



James H. Law Elementary School

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Christina Brazle, Principal

2024-2025 Action Plan

Law Elementary School

Christina Brazle, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

NWEA Median BOY to MOY
Percentile growth **Language Arts**

40

NWEA Median BOY to MOY
Percentile Growth **Math**

33

NWEA Median BOY to MOY
Percentile Growth **Science**

41

Subject	Language	BOY			MOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	51	20	39%	49	30	61%
Math	English	49	8	16%	49	15	31%
Literacy	Spanish	7	3	43%	7	5	71%
Math	Spanish	7	2	29%	7	5	71%

Needs related to improving the quality of instruction:

IRT Round One- 4, IRT Round Two- 7, IRT Round Three- 8.7

Approximately 50% of teachers in grades Pre-Kindergarten thru Second are new to the profession (less than or equal to 1 year). As such, intensive on-the-spot coaching and development is needed to ensure a consistent practice of high-quality instruction occurs daily in Grades Pre-K thru Second. Additionally, SY2425 3rd grades scholars who attended Law ES lacked the skill of a consistent teacher in 2nd grade, resulting in serious gaps of learning and development. There will be an urgent need to mitigate learning loss amongst this population of students.

1. Improve the quality of instruction in reading.
2. Improve the quality of instruction in math and science.
3. Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.
4. Maximize the PLC model and structure to strength the lesson internalization and demonstration of lesson delivery effectively to improve student outcomes.

System evaluation (philosophy, processes, implementation, capacity)

- Weekly on the spot coaching for all teachers by appraiser and one additional appraiser.
- Calibration walks with TIER two leaders weekly and monitor feedback.
- Data tracking system alignment for all teachers and appraisers.
- Small group instruction alignment and implementation with fidelity.
- Adjustments to PLC structures and systems (content and grade level planning)

School Action Plan Template

KEY ACTION ONE	<p>Key Action (Briefly state the specific goal or objective.)</p> <p>Provide effective, on grade level, Tier 1 instruction in English Language Arts, with an emphasis on differentiated supports to increase mastery level of achievement with constructed written responses.</p>
	<p>Indicators of success (Measurable results that describe success.)</p> <ol style="list-style-type: none">1. Based on the Reading STAAR data from the 2023-2024 school year, students performing at or above grade level will increase as follows:<ul style="list-style-type: none">• Meets -52% to 60%• Masters - 8% to 20%2. 70 percent of students will meet their projected growth on the NWEA assessment from BOY to EOY. All grades will be above the 50th percentile for reading growth from BOY to EOY.3. 85% of teachers will score 4/6 in Engage and Deliver, 3/4 on Monitor and Adjust on their spot forms by December 2024 and 5/6 in Engage and Deliver, 3/4 in Monitor and Adjust by April 2025.4. Based on the 2023-2024 data IRT will increase from Progressing II to Proficient by EOY 2025.
	<p>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</p> <ul style="list-style-type: none">• The Principal and Instructional Team will provide in depth training on lesson internalization of the Amplify Reading curriculum during preservice days and embed At-Bats once a month to provide continued planning and instructional delivery support. PD calendar, agendas, and sign in sheets will be placed in PD binder.• One on one support will entail data-driven lesson planning, providing effective feedback on internalized lessons to enhance teacher ability to intentionally plan for lesson implementation, curriculum pacing, demo lessons, curricular resource implementation, and individualized learning plans for students. Support will be documented with a follow up email for teachers that receive it.• The admin team will conduct on the spot coaching for teachers once a week to improve instructional delivery. “On The Spot” coaching forms will be documented on the spot, before submitting to the teacher electronically.

- Leaders will track spot observations weekly and cross verify with DOL data to identify specific areas of need. Appraisers will keep a progressing binder, by teacher, that includes progress, on spot observations overtime as well as data to ensure congruency.
- PLCs will include an intentional focus on writing within and across disciplines. ELAR teachers will be trained on utilizing the TEA scoring rubric for extended constructed responses. Short and extended constructed responses will be embedded in DOLs at least once per week for all content areas. Mathematics teachers will be trained on the 'writing' component of Read-Draw-Write. Leaders will meet with teachers once a month to rate samples and track the data.
- The assistant principal will train all teachers on the key components of data analysis meetings, including the specific steps required for collecting, tracking, and interpreting key data points to inform instruction. PLC calendar will note days for data analysis after an assessment.

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

- Teachers will ensure grade-level alignment of Tier 1 instruction, student activities, and DOL to Learning Objectives. Teachers will model after lesson internalization exemplar.
- Internalized lesson plans will be turned in on Thursday's for feedback to be given and to conduct At-Bats during PLC. Lessons will be turned in via SharePoint.
- Teachers will engage in professional development sessions to improve instructional practices. Teachers will implement feedback and it will be noted on their spot form.
- Teachers will implement on-the-spot coaching feedback and spot observation feedback for every lesson thereafter, when applicable. Spot form will note implementation.
- Teachers will participate in vertical alignment meetings monthly, PLCs weekly, content planning weekly, and individual DDI conversations monthly. Sign in sheets will note attendance. Implementation will be noted by email or on the spot form.
- Teachers will set target scores for all students after each administration of NWEA to ensure students achieve their expected growth at the end of the year. Teachers will have action plans for students in their data binder.
- Teachers will track and monitor student progress on DOLs and unit assessments, while adjusting instructional plans as needed. Trackers will be located in their data binders.
- Progress of this goal will be monitored through formative assessments, NWEA Map diagnostics, and targeted interventions.

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	Key Action One:		
Staff Development	Who: Principal, Assistant Principal, Instructional Specialists		
	What: Onboarding boot camp for all ELA teachers will occur during Teacher Pre-Service days. All teachers will engage in At-Bats during PLCs at least once per month. All appraisers will provide on-the spot coaching at least twice per month (SPOT Observations), with specific actions teachers must take to improve instruction. All appraisers will leverage Outlook calendars to provide teacher feedback during At-Bats at least 2 days per month during planning periods. Appraisers will also use this time to address any adjustments not made during SPOT observations.		
	When: Weekly and monthly		
	Where: Individual Planning Periods and PLC		
Budget	Proposed item	Description	Amount
	Staff development	PearDeck enhancing the curriculum	0
	Materials/resources	Journals, chart paper, makers, pens	500
	Purchased services	PearDeck	3000
	Other		
	Other		
	TOTAL		3500
Funding sources: Gen Funds			

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

Provide effective, on grade level, Tier 1 instruction through the implementation of effective Math instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.

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

1. Based on the Math STAAR data from the 2023-2024 school year, students performing at or above grade level will increase as follows:
 - Meets - 47% to 60%
 - Masters - 8% to 20%
2. 70 percent of students will meet their projected growth on the NWEA assessment from BOY to EOY.
3. 85% of teachers will score 5/8 in Domain II on their spot forms by December 2024 and 6/8 in Domain II by April 2025.
4. All grades will be above the 50th percentile for math growth from BOY to MOY.

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

- Leadership will train teachers on using annotations for word problems. PD calendar, agenda, and sign in sheets will note training.
- Short and extended constructed responses will be embedded in DOLs at least once per week for all content areas. Mathematics teachers will be trained on the ‘writing’ component of Read-Draw-Write. Leaders will meet with teachers once a month to rate samples and track the data.
- Leadership team will provide on the spot coaching to improve the quality of instruction specifically domain II. Appraisers will note on the spot coaching on spot forms before submitting to teachers.
- Leadership team will keep appraisal binder to review progress being made by teacher in domain II. Appraiser will provide one on one coaching to teacher as needed. Follow up email for support provided to teacher will be conducted.
- Leadership team will conduct observations of small group instruction to ensure action plans are being implemented. Observation notes will be noted in appraisal binder.
- The assistant principal will train all teachers on the key components of data analysis meetings, including the specific steps required for collecting, tracking, and interpreting key data points to inform instruction. PLC calendar will note days for data analysis after an assessment.

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

- Teachers will ensure LO, Tier 1 instruction, student activities, DOL, and assessments are aligned and on grade level. Lesson internalization will note this and will be turned in on SharePoint. Lesson plans will be turned in on Wednesday for feedback to be given and to conduct DEMOS during PLC.
- Teachers will track DOLs and aggressively monitor progress. Teachers will create action plans for small group intervention that will be kept in the data binder.
- Teachers will track students RIT scores and use the learning continuum to create action plans for MOY and EOY action plans to improve student outcomes. Plans will be in data binder.
- Teachers will implement all feedback from walkthroughs, trainings, and observations. Implementation will be noted on spot observations.
- Teachers will participate in vertical alignment meetings monthly, PLCs weekly, content planning weekly, individual DDI conversations monthly. Agendas and sign in sheets will account for training.
- Teachers will have data conferences with parents and students one per semester. Sign in sheets will be added to data binders.
- Progress of this goal will be monitored through Zearn, IXL and NWEA Map diagnostics, and targeted interventions.

	Key Action Two:		
Staff Devel.	Who: Principal, Assistant Principal, Instructional Specialists		
	What: Onboarding boot camp for all Math teachers will occur during Teacher Pre-Service days. All teachers will engage in At-Bats during PLCs at least once per month. All appraisers will provide on-the spot coaching at least twice per month (SPOT Observations), with specific actions teachers must take to improve instruction. All appraisers will leverage Outlook calendars to provide teacher feedback during At-Bats at least 2 days per month during planning periods. Appraisers will also use this time to address any adjustments not made during SPOT observations.		
	When: Weekly and monthly		
	Where: Individual Planning Periods and PLC		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources	Notebooks chart-paper notecards	500
	Purchased services	Peardeck	
	Other		
	Other		
	TOTAL		3000
	Funding sources: 101 and Title I		

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 as well as consistently providing on-the-job coaching and feedback at a minimum monthly.

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

- 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs.
- By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- At least 80% of our students receiving Special Education services will show progress towards their IEP goals, as measured by 3-weeks' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR/STAAR Alt performance (for students in grades 3-5).
- Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- 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).
- To close achievement gaps, based on the Reading and Math STAAR data from the 2023-2024 school year, special education and emerging bilingual students who do not meet the standard will decrease as follows:
 - SPED DNM - 82% to 75%
 - EB DNM - 47% to 35%
- By the end of the 2024-2025 school year, the campus will achieve proficiency status on ARD timelines, quality of IEPS, observations for quality instruction, and progress monitoring.

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

- The leadership team will 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. Sign in sheets for trainings will be available.
- Leadership team will conduct observations to ensure supports are effectively implemented for SPED and dual coded students. Appraisers will keep log of visits and notes on teachers and the implementation.
- Principal and Special Education will collaborate to ensure timely scheduling and notification of parents regarding regularly scheduled and specially requested ARD meetings. Calendar of ARDs will be placed in special education compliance binder.
- During bi-weekly meetings with the Special Education team and monthly leadership team meetings with SpEd Chair, Principal will review compliance and instructional concerns reported by the Special Education and core content teachers. Documentation of feedback will be placed in the compliance binder.
- During routine classroom observations, the leadership team will collect data on the students' use of designated supports, discuss it with core content and enrichment teachers, and determine action steps during PLC meetings once per month. PLC calendar will note designated supports, as well as agenda and sign in sheets.
- Principal and Special Education Chair will ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool. Sped chair will document observations.
- Principal and Special Education Chair will collaborate to ensure timely completion of progress monitoring reports every 3 weeks.
- Data tracking by special populations to ensure progress made throughout the school year. Leadership will maintain data tracking by special population in data binder or spreadsheet.

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

- Teachers will implement students designated supports from day one. Teachers will keep anecdotal notes on whether students are using supports.
- All teachers providing services to students in Special Education will implement the students' IEPs with fidelity and document students' accommodations for each assignment in PowerSchool. Turn in printed report to SpEd Chair
- Each student's case manager completes progress monitoring reports every 3 weeks.
- 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. Teachers will keep student portfolios.
- Teachers will meet with sped co-teachers to plan for students that are not making progress. Data binders will have action plans co-created with sped teacher and gen-ed teacher.
- The Special Education teachers and teaching assistants in self-contained classrooms will implement the UNIQUE curriculum with fidelity.
- All teachers will use the CBLI strategies in all content areas and enrichment classes. Spot forms will note implementation.
- Bilingual/Dual Language teachers will implement the Summit K-12 lessons and monitor the students' Summit usage (minimum of 45 minutes weekly). Usage report will be in data binder.

Key Action Three:

Who: Admin Team and SPED chair

What:

Train teachers on designated support implementation for SPED students and their accommodations.

When:

Preservice days

Where:

Law ES

Budget	Proposed item	Description	Amount
	Staff development		0
	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		0
	Funding sources:		
	NA		

KEY ACTION FOUR

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

Improve the quality of instruction in Science for improved students' outcomes.

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

1. Based on the Science STAAR data from the 2023-2024 school year, students performing at or above grade level will increase as follows:

- Meets - 30% to 45%
- Masters - 0 % to 8%

2. 70 percent of students will meet their projected growth on the NWEA assessment from BOY to MOY and from MOY to EOY. All grades will be above the 60th percentile for Science growth from BOY to MOY.

Progress for this goal will be monitored through NWEA diagnostics and IXL.

3. 85% of teachers will score 5/8 in Domain II on their spot forms by December 2024 and 6/8 in Domain II by April 2025. Based on the 2023-2024 data, IRT will increase from Progressing II to Proficient by EOY 2025.

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

- Train teachers on effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction,” differentiating instruction, and the use of technology to improve instruction. PD calendar, sign in sheets, and agenda will note training.
- Train teachers on the effective implementation of MRS student engagement strategies. PD calendar, sign in sheets, and agenda will note training.
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the District spot observation form. On the spot coaching will be noted in the spot observation form.
- For select teachers, provide expert professional development on science and how to teach science to students through lesson internalization, modeling, and continuous monitoring. Follow up email will be provided to detail support provided.
- Train lead teachers on spot observation form and walk with lead teachers at least two classes a month to increase leadership lens. Calibration walk spot forms will be added to appraiser binder.

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

- Implement strategies and techniques provided in PD and on the spot coaching to improve instruction. Learning training and modeling will be noted on spot form if implemented or not.
- Participate in at bat sessions. Come to PLC prepared for at bats. Calendar of who will do at bats will be detailed for teachers.
- Maintain a data tracker for student progress specifically RIT scores for NWEA and use the learning continuum as part of the action plans that will be kept in the data binder.
- Teachers will ensure small group instruction is occurring for students to make progress and improve student outcomes. Teachers will keep a list of students needing support along with their individualized plans.
- Implement hands on learning lessons for science. Lesson internalization will note lab work. Lessons will be turned in on time on SharePoint weekly.
- Teachers will track DOLs and additional formative assessments and create action plans to re-teach, spiral, and readjust instruction as needed for improved student outcomes. Teachers will keep tracker in data binder.

	Key Action Four:		
Staff Level.	Who: Leadership team and curriculum department		
	What: Stemscopes training		
	When: Preservice week		
	Where: Law Elementary		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services	Stemscopes	1000

	Other		
	Other		
	TOTAL		1000
	Funding sources: Comp ED		

KEY ACTION FIVE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve the quality of instruction for improved students' outcomes within the target population EB.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ol style="list-style-type: none"> 1. Based on the TELPAS data from the 2023-2024 school year, students performing at, or above grade level will increase by 10% per performance rating. 2. 70 percent of students will meet their projected growth on the NWEA assessment from BOY to EOY. Progress for this goal will be monitored through NWEA diagnostics. (English and Spanish assessments) 3. 85% of teachers will score 5/8 in Domain II on their spot forms by December 2024 and 6/8 in Domain II by April 2025. Based on the 2023-2024 data, IRT will increase from Progressing II to Proficient by EOY 2025.
	<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"> • Train teachers on effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction,” differentiating instruction, and the use of technology to improve instruction. PD calendar, sign in sheets, and agenda will note training. • Train teachers to effectively implement Scaffolds for students. • Train teachers on the effective implementation of MRS student engagement strategies. PD calendar, sign in sheets, and agenda will note training.

	<ul style="list-style-type: none"> • Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the District spot observation form. On the spot coaching will be noted in the spot observation form. • For select teachers, provide expert professional development on EB students and how to teach content areas to students through lesson internalization, modeling, and continuous monitoring. Follow up email will be provided to detail support provided. • Train lead teachers on spot observation form and walk with lead teachers at least two classes a month to increase leadership lens. Calibration walk spot forms will be added to appraiser binder.
	<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"> • Implement strategies and techniques provided in PD and on the spot coaching to improve instruction. Learning training and modeling will be noted on spot form if implemented or not. • Participate in at bat sessions. Come to PLC prepared for at bats. Calendar of who will do at bats will be detailed for teachers. • Maintain a data tracker for student progress specifically RIT scores for NWEA and use the learning continuum as part of the action plans that will be kept in the data binder. • Teachers will ensure small group instruction is occurring for students to make progress and improve student outcomes. Teachers will keep a list of students needing support along with their individualized plans. • Implement hands on learning lessons for science. Lesson internalization will note lab work. Lessons will be turned in on time on SharePoint weekly. • Teachers will track DOLs and additional formative assessments and create action plans to re-teach, spiral, and readjust instruction as needed for improved student outcomes. Teachers will keep tracker in data binder.
Staff Devel.	Who: Leadership team and Content Teachers
	What: Implementation of scaffolds, HQI, Effective HOT/Guiding Questions.
	When: Preservice week and continuously.
	Where: Law Elementary
Bu	Proposed item
	Staff development

	Materials/resources
	Other
	Other
	TOTAL: \$0.00
	Funding sources: Comp ED