

Love Elementary – Action Plan (24-25)

Systems Thinking and Action Planning



School Action Plan – Needs Assessment

District philosophy and guiding framework:



Needs related to student achievement data

23-24	RLA Masters	Math Masters
3 rd Grade	17%	7%
4 th Grade	19%	4%
5 th Grade	46%	30%

All three key actions focus on student mastery, which is informed by student growth. Instruction will elevate rigor to ensure that teachers access high-quality instructional material and track student data to provide a focused approach to priority instruction to economize time.



**Parameters and
metrics
established by
the District**



Needs related to improving the quality of instruction

According to campus SPOT and IRT data, student engagement strategies and lesson pacing remain an area of concern. Teachers needing to plan for engagement strategies and timing activities to maximize instructional time will most significantly impact the lesson's framework. It is not consistently implemented with fidelity. Teachers will continue to require professional development, at-bat practices, and modeling of the various engagement strategies and internalization of their impact on student mastery of standards. Time spent planning engagement strategies, in conjunction with using high-quality instructional materials, is necessary to move the IRT and SPOT data of the campus and improve student outcomes.

System evaluation (philosophy, processes, implementation, capacity)

Love ES makes use of the district's vetted curriculum materials across all content areas. The district curriculum for math and language arts and SAAVAS for science, along with the district curriculum for social studies and supplemental supports like IXL, NewsELA, and Zearn,

All classroom teachers use a learning objective (LO), do-nows, and demonstrations of learning (DOL) to plan each lesson. All classes engage in district-priority student engagement strategies and writing samples that encourage success on shortened constructed responses (SCR) and extended constructed responses (ECR). Lesson plans will be reviewed weekly for the upcoming week, and teachers will receive feedback on lessons for Teacher growth. Leaders will also calibrate and track lesson plan feedback with observed instruction. Teachers will further develop their lesson implementation skills through at-bats during PLCs, as well as in 1:1 coaching sessions with teachers to debrief classroom observations.



Data is initially used to drive instruction by determining if students require accelerated Reading and/or Math learning. Students are also invited to small group interventions based on common assessment data and teacher DOL data, which will complement the leadership and staff perspective on instructional practices. Campus systems will also be used to track scholar progress toward growth goal attainment on STAAR/EOC and MAP using IXL and DOLs.	
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Key Actions

- *Establish clear expectations around curriculum use and level of instructional rigor across all grade levels for the District Curriculum in ERLA and SRLA, the District Curriculum in Math, and SAVVAS in Science.*
- *Increase student attendance to 95% ADA.*
- *Increase Special Education Compliance to an A on our Folder Check*

School Action Plan Template

Key Action 1: *Establish clear expectations around curriculum use and level of instructional rigor across all grade levels for the District Curriculum in ERLA and SRLA, the District Curriculum in Math, and SAVVAS in Science.*

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

- 70% of all core teachers will receive a 7 or higher on their December SPOT observation by campus administration and will increase to 9 by the April SPOT observation.
- An IRT score of 9 or higher. This will increase by one point per IRT visit.
- 80% of all students will demonstrate growth on the DIBELS/MAP assessment from BOY to MOY.

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

- Train teachers during Pre-Service on the curricular choices to increase student achievement.
 - Curriculum internalization (Aligned LO/DOL/Instruction), Curriculum Map with Indicator
 - The teachers will indicate strategies, essential questions, key vocabulary, and exemplars.
 - The teachers use lesson materials to create a 1:1 representation of the lesson materials for scholars to use during the lesson.
 - LSAE is used for differentiation
 - Anchor Charts (En/Sp)
 - Word Wall (En/Sp)
 - Desk Set-up (SCR/RACE & Annotation Cards)
- Train teachers on SPOT form specific student engagement strategies and techniques, specifically, Multiple Response Strategies correctly to achieve desired outcomes:
 - Think-Pair-Share
 - Turn & Talk
 - Table Talk
 - White Boards
 - Response Cards (Ink-Pair-Share)
- Provide on-the-spot coaching daily to ensure students receive high-quality instruction and build teacher capacity, as outlined in the Day-to-Day Coaching Rubric.

Train teachers on the proper functioning structure of PLCs to ensure ongoing coaching on

specific indicators of success: effective lesson internalization, differentiation, Demonstration of Learning, and MRS, which will maximize time in PLC for learning and practice

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

- The school leadership team will look for the following:
 - Implementation of curricular choices with fidelity.
 - Posted board configuration (LO/DOL/Agenda)
 - Instructional alignment (LO/DOL/Instruction)
 - Engaging classroom experience
 - Teacher Preparation (internalized lessons)
 - Exemplars (slides and scholar activities)
 - Scripted Questions and Answers for Scholars
 - Scaffolds and targeted misconceptions
 - 1:1 Representation for scholars of work for a class period (notes/practice)
 - Anchor charts
 - Word/concept space
- Dual Language Expectations with En/Sp lessons delivered with fidelity

Key Action One: The principal will convene a leadership retreat prior to August staff development

Who: Principal Platt, AP Romero, Ms. Parker, and Ms. Cepeda

What: Principal leads the team in a retreat designed to reflect upon the 23-24 school year while aligning lessons learned with key actions above to inform immediate next steps with specific plans of action for each team member to ensure a strong start to the 24-25 school year, including beginning of year PD, routines and procedures, model classroom, and school-wide structures and systems.

When: June 12 and 13

Where: Off Campus at a TBD location

Proposed item	Description	Amount
Staff development	Training will be provided by principal, tier two leaders, and teacher leaders using district materials, as well as innovations on division PD.	\$0
Materials/resources	Distributed resources will be produced on-site, with originals and laminations given to teachers as a set.	\$0
Purchased services	Training will be provided in-house, therefore, no services will be purchased from outside vendors.	\$0
Other		
Other		
TOTAL		\$0

Funding sources:

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

Increase student attendance to 95% ADA.

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

- Average schoolwide attendance rates will be above 95.6% each week as evidenced by weekly district attendance reports.

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

- Under the guidance of Principal Platt, an attendance tracker will be developed for students.
- A phone tree system will be implemented to call students' parents who are not at school.
- Home visits will be organized to support parents in getting their students to school.
- Specific guidelines for staff attendance will be written in the staff handbook.
- Principal Platt will form a staff attendance committee to devise ways to increase student and staff attendance.
- Principal Platt will work with Counselor Parker and Wrap Around and PTO to incentivize staff coming to work to model attendance for students.
- Principal Platt will work with division leadership on positive culture building that encourages staff attendance.

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

- Staff will track student attendance.
- Staff will phone the parents of absent students.
- Staff will perform home visits of chronically absent students.
- Staff will be held accountable for following attendance guidelines set out in the handbook and written by the committee.

	Who: Campus leadership, teachers, staff, parents, and students.
	What: The enrichment department will engage in same engagement strategy as mentioned in key action #2, to build a school culture that will encourage students to come to school.
	When: Will form an attendance committee whose goal is to increase student and staff attendance.
	Where: Love conference room

Proposed item	Description	Amount
Staff development	Expectations presented at August PD	\$0
Materials/resources	Copies of handbook and committee minutes	\$0
Purchased services		\$0
Other		
Other		
TOTAL		\$0

Funding sources:

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.)*

- 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.
- 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.

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

- Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)
- Ensure special education teachers are utilizing the Goalbook to create measurable goals.
- Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.
- Principal/Assistant Principal will conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.

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

- Staff will attend all special education meetings and participate
- Staff will come to each meeting with artifacts as identified in the action items from the previous week's meeting.
- Staff will respect one another's opinions and honor differences.

Who: Campus Leadership

What: Principal Platt and AP Romero will run meetings using a gradual release model.

When: Weekly, from August 2024 through June 2025

Where: PLC room at Love (TBD)

	Proposed item	Description	Amount
	Staff development		\$0
	Materials/resources		\$0
	Purchased services	N/A	\$0
	Other		
	Other		
	TOTAL		\$0
	Funding sources:		

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

Grow teacher capacity to improve the quality of instruction.

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

- The campus will maintain an overall score of 12 or higher on IRT 1 in Fall 2024, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions.
- By March 2025, 80% (20/25) of teachers will achieve 6 of the 8 points possible in Domain 2 for their highest March 2025 SPOT by their appraiser.
- The campus will achieve an overall score of 12 or higher on the highest IRT of the 24-25 school year, which will reflect scholar engagement and teacher planning for engagement and addressing misconceptions.

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

- Design Professional Development to ensure that Teachers are prepared to:
 - Beginning of Year Professional Development
 - Reflect on previous data for the scholars that they will serve for the upcoming school year.
 - Identify the specific goals for students for the school year to enhance targeted supports for subpopulations – G/T, SPED, EB.
 - Collaborate within the department, especially at the same grade level, to norm lesson structure and procedures for learning that will prepare all scholars for on-grade-level instruction, regardless of learning needs – committing to a scope and sequence that will ensure success. (Agenda, Lesson Structure, Resources, Student Engagement, Feedback, At-bats, Assessment, Intervention)
 - Review STAAR/MAP content alignment to ensure a cohesive cycle of support for scholars upon data review for BOY data – balancing growth and achievement.
 - Design and commit to school-wide writing systems for SCR/ECR to ensure consistency across the campus.
 - Ongoing through PLCs
 - Sharpening teachers focus through Lead4ward resource reviews to enhance content focus upon priority TEKS.

- Review student data to focus upon areas of need for student support.
- Present teacher best practices utilizing available district resources.
- Teachers lead an at-bat of an upcoming lesson, where the team will support with feedback for one-another.

- Support with lesson planning to enhance practices.
- Constructing DOLs aligned with STAAR/EOC and common assessments.
- Curriculum internalization (Aligned LO/DOL/Instruction), Curriculum Map with Indicator
 - Teachers will indicate strategies, essential questions, key vocabulary, exemplar lessons.
 - Teacher uses lesson materials to create a 1:1 representation of the lesson materials for scholars to use during the lesson.
- Anchor Charts
- Desk Set-up (SCR/RACE & Annotation Cards)
- Train teachers on HISD specific student engagement strategies and techniques; specifically, Multiple Response Strategies correctly to achieve desired outcomes:
 - Think-Pair-Share
 - Turn & Talk
 - Table Talk
 - White Boards
 - Response Cards – Paper/Digital (Ink-Pair-Share)
 - Tech-Enhanced Items
- Provide on-the-spot coaching daily to ensure students receive high quality instruction and build teacher capacity as evidenced by SPOT data.

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

- Look-fors
 - Implement effective instructional practices with fidelity.
 - Posted board configuration (TEK/LO/DOL)
 - Instructional alignment (TEK/LO/DOL/Instruction)
 - Engaging classroom experience (student engagement strategies)
 - Teacher Preparation (internalized lessons)
 - Exemplars (slides and scholar activities)
 - Scripted Questions and Answers for scholars
 - Scaffolds and targeted misconceptions
 - Anchor charts.
 - Evidence of differentiation
- Professional Learning Habits
 - Teacher will come to each PLC prepared – annotated lesson, student data, curriculum resources, and their priority questions/problems of practice to resolve, as needed.
 - Teachers will actively participate in PLCs and ongoing campus and district professional development.
- Professional Growth Activities
 - Produce internalized lessons that result in high quality instruction through at-bats and teacher-to-teacher feedback in PLCs.

Key Action Four: *Grow teacher capacity to improve the quality of instruction.*

Who: Campus Leadership

What: The campus will engage in professional development that targets student engagement strategies, short-constructed responses (SCRs), and data disaggregation for formative and cycle assessments. This will include STAAR, NWEA Map, and DOLs. A draft calendar will be attached to this plan with expected plans of rollout and implementation on the campus.

When: Beginning during preservice to be completed by end of September 2024

Where: Love ES – Whole campus and PLC

Proposed item	Description	Amount
Staff development	SCR Deep Dive, and Formative Assessment Data Digs; Rubric Review	\$0
Materials/resources	Rubric posters/anchor charts; poster maker materials – ink, special paper	\$0
Purchased services	N/A	\$0
Other		
Other		
TOTAL		\$0
Funding sources:		