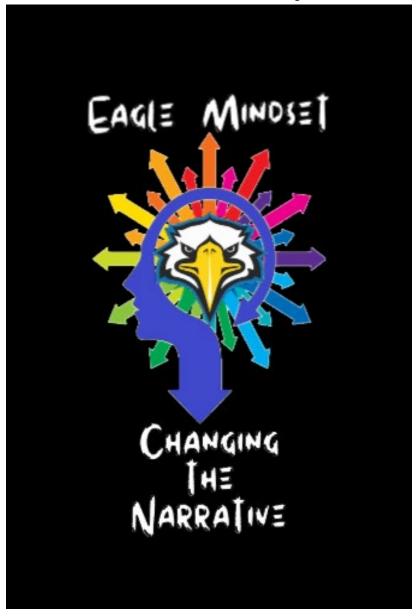# Anna B. Kelso Elementary

Campus Action Plan
2023-2024

School Action Plan Template

Key Action *(Briefly state the specific goal or objective.)*
Daily use of HQIM (High Quality Instructional Materials) aligned to instructional planning using district scope and sequence and interim and formative assessments to deliver a rigorous curriculum in grades K-5th.

Indicators of success *(Measurable results that describe success.)*
70% of scholars will score proficient (70% or higher) on all unit assessments administered from October to February 2024.This percentage will increase to 80% by April 2024.   50% of scholars will increase 1.5 times the U.S. growth in NWEA by the MOY administered in March 2024. By the EOY administration of NWEA this percentage will increase to 70%   - By April 2024, Based on the Reading STAAR data from 2022-2023 school year, by April 2024 students performing at or above grade level, in Student Achievement Domain 1, will increase by: Meets (at grade level)- from 22 % to 40 % Masters (above grade level)- from 4% to 30 %   - By May 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 20% points: DNM- from 50 % to 30 %

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
- Trained in Eureka and Amplify instructional lesson cycle, expectations of internalization, and effective curriculum mapping that targets highly tested TEKS.   - Review internalization documents and instructional slides weekly to provide feedback to improve quality of instructional delivery.   - Provide effective and actionable feedback during At-Bat/Instructional Practice sessions

and monitor in class delivery with in-the-moment coaching.

- Lead collaborative data disaggregation meetings to create action plans to address achievement gaps and gauge the levels of progress toward campus goals of 80% of all scholars achieving mastery of TEKS at 70% or higher.

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

- Receive training on Eureka and Amplify (HQIM) and instructional expectations by August 2023.
- Internalized and annotated lesson plans completed by Wednesday and brought to PD Thursdays for review and feedback prior to instruction.
- Upload internalized lesson plans and slide decks into the common Google Drive by Thursday by 11:59 pm
- Participate in weekly Professional Development with At -Bats sessions to ensure the internalization of lesson content has been achieved and to receive feedback to correct any misconceptions prior to instruction.
- Engage in collaborative data assessment analysis to gauge level of progress toward campus goal of 80% of all scholars achieving mastery of TEKS at 70% or higher.

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

Increase the level of student engagement by developing a systematic approach for instructional feedback around the use of Multiple Response Strategies to improve the quality of instruction.

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

- By December 2023, out of 50 Spot Observations of classrooms conducted by the ILT 80% of teachers will receive "2" or higher on Engagement. This percentage will increase to 90% by February 2024.

- By December 2023, 80% of all classrooms at Kelso will engage in daily instruction that includes 6 out of 8 Multiple Response Strategies. By February 2024, this number will increase to 100%

- As a result of increased engagement by March 2024, 80% of all scholars will score at least 70% or higher on all campus based and district level assessments.

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

- Train teachers on how the Spot Observation Tool will be used and how to properly gauge proficient and developing criterion for Student Engagement and the use of the 8 key Multiple Response Strategies used district wide.

- Select and train teachers on when to use the 8 Multiple Response Strategies effectively during lesson plan feedback sessions by explicitly modeling and practicing with them.

- Review annotated Amplify/Eureka lesson plans to specifically address the intentional placement of multiple response strategies into the lesson cycle and provide written feedback to the teacher prior to instruction. Leaders will give specific expectations around when MRS is to be implemented when the feedback is given.

- Prior to observing teachers, leaders will participate in training on how to give in the moment feedback to ensure professional standards are upheld and feedback is bite-size and actionable.

- Observe the implementation of the Multiple Response Strategies in the classroom and provide "in-the-moment" coaching on the effectiveness of that implementation.

- Conduct one informal Spot Observation of Multiple Response Strategies, then meet with each teacher informally to discuss and provide additional feedback prior to formal Spot Observation.

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

- Attend campus-based training over the 8 District Wide MRS strategies that will be expected in every classroom daily.

- Embed the MRS strategies into internalized and annotated lesson plans at least 3 times within the lesson cycle.

- Receive coaching and feedback during the weekly Professional Development meeting where lesson plans are reviewed.

- Participate in Lesson Rehearsals and At-Bats prior to each Unit to ensure MRS Strategies are being embedded effectively to achieve high yielding instructional results.

- Receive in the moment coaching during the lesson cycle as needed to ensure the lesson is being delivered as designed.

- Receive formal Spot Observation feedback from Instructional Leader once observation is complete. Make adjustments, if needed, during the next lesson.

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

Build staff capacity to provide quality instruction on how to produce topic driven written responses to text using RACES strategy.

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

- By December 2023, 100% of Kelso classrooms will engage in structured written responses across content areas that follow the RACES format and are aligned to TEK standards.

- By December 2023, 60% of the students will score at or above the proficient level using a 10pt. holistic rubric as measured by the timed Campus Based Writing assessments. The percentage will increase to 65% by February 2024.

- By March 2024, 70% of students will meet or master intended writing benchmarks targets, scoring between 5 to 10 pts, using the state writing standards as measured by end of unit writing assessments.

- By April 2024, Based on the Reading STAAR 2022-2023 data the percent of students obtaining a rating of 5 or more on their extended constructed response will increase by 5 points:

  Constructed response ratings- from 0 pts. to 5 pts, those who scored 3 pts to 8 pts.

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

the objective?)

- Provide weekly professional development facilitating a purposeful writing plan with all teachers focused on improving student writing skills using RACES.

- Train teachers how to rate student writing samples on the 10 pt. holistic rubric.

- Train teachers to align instruction to the grade level specific expectations of RACES. Pre-K-1st Grade: R.A. 2nd-3rd Grades: R.A.C.E 4th-5th Grades: R.A.C.E.S

- Monitor consistently and provide daily classroom "in-the-moment" coaching with immediate feedback to all teachers as they rate student responses.

- Consistently monitor the All In Learning platform to analyze current student levels and determine next steps.

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

- Implement RACES strategy in all Kelso classrooms with fidelity.

- Use Explicit Vocabulary Instruction, modeling and writing with students to increase their responses to various texts using the R.A.C.E./R.A.C.E.S. strategy.

- Internalize and purposefully integrate the language arts and writing curriculum to efficiently use instructional time.

- Create and analyze weekly/unit campus writing assessments to determine independent student needs to increase writing fluency.

Key Action

Consistently monitor and track student achievement data post-delivery of high-quality instructional material to increase daily student achievement at Meets and Masters levels.

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

- By December 2023, 40% of scholars will perform at advanced levels, meets and masters, on district and campus-based assessments. This performance indicator will increase to 50% by March 2024.

- By February/March 2024, during weekly data reviews of TEKS, 80% of scholars will perform at 70% or above on all instructed TEKS.

- By April 2024, based on the Reading STAAR data from 2022-2023 school year, by April 2024 students performing at or above grade level, in Student Achievement Domain 1, will increase by:

  Meets (at grade level)- from 22 % to 40 %

  Masters (above grade level)- from 4% to 30 %

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

the objective?)

- Train teachers tracking expectations and show how this information should be presented and posted weekly.

- Monitor the fidelity with which teachers execute the expectations and meet weekly to review and collaborate on action steps if 70% goal is not achieved.

- Set timelines for reteach and reassessment of non-mastered TEKS with teachers and follow through with a check-up at the weekly data review to monitor progress.

- Post progress toward campus goals weekly in the Data Room to track and create a culture of celebrating excellence.

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

- Track daily DOL using All In Learning or Quizzes created products.

- Record DOL results daily on DOL trackers using the LSAE model.

- Create and track Do Nows using All in Learning or Quizzes to review the previous day's instruction to CFU of presented TEKS.

- Record daily TEK percentages of mastery, any TEK receiving less than 70% mastery will be addressed during small group instruction the next instructional day. Progress toward 70% mastery will be discussed and next steps planned during the weekly data review PD (PLC) sessions.

- Post and celebrate progress data weekly with scholars.