

School Action Plan Template

Key Action 1 (Briefly state the specific goal or objective.)

Based on our Needs Assessment we will improve Reading and Writing Proficiency for students in grades PK-5th grade by having students perform at or above grade level using the Science of Reading that includes writing across all content areas.

Indicators of success (Measurable results that describe success.)

- The percentage of 3rd-5th grade students performing at or above grade level in Reading as measured on STAAR 2024 will increase by:
 - Approaching Level will increase from **72%** on STAAR 2023 to **78%** on STAAR 2024
 - Meets Level will increase from **40%** on STAAR 2023 to **46%** on STAAR 2024
 - Masters Level will increase from **15%** on STAAR 2023 to **23%** on STAAR 2024
- To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 58 % to 50 %
- 10% student growth from the BOY to the EOY on the NWEA MAP Assessments

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

- All instructional leaders (Mrs. D. Lofton Demerson, Mrs. D. Stigers, Mrs. A. Escandon, and Ms. C. Smith) will create writing rubric based on grade level TEKS aligned to TEA rubric
- Ms. C. Smith will require and teachers will monitor monthly writing sample submissions based on the 10 pt. rubric.
- Ms. C. Smith and Ms. Escandon will review writing sample rubrics once a month and provide professional development based on needs.

- Mrs. D. Stigers, Mrs. A. Escandon, and Ms. C. Smith will facilitate professional learning communities weekly to assist with lesson internalization.
- Mrs. Lofton Demerson, Mrs. Stigers, Ms. C. Smith and Ms. Escandon will provide weekly feedback regarding Literacy Instruction to every teacher using TTESS walkthrough feedback.
- Ms. Escandon will provide professional development around the science of reading instruction.
- All instructional leaders (Mrs. D. Lofton Demerson, Mrs. D. Stigers, Mrs. A. Escandon, and Ms. C. Smith) will internalize lessons during professional learning communities to monitor effective first instruction delivery.
- All instructional leaders (Mrs. D. Lofton Demerson, Mrs. D. Stigers, Ms. Mrs. A. Escandon, and Ms. C. Smith) will review student strategy folders during weekly professional learning communities to discuss exemplars and misconceptions.
- Mrs. Lofton Demerson will establish intervention hour in the master schedule for all students performing below grade level.

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

- Teachers will participate in PLCs weekly based on the science of reading and apply feedback to instruction.
- Teachers will tier TEKS based monthly writing sample submissions based on provided rubric.
- Teachers will review proficiency data monthly based on rubric during professional learning communities.
- Teachers will participate in PLCs weekly by modeling effective first instruction.
- Provide HB4545/HB1416 students with interventions 3 times per week during the specified time frame on the master schedule.
- Teachers will Implement feedback into instruction received from TTESS walkthrough and observation feedback.

- Teachers will provide daily exemplars and monitor expected STAAR aligned strategies based on student performance on DOL's to address student misconceptions.
- Tracking DOL weekly and providing intervention for students performing below grade level.

School Action Plan Template

Key Action 2 (Briefly state the specific goal or objective.)

Based on our needs assessment, we will implement effective on grade level math first instruction in grades K-5 by utilizing Eureka Math to increase the achievement levels.

Indicators of success (Measurable results that describe success.)

- Improve math strategies across K-2nd grade by ensuring vertical alignment.
- The percentage of 3rd-5th grade students performing at or above grade level in Math as measured on STAAR 2024 will increase by:
 - Approaching Level will increase from **56%** on STAAR 2023 to **60%** on STAAR 2024
 - Meets Level will increase from **26%** on STAAR 2023 to **30%** on STAAR 2024
 - Masters Level will increase from **11%** on STAAR 2023 to **15%** on STAAR 2024
- 10% student growth from the BOY to the EOY on the NWEA MAP Assessments.
- To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 69 % to 64%.

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

- During pre-service, all instructional leaders (Lofton Demerson, Bogerty, Stigers) will provide professional development around the campus Eureka Internalization checklist.
- On a weekly basis, all instructional leaders (Lofton Demerson, Bogerty, Stigers) will monitor the internalization of lessons during professional learning communities to monitor effective first instruction delivery.
- On a monthly basis, all instructional leaders (Demerson, Bogerty, & Stigers) will review student strategy folders during professional learning communities to discuss exemplars and misconceptions.
- All instructional leaders (Lofton-Demerson, Stigers, Bogerty) will establish intervention hours in the master schedule for all students performing below grade level during pre-service.
- On a bi-monthly basis, all instructional leaders (Lofton-Demerson, Stigers, Bogerty) will monitor and review student strategy folders based on the **RD2W (Read, Draw, Write, Write)** campus created **EUREKA** rubric
- Mrs. Demerson (Lofton) and Mrs. Stigers will provide weekly continuous feedback to every teacher using TTESS walkthrough feedback.

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

- Consistently monitor students' assignments and assessments to ensure **EUREKA** strategies are utilized.
- Participate in PLCs once a month on best practices in implementing **EUREKA RDW (Read, Draw, Write)** strategies.
- Review proficiency data based on **RDW (Read, Draw, Write) EUREKA** rubric during professional learning communities.
- Provide exemplars and monitor expected STAAR aligned strategies based on student performance on DOL's to address student misconceptions.
- Review student work samples to review exemplars and address misconceptions.

- Tracking DOL weekly and providing intervention for students performing below grade level.

School Action Plan Template

Key Action 3 (Briefly state the specific goal or objective.)

Improve Special Education compliance by 100% ARD meeting completed by deadline. 100% completion of quarterly progress monitoring and IEPs (individual education plans) will be written and developed in accordance to the TEA Rubric.

Indicators of success (Measurable results that describe success.)

- 80% of students receiving Special Education Services will show growth towards their IEP goals.
- 100% of students' accommodations will be organized in binders to be stored in the general education classrooms to ensure academic success.
- 80% of students receiving Special Education Services will show growth on the following assessments: NWEA MOY and EOY, STAAR/STAAR ALT.
- To close achievement gaps, based on the Math STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 85 % to 80%.
- To close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by: DNM from 61 % to 56%.

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

- Provide professional development around Special Education Services to all staff members.
- Provide PLC (professional learning communities) to assist teachers with designated supports and accommodations for identified students.
- Monitor implementation of accommodations during campus calibration walks and TTESS observations and walkthroughs.
- Discuss Special Education progress and compliance during weekly leadership meetings.
- The principal will hold bi-weekly check in meetings with the Special Education Chair to discuss compliance and student progress.
- Provide continuous feedback to teachers around accommodations for Special Education students served.

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

- Participate in Provide HB4545 students with interventions professional development around Special Education Services to all staff members.
- Participate in PLC (professional learning communities) to learn best practices around designated supports and accommodations for identified students.
- Implement feedback into instruction received from the spot observation form.
- Ensure student accommodations are provided and implemented during daily instruction.
- Tracking DOL weekly and providing intervention for students performing below grade level.

School Action Plan Template

Key Action 4 (Briefly state the specific goal or objective.) Increase the quality of instruction by implementing multiple response strategies during daily instruction to increase student engagement.

Indicators of success (Measurable results that describe success.)

- By April 2024, 70% of teachers will receive a “proficient” rating or higher in Domain 2 (student engagement) through the TTESS walkthrough and observation feedback form.
- Out of school suspension amount will decrease from 9 to 3.
- 60% of students will show mastery on DOL (demonstration of learning).

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

- The principal will provide professional development to all teachers on multiple response strategies during August 2023.
- Monitor practice of multiple response strategies during demo day in professional learning communities.
- Embed multiple response strategies in the weekly lesson plans/internalization notes.
- Provide continuous feedback to every teacher using the TTESS walkthrough and observation feedback form.
- DOL data digs with teachers during weekly PLC’s.

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

- Practice implementation of multiple response strategies during demo day in professional learning communities.
- Participate in multiple response strategies professional development during August 2023.
- Participate in peer observations to observe best practices of MRS implementation.
- Tracking DOL weekly and providing intervention for students performing below grade level.

