

# **Alcott Elementary School**



## **School Action Plan**

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**Core Values**

**Vision**

**Theory of Action**

**Needs related to student achievement data:**

**Trend Data STAAR:**

- Based on STAAR Domain I: Student Achievement trends, Alcott Elementary school scored a B overall.
- The number of students performing at the Meets and Masters levels in Math from 32% in 2022; 31% in 2023; and 34% in 2024 for Meets. For Masters, students scored 19% in 2022; and 10% in 2023 and 2024 indicating no growth in higher achieving standards. In Reading, the students performing at the Meets and Masters levels in Reading from in 2022 from 38%; 2023 from 29%; and 36% from 2024. For Masters, students scored 17% in 2022; 7% in 2023; and 14% in 2024. For Science, students scored in 2022 17%; in 2023 15%; and 2024 18% in Meets. The students performed in the single digits in Masters with 4% in 2022 and 2023 and increased slightly to 7% in 2024.

**NWEA:**

- **READING**
  - 2nd - 5th grade students scored in the 59th percentile in achievement measured by the EOY 2024 NWEA reading assessment.
- **MATH**
  - 1st - 5th grade students scored in the 55th percentile in achievement measured by the EOY 2024 NWEA Math assessment.
- **SCIENCE**
  - 2nd - 5th grade students scored in the 52nd percentile in achievement measured by the EOY NWEA Science assessment.

**Key Actions:**

- Improve the quality of Tier 1 instruction in reading and writing
- Improve the quality of Tier 1 math and science instruction
- Improve the quality of student services in special education.

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

- NES/LSAE model implementation effectively
- PLC systems and structure using protocols
- Build leadership density of all leaders to support teachers
- Through on-the-spot coaching and continuous feedback build teachers' capacity to provide high-quality Tier 1 instruction (Improving quality of instruction in reading, writing, math, science, and students serviced in Special Education)

# Alcott School Action Plan

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

Improve the quality of instruction in reading and writing

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

- By December 2024, 60% of reading/writing teachers will score 5/10 (Engage & Deliver and Monitor & Adjust in Domain II and by May 2024, 80% of reading/writing teachers will score 7/10 in Domain II (Engage & Deliver and Monitor & Adjust) measured by the monthly average spot scores.
- By IRT 2, the campus will be scored proficient or higher and by IRT 4, the average of the two highest IRT visits will be 10 or more points.
- By December 2024, 55% of 3rd - 5th grade students will score  $\frac{3}{4}$  on extended constructed responses and by May 2024, 75% of 3rd - 5th grade students will score  $\frac{3}{4}$  on extended constructed responses based on student data analysis PLC teacher ratings using the TEA rubric.

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

- Leaders will provide on-going professional development on the appraisal systems to improve Domain II (Engage & Deliver and Monitor & Adjust) scores.
- Leaders will provide weekly lesson internalization planning meetings with teachers with opportunities for demonstration of lessons.
- Leaders will develop an Alcott First Take that includes instructional expectations that should be demonstrated every 5 minutes during lesson internalization.
- Leaders will conduct Demo Thursdays that target growth and development in Domain II: Engage & Deliver and Monitor & Adjust
- Leaders will facilitate structured writing PLC to train teachers in effective delivery of short constructed responses and extended constructed responses to increase teacher capacity to accurately score short constructed responses and extended constructed response writings.

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

- Reading & writing teachers will attend District & campus Professional Development opportunities and implement the training provided.
- Reading & writing teachers will implement the NES expectations and the instructional characteristic training in their lessons daily.
- Reading & writing teachers will track student Demonstration of Learning and district assessments and collaborate with campus leaders to determine instructional moves to improve student outcomes.
- Reading & writing teachers will participate weekly in Demo Thursdays and engage in lesson calibration for Domain II during Thursday Demo.
- All teachers will incorporate short constructed writing activities using the RACE strategy in daily lessons three times a week and utilize the TEA Short Constructed Response rubric to score

writings.

**Key Action One:** Improve the quality of instruction in reading and writing

Who: All leaders, Reading Language Arts Teachers and staff at Alcott Elementary School

What: NES Expectations, Instructional Characteristics, and Domain II (Engage & Deliver and Monitor & Adjust)

When: 2024 – 2025 academic year

Where: Alcott ES

<b>B U D G E T</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Instructional Characteristics Critical Thinking in the Classroom Analyzing Student Work Data Analysis Professional Learning Communities	\$0.00
	Materials/resources	Data Analysis Protocol Analyzing Student Work Protocol NES Instructional Characteristics Critical Thinking- DOK Lead4Ward SPOT/TTESS Rubrics	\$0.00
	Purchased services		\$0.00
	Other		\$0.00
	Other		\$0.00

		<b>TOTAL</b> \$0.00
	Funding sources:	

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

Improve the quality of instruction provided to students serviced in Special Education

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

- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week’s coaching action step(s).
- By December 2024, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 70%, thereby promoting the effective application of feedback and continuous instructional improvement. By May 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.
- 80% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks’ progress notes; mCLASS/DIBELS and/or MAP Growth MOY and EOY assessments; and/or STAAR performance (for students in grades 3-5).

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

- During routine classroom observations, leaders will collect data on the students’ use of designated supports, provide feedback to teachers and determine action steps during PLC meetings.
- During SPOT observations, leaders will utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide.
- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session every two weeks. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.

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

- Special Education teachers and teaching assistants in self-contained classrooms will implement the UNIQUE curriculum differentiating based on student levels identified by BOY testing.
- Special Education self-contained teachers will participate in weekly PLCs with Special Education Chair and campus Special Education Administrator.
- Campus Special Education Chair will participate and collaborate in monthly District Special Education Chair professional development.
- General education teachers who service Special Education students will provide accommodations and modifications based on students' IEPs.
- Special education teachers will participate in Demo Thursday and calibrate with colleagues to score Domain II.

**Key Action Three:** Improve the quality of Special Education instruction

Who: Campus Leaders; Special Education Chair, and All Teachers of Special Education Students

What: Provide quality of instruction to students who are in Special Populations

When: 2024-2025 academic year

Where: Alcott Elementary School

<b>B</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
<b>U</b>	Staff development	IEP at-a-glance training Accommodations and Modifications Supplemental Aids Progress Monitoring 5 Critical Elements for the Classroom District Special Education Training (Leaders & Teachers)	\$0.00
<b>D</b>	Materials/resources	SPED IEP binder Supplemental Aids	\$0.00
<b>G</b>	Purchased services		\$0.00
<b>E</b>	Other		\$0.00
<b>T</b>	Other		\$0.00
<b>TOTAL</b>			\$0.00
Funding sources:			

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**THREE**

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

Improve the quality of instruction in math and science

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

- By December 2024, 60% of math and science teachers will score 5/10 in Domain II and by May 2024, 80% math and science teachers will score 7/10 in Domain II (Engage & Deliver and Monitor & Adjust) measured by the monthly average spot scores.
- By IRT visit 2, the campus will be scored proficient or higher and by EOY, the average of the two highest scores will be 10 or more points.
- By December 2024, 55% of 3rd – 5 th grade students will complete 45 Zearn lessons and by May 2025, 75% of students will complete 90 lessons. By December 2024, 55% of K-2nd grade students will complete 30 Zearn lessons and by May 2025, 75% of students will complete 60 lessons.

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

- Leaders will facilitate weekly PLCs that focus on lesson internalization, Demo lessons and Data Protocols.
- Leaders will use the spot observation tool to annotate evidence of lesson effectiveness and to provide timely feedback to individual teachers.
- Leaders will provide on the spot coaching to all math and science teachers grades K-5.
- Leaders will conduct Demo Thursdays that require teachers to Demo lessons with appropriate resources.
- Leaders will provide professional development on Content Based Language Instruction.
- Leaders will create a tracking system for Zearn lesson completion, grades K-5.

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

- Math and science teachers will follow internalization protocols established in the Alcott's First Take (campus non-negotiables) and implement the district curriculum.
- Math & science teachers will participate in data-driven PLC to analyze NWEA Assessment, Unit Assessment, and DOL data.
- Math & Science teachers will implement content-based learning instruction.
- Math teachers will track individual class Zearn completion data.
- Math & Science teachers will engage in lesson calibration for Domain II during Thursday Demo.

	<b>Key Action Four: Improve the quality of instruction in math and science</b>		
<b>Staff Devel.</b>	Who: Leaders & Math/Science Teachers grades PK-5		
	What: Improve the quality of instruction in math and science instruction		
	When: 2024-2025 academic year		
	Where: Alcott Elementary School		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	PLC: data analysis, lesson internalization, EB supports, analyzing student work	\$0.00
	Materials/resources	PLC protocols Teaching Science to English Learners by Stephen Fleenor with Tina Beene  SPOT observations  Science experiment materials  NES Science Curriculum	\$0.00
	Purchased services		\$0.00
	Other		\$0.00
	Other		\$0.00

	<b>TOTAL</b>	\$0.00
	Funding sources:	

## Action Plan Rubric

## School:

	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>N</b> <b>e</b> <b>e</b> <b>d</b> <b>s</b> <b>A</b> <b>s</b> <b>s</b> <b>e</b> <b>s</b> <b>s</b> <b>m</b> <b>e</b> <b>n</b> <b>t</b>	<p>Action plan is based on a current needs assessment; however, the authors do not provide specific data or evidence to support the need. Student academic achievement and quality instruction are not the central elements of the assessment or there are insufficient data. The action plan includes a summary of the School's needs. It is unclear whether addressing the needs outlined in the needs section will actually help raise student achievement or help the organization reach its other goals.</p>			<p>Action plan is based on a current needs assessment. The authors use data to determine core needs. Student achievement data inform the needs assessment. The School analyzes instructional delivery and describes professional development needs. These needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.</p>			<p>Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.</p>		
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>G</b> <b>o</b> <b>a</b> <b>l</b> <b>s</b> <b>a</b> <b>n</b> <b>d</b> <b>P</b> <b>r</b> <b>i</b> <b>o</b> <b>r</b> <b>i</b> <b>t</b> <b>i</b> <b>e</b> <b>s</b>	<p>The goals address School core needs and describe actions that may result in increased student achievement. However, there are too many goals or too many “priorities,” which may lead to a diffusion of effort. The goals are vague and do not provide focus. The goals are described in terms of programs instead of practices.</p>			<p>The goals focus on the most important actions that will lead to student achievement. The action plan addresses the School's core needs. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices, not programs.</p>			<p>The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.</p>		
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>

<b>Indicators of success</b>	<p>The action plan delineates indicators of success for each goal or objective. The indicators of success are not specific or measurable (or observable). There are too many indicators or the indicators do not allow for an assessment of progress before the end of the school year.</p>	<p>The action plan delineates indicators of success for each goal or objective. The indicators of success are specific and measurable (or observable). The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The number of indicators is not over-whelming and will not lead to a diffusion of effort.</p>	<p>The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort.</p>
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	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>S</b> <b>p</b> <b>e</b> <b>c</b> <b>i</b> <b>f</b> <b>i</b> <b>c</b> <b>A</b> <b>c</b> <b>t</b> <b>i</b> <b>o</b> <b>n</b> <b>s</b>	The action plan outlines actions people in the organization will take in order to accomplish the goals and indicators of success. The actions are not specific or cannot easily be observed or monitored. It is not clear whether completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. These actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.		
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>C</b> <b>o</b> <b>n</b> <b>n</b> <b>e</b> <b>c</b> <b>t</b> <b>i</b> <b>o</b> <b>n</b> <b>t</b> <b>o</b> <b>D</b> <b>i</b>	The school’s or department’s action plan and the district action plan do not work in reinforcing ways. There is little attempt to understand and include the district priorities in the organization’s action plan. There is perfunctory mention of the district-level indicators of success to which the school or department will be held accountable.			The action plan is designed to work in concert with the district action plan. It supports or reinforces the district’s key actions while still addressing the unique needs of the school or department. The action plan addresses district-level indicators of success for which the organization will be assessed.			Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school’s or department’s action plan specifically refers to the district’s key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.		

<p style="text-align: center;">S t r i c t P l a n</p>									
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<p style="text-align: center;">S y s t e m s T h i n k i n g</p>	<p>The action plan pays little attention to system components or to the connections between the various departments in carrying out the action plan. The staff development plan, budget items, and the action plan are not tightly aligned. The action plan focuses on programs rather than practices. It does not incorporate actions to monitor progress or provide feedback.</p>			<p>The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. The action plan identifies specific staff development that is needed to effectively implement the plan. The staff development plan, budget items, and the action plan are tightly aligned. The action plan focuses on practices and leverage points.</p>			<p>The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.</p>		

# Progress on Action Plan Rubric

	Unsat		Progressing			Proficient		Exemplary		
	1	2	3	4	5	6	7	8	9	10
<b>Progress on Action Plan</b>	<ul style="list-style-type: none"> <li>• The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete.</li> <li>• There is evidence that the assessment of progress has not been conducted accurately and rigorously.</li> <li>• There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator.</li> <li>• Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent.</li> <li>• The staff has difficulty explaining their role in carrying out the school's key actions.</li> </ul>			<ul style="list-style-type: none"> <li>• The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted.</li> <li>• There is evidence that the assessment of progress has been conducted accurately.</li> <li>• There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator.</li> <li>• There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions “on the court” are inconsistent with the assessment of progress.</li> <li>• Most of the staff can explain their role in carrying out the school's key actions.</li> </ul>			<ul style="list-style-type: none"> <li>• The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted.</li> <li>• There is evidence that the assessment of progress has been conducted accurately and rigorously.</li> <li>• There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator.</li> <li>• There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general.</li> <li>• The staff can explain their role in carrying out the school's key actions.</li> </ul>			