemental aids as designated supports for students with disabilities.
2. Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)
3. Ensure special education teachers are utilizing Goalbook to create measurable goals.
4. Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.
5. Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
6. Participate in all BOY meetings facilitated by the Special Education team and ensure that the students' IEPs are delivered to all teachers serving each student receiving Special Education services and that the teachers have opportunities to ask questions for understanding and clarity.
7. Principal Hoang and Special Education Chair Khan will collaborate to ensure timely scheduling and notification of parents regarding regularly scheduled and specially requested ARD meetings.
8. Review at least 25% of all IEPs quarterly to ensure accurate implementation of all IEPs for students in core classes.
9. Collect data on the students' use of designated supports during routine spot observations, discuss it with core content and enrichment teachers, and determine action steps during PLC meetings once per month.
10. Principal Hoang and Special Education Chair Khan will ensure that 100% of students are receiving content support inside and outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented.
11. Principal Hoang and Special Education Chair Khan will collaborate to ensure timely completion of progress monitoring reports every 3 weeks.

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

1. The Special Education teachers will meet with core content and enrichment teachers during the first week of the school year to deliver and explain the students' IEPs.
2. All teachers providing services to students in Special Education will implement the students' IEPs with fidelity and document students' accommodations for each assignment.
3. Each student's case manager will complete of progress monitoring reports every 3 weeks.
4. All core content and enrichment teachers will properly and consistently document the use of accommodations as outlined in the students' IEPs.
5. All core content and enrichment teachers will collect student work samples and provide reports on students' progress in preparation for ARD meetings or as requested by members of the campus evaluation team.
6. The Special Education team will be available for consultation with core content and enrichment teachers as requested and warranted by the students' IEPs.
7. The Special Education teachers and teaching assistants in self-contained classrooms will implement the UNIQUE curriculum with fidelity.

	Key Action Three: The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.		
Staff Level.	Who: Leadership team, faculty		
	What: <ul style="list-style-type: none">• Effective use of supplemental aids as designated supports provided to students with disabilities routinely.• BOY meetings with the Special Education staff with core content and enrichment teachers to discuss the students’ IEPs and establish expectations for the delivery of services• Monthly PLC meetings to discuss student progress and analyze student work samples• Additional PD sessions on the implementation of the UNIQUE curriculum		
	When: District PD days, and during monthly PLC meetings throughout the school year		
	Where: Campus		
Budget	Proposed item	Description	Amount
	Staff development	Additional PD sessions on the implementation of the UNIQUE curriculum; substitute to cover for Mr. Dioso to complete of the Reading Academy.	\$500
	Materials/resources	Printed materials, supplemental aids, manipulatives, anchor charts, and additional instructional materials needed aligned to the IEP	\$2,000
	Purchased services	Interactive applications, Repairs for existing devices	\$1,000
	Other	Maintenance supplies for PSI class	\$500
	Other		
	TOTAL		\$4,000
Funding sources: GF1, State Comp Ed.			

KEY ACTION FOUR

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

Improve the quality of instruction for Emergent Bilinguals.

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

- By April 2025, 60% of Bilingual/ESL Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
 - By January 2025, 60% of Bilingual/ESL Teachers will score 5/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
- By May 2025, 100% of English Bilingual students (EBs) will complete 100% of their personalized lesson plan (PLP).
 - By December 2024, 100% EBs will complete 50% of their SummitK12 personalized lesson plan.

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

1. Ensure documentation, timelines, and coding align with federal and state guidelines.
2. Review the potential emergent bilingual list provided by the multilingual department to identify students who need to test the EB identification assessment (PreLAS/LAS links) before the district snapshot date.
3. Pull current students' composite ratings on TELPAS for the 2023-2024 school year, the percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
4. Facilitate meetings to share student-level data and goals with campus administrators, staff, and teachers.
5. Offer professional development on EB sheltered instruction and special education accommodations and supports.
6. Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
7. Establish strong and clearly defined systems for identification, enrollment, scheduling, and monitoring coding for all EB students.

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

1. Hold conferences with Emergent Bilingual students to set goals in TELPAS for the fall, winter, and spring.
2. Regularly analyze Emergent Bilingual student performance data from Ontrack assessments using combined test DDI reports to identify TEKS supports and other measures, spotting trends, strengths, and areas for improvement. This analysis will then be used to drive intervention.
3. Apply sheltered instruction and scaffolding supports.
4. Pull intervention groups for language support.
5. Provide daily reading intervention based on data disaggregated to close student learning gaps.

	Key Action Four:		
Staff Devel.	Who: Multilingual Specialists, Campus Leaders, Teacher Leaders		
	What: August Pre-service professional development, Designated District PD days, PLC's, Coaching, Instructional Walks, Calibration Walk.		
	When: Ongoing, weekly, monthly throughout the year		
	Where: On campus		
Budget	Proposed item	Description	Amount
	Staff development	Designated District PD Days, PLCs, Calibration Walks, Instructional Walks.	\$0
	Materials/resources	Printed materials, anchor chards, colored ink cartridge and supplies for instruction	\$1000
	Purchased services	N/A	N/A
	Other	Snacks for monthly meetings	\$500
	Other		
	TOTAL		\$1500
	Funding sources: Bilingual Funds, Titl1 1 funds, GF1 funds		