

SY 24-25 School Action Plan (West Division Office)

Campus	Neff Early Learning Center
Principal	Dewunna Aitch
Grades Served	PreK – 1st
Enrollment	571 students

Neff Early Learning Center 2024-2025

School Action Plan – Needs Assessment

Key Findings

For the 2024-2025 school year, our focus is on enhancing teacher capacity and improving student outcomes through targeted professional development. The majority of our students come from economically disadvantaged backgrounds, and many are considered at-risk or emergent bilingual learners. While academic performance varies across subjects and grades, there is a general need for improvement, especially in reading and math. However, students in bilingual classes have shown higher proficiency levels, suggesting areas of strength and opportunities for acceleration. It's important to note that because bilingual teachers have been teaching exclusively in Spanish, there has been a noticeable drop in DIBELS scores school-wide. Our goal is to address these challenges and leverage our strengths to create a more supportive and effective learning environment for our early childhood students.

Needs related to improving the quality of instruction

Data-Driven Instruction:

Need for Enhanced Data Literacy: Teachers require ongoing training to effectively analyze student data, particularly in reading and math, to identify learning gaps and tailor instruction to meet individual student needs.

Regular Data Review Cycles: Implement consistent and structured data review sessions to monitor student progress and adjust instructional strategies promptly.

Professional Development:

Targeted Training Opportunities: Offer professional development that focuses on strategies for supporting emergent bilingual learners and at-risk students, with a particular emphasis on reading and math instruction.

Differentiated PD Sessions: Provide differentiated professional development based on teacher experience and areas of need, ensuring all staff receive relevant and impactful training.

Targeted Language Supports:

Integration of Language Development Across Content Areas: Develop and implement strategies that integrate language development into all subjects, not just language arts, to support bilingual learners more effectively.

Resource Allocation: Ensure teachers have access to high-quality instructional resources that are tailored to the needs of bilingual and at-risk students.

On-the-Spot Coaching:

In-Classroom Support: Increase the availability of the leadership team who can provide real-time, in-classroom support and feedback to teachers, helping them to implement best practices immediately.

Coaching Cycles: Establish regular coaching cycles that include planning, observation, feedback, and reflection to continuously improve instructional practices.

Family and Community Engagement:

Strengthening Partnerships: Develop stronger partnerships with families and the community to support student learning, particularly in reinforcing language development and literacy skills at home.

System evaluation

At Neff Early Childhood Center, we've successfully established strong systems to equip our teachers with the essential skills needed to deliver effective Tier 1 instruction. Although there was initial resistance to implementing the Dual Language model, we were able to change teachers' mindsets by presenting assessment data that demonstrated its benefits. Our ongoing goal is to implement the Dual Language model with fidelity, ensuring it provides a solid foundation for student learning. Moving forward, we will focus on enhancing our Professional Learning Community (PLC) structure and refining our data discussions by incorporating predictive data meetings to maximize their impact.

KEY ACTION ONE

Key Action One:

Increase high quality tier one instruction of all content areas by building teacher content capacity

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

- 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2025.
- 75% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimensions 2.1 through 2.5 (Instruction) of the T-TESS rubrics.
- The average score of the spot observations conducted by school leaders in May 2025 will be at least 10 and that score will differ from the average IRT's score by no more 2 points overall

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

- Train teachers on MRS during summer pre-service and professional development. Professional Development days will be tied to MRS and include effective lesson objectives, demonstration of learning, differentiating instruction and the use of technology to improve instruction.
- Conduct staff developments on how to unpack standards, understand the objectives, connect the DOL, and embed strategies and /or practices into the lesson.
- Leaders will create a schedule that allows regular opportunities for grade-level teams and content teams to plan together to promote horizontal and vertical alignment.
- Leaders identify specific dates and times for teachers to meet with the leadership team to target school-wide instructional practices and create a calendar that pairs PLC topics with specific dates.
- Leaders will model the implementation of campus PLC protocols.
- Provide professional development on campus culture to build positive morale amongst teachers, administration, parents, students, and stakeholders.
- Leaders provide coaching and written feedback to every teacher every two weeks through spot observations.

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

- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours.
- Teachers will conduct bi-weekly demonstration lesson as part of the PLC cycle.
- Teachers will collect, monitor, and report on classroom data bi-weekly during PLCs related to DOLs and common assessments concurrent with their units of study.
- Each teacher will observe at least two other teachers each semester and provide feedback on the use of multiple response strategies in the classroom and identify the next steps for their own instructional practice.
- Use weekly data to identify focal points for grade level.
- Identify weekly cross-curricular connections and/or vocabulary used across the all content to be taught during Do Now.

	Key Action One: Increase staff capacity to provide high-quality instruction.		
Staff Level.	Who: Campus Leaders, HISD LPD, Teacher and Teacher Leader		
	What: <ul style="list-style-type: none"> • Provide professional development on how to implement an effective lesson during your reteach and the use of data to determine the effectiveness of the reteach. • Professional development is tied to Ready characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction”, differentiating instruction, and second teach. 		
	When: Weekly		
	Where: “Professional Development” PLC		
Budget	Proposed item	Description	Amount
	Staff development	Lesson Objectives, DOL/Exemplars, Multiple Response Strategies, first, good instruction, differentiating instruction, second teach/LSAE	
	Materials/resources	District and Campus instructional resources	
	Purchased services		
	Other		
	Other		
		TOTAL	\$0
Funding sources:			

Key Action One:

Goals and Priorities:

- Establish common expectations around effective instructional practices.
- Implementing high-quality instruction with fidelity in all classrooms.
- Improve overall quality of instruction to directly impact student growth and increase overall achievement on benchmark and standardized assessments.

Connection to District Plan:

HISD Priority Areas:

- Improve the Quality of Instruction
- Improve PK-4th Grade Reading Instruction
- Improve SPED and SEL Services

HISD Ready Characteristics

- Teach grade-level content every day.
- Push rigor and relevance
- Know where students are academically and emotionally.
- Collaborate

HISD Core Values

- All students can learn and reach his/her potential.
- Reducing inequities inherent in the education system

Key Action Two: Improve Special Education instruction and service delivery.

Quality of Instruction Data/Professional Development Needs

In special education observations, it was noted that students may need foundational skills to work at grade level. Self-contained teachers require more resources to deliver multiple curriculums. General education teachers need help implementing accommodations to aid students in accessing grade.-level curriculum.

KEY ACTION TWO

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

Increase Special Education team’s compliance and instructional capacity through realignment of skills and systems.

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

- 80% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Math assessment.
- 80% of students receiving SPED services will meet or exceed their individual growth measures identified in their IEP by Spring 2024
- 100% of teachers will provide daily accommodations for students in accordance with IEPs/504 plans and document accommodations bi-weekly through spreadsheet Progress monitoring target-weekly check-in during PLCs.
- 100% of Co-teachers will: participate in content PLC, lead differentiated learning for SpEd students and continuously track Sped IEP goals for the assigned caseload throughout the school year.

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

- Expand Department Chair and Co-Teacher knowledge base of SpEd policy, procedures and expectations, and best practices for instructional planning and delivery through targeted PD, weekly PLCs with content and leadership teams.
- Provide real-time coaching on scaffolding and differentiation in the classroom and assess the effective use of Spot observations.
- Provide training on SPED, Dyslexia, 504, IAT, AEP, and MTSS to identify students in class, evaluate their accommodations and modifications, and learn effective strategies during preservice.
- Create an organizational chart for the special education department and define the roles and responsibilities of all members on a day-to-day basis.
- At the end of each cycle, the Leader(s) will review report card grades and special education progress reports. If there is inadequate progress or failing grades, campus leaders will take necessary action to bring them into compliance.
- Campus Leaders will clearly define procedures for implementing and recording accommodations for daily assignments and assessments.
- Leader(s) will meet weekly with the special education department chair to identify immediate support needs and document meetings in a tracker with predetermined weekly targets.

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

- Participate in Co-Teacher/ General Education Teacher PD that outlines effective instructional delivery practices.
- Participate in PD on policy and best practices for writing and implementing IEP goals and objectives with accurate progress monitoring aligned to district and campus systems to improve the effectiveness of IEP implementation.
- Special education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study bi-weekly.
- Staff and Leadership will meet with parents monthly to inform them how their students are performing and collaborate on ways to enhance learning.

Key Action Two:

Who: Campus Leaders, Special Education Department, Special Education Chair

What:
Staff Development to identify students, accommodations/modifications, and effective strategies.
Staff Development on IAT, AEP,504, SPED, and Dyslexia services.

When: Pre-Service, Monthly

Where: Campus

Staff Level.

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY Action Two:

Goals and Priorities:

- Enhance the quality of teaching provided to students with special education needs.
- Increase overall achievement for special education students by providing high-quality instruction.
- Monitor the implementation of Individualized Education Programs (IEPs) to ensure that the students are meeting their annual goals.

Connection to District Plan:

HISD Priority Areas:

- Improve the Quality of Instruction
- Expand Leadership Density

HISD Ready Characteristics

- High-performance culture and act in ways to strengthen it.
- Push rigor and relevance
- Teach grade-level content every day.
- Students are reading, writing computing, thinking, and discussing 95% of the time.

HISD Core Values

- Effective teachers make the most difference.
- Hold students and ourselves to high-expectations.
- Parent engagement and community support.

Key Action 3: Improve Reading Proficiency in grades PreK- 1st grade

Quality of Instruction Data/Professional Development Needs

In the observation of classroom instruction, a focus on English instruction in bilingual classes, grade-level rigor, and aggressive monitoring is needed. In the observation of PLCs, a focus on data drive instructions, lesson internalization, and the use of effective strategies.

KEY ACTION THREE

Key Action Three:

Improve campus- wide reading instruction in grades prek-1 to increase student reading proficiency.

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

- Spot observation data for SLA and ELA teachers will show at least 80% of teachers rated Prof 1 in Domain 2 Instruction by the end of December 2024 and 85% of teachers by May 2025
- By May 2025, 80% of Pre-K students will meet benchmark scores on all subtests related to literacy and math in the EOY CIRCLE Assessment, as aligned with teacher performance measures.

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

- Train and monitor teachers in the Science of Reading.
- Monitoring weekly reports to support implementation of Amire in grades Kinder
- Providing modeling, coaching, and instructional feedback to teachers.
- Ensure reading curriculum and lessons are aligned with state standards and is developmentally appropriate for each grade level
- Provide targeted professional development focused on early literacy strategies, phonemic awareness, phonics, vocabulary, fluency and comprehension.
- Disaggregating and analyzing students' test data (Circle, Dibels, Lectura) in all core subjects to identify areas of success and areas that require improvement.
- Planning professional development opportunities for campus staff that align with district and campus goals. These sessions will be offered during the school day or after school.
- Schedule regular collaborative planning time for teachers to share best practices and plan literacy instruction together.
- Oversee the implementation and monitoring of intervention programs for students who are below grade level in reading.

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

- Teachers will use evidence based instructional strategies for teaching reading, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Teachers will develop lesson plans that outline an effective word study block throughout their lessons every week.
- When using required curriculum, consistently ensure all student-facing materials are adjusted, prior to first instruction, to fully and directly align to class needs
- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 24 hours.
- Teachers will analyze data daily with aggressive monitoring and tracking DOLs to use to inform and differentiate instruction.
- Teachers will collect, monitor, and report on classroom data related to progress monitoring and instructional strategies each week in PLC.
- Teacher will implement Read, Draw, Write, and Multiple Response Strategies in their lesson every lesson, every day.

- Participate in ongoing professional development focused on literacy instruction.

Key Action Three: Improve campus- wide reading instruction in grades prek-1 to increase student reading proficiency.			
Staff Devel.	Who: Campus Leaders, HISD Curriculum Department, Teacher and Teacher Leader		
	What: Provided professional development that will focus on equipping teachers with the skills to implement effective lessons during 1 st instruction and use data to evaluate the success of these lessons.		
	When: Weekly		
	Where: Professional Development, PLC, Demo		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

Key Action Three: Improve campus- wide reading instruction in grades prek-1 to increase student reading proficiency.

Goals and Priorities:

- Plan with the data-driven instruction in Reading
- Effectively implement strategies to teach students phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Aggressive Monitor DOLs to plan and reteach skills that weren't mastered.

Connection to District Plan:

HISD Priority Areas:

- Improve the Quality of Instruction
- Improve PK-4th Grade Reading Instruction
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HISD Ready Characteristics

- High-performance culture and act in ways to strengthen it.
- Push rigor and relevance
- Teach grade-level content every day.
- Students are reading, writing computing, thinking, and discussing 95% of the time.

HISD Core Values

- Effective teachers make the most difference.
- Hold students and ourselves to high expectations.
- Clearly defined outcomes guide our work

Key Action 4: Campus improves English proficiency for Emergent Bilingual students

Quality of Instruction Data/Professional Development Needs

In the observation of classroom instruction, a focus on English instruction in bilingual classes, grade-level rigor, and aggressive monitoring is needed. In the observation of PLCs, a focus on data drive instructions, lesson internalization, and the use of effective strategies.

Key Action Four:

Campus improves English proficiency for Emergent Bilingual students

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

- Spot observation data for SLA and ELA teachers will show at least 80% of teachers rated Prof 1 in Domain 2 Instruction by the end of December 2024 and 85% of teachers by May 2025
- By June 2025, campus will see 20% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24
- By May 2025, 70% of Dual Language teachers will score proficient or higher on Spots, as measured by the monthly average spot score for second semester.

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

- Conduct regular classroom observations and provide feedback focused on literacy instruction.
- Monitoring weekly reports to support implementation Dual Language in the bilingual classes
- Providing modeling, coaching, and instructional feedback to teachers.
- Ensure reading curriculum and lessons are aligned with state standards and is developmentally appropriate for each grade level
- Provide targeted professional development focused on Dual Language.
- Disaggregating and analyzing students' test data (MAP, Circle, Dibels, Lectura) in all core subjects to identify areas of success and areas that require improvement.
- Planning professional development opportunities for campus staff that align with district and campus goals. These sessions will be offered during the school day or after school.
- Schedule regular collaborative planning time for teachers to share best practices and plan literacy instruction together.
- Oversee the implementation and monitoring of intervention programs for students who are below grade level in reading.
- Review EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.

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

- Teachers will use evidence based instructional strategies for teaching reading, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Teachers will develop lesson plans that outline an effective word study block throughout their lessons every week.
- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 24 hours.
- Teachers will analyze data daily with aggressive monitoring and tracking DOLs to use to inform and differentiate instruction.
- Teachers will collect, monitor, and report on classroom data related to progress monitoring and instructional strategies each week in PLC.
- Teacher will implement Read, Draw, Write, and Multiple Response Strategies in their lesson every lesson, every day.

- Participate in ongoing professional development focused on literacy instruction.

Key Action Four: Campus improves English proficiency for Emergent Bilingual students			
Staff Level.	Who: Campus Leaders, Multilingual, Teacher and Teacher Leader		
	What: Provided professional development that will focus on equipping teachers with the skills to implement effective lessons during 1 st instruction and use data to evaluate the success of these lessons.		
	When: Weekly		
	Where: Professional Development, PLC, Demo		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

Key Action Four:**Goals and Priorities:**

- Plan with the data-driven instruction in Reading
- Effectively implement strategies to teach students phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Aggressive Monitor DOLs to plan and reteach skills that weren't mastered.

Connection to District Plan:**HISD Priority Areas:**

- Improve the Quality of Instruction
- Improve PK-4th Grade Reading Instruction
-

HISD Ready Characteristics

- High-performance culture and act in ways to strengthen it.
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- Teach grade-level content every day.
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HISD Core Values

- Effective teachers make the most difference.
- Hold students and ourselves to high expectations.
- Clearly defined outcomes guide our work

2024-2025 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Neff ELC establishes the following student achievement goals:

Goal 1 – Reading proficiency

Goal 1a: In the 2024-2025 school year, Neff ECC students will grow 20% on the composite score for benchmark on Dibels.

Goal 1b: 80% of the PreK students will meet benchmark scores on all subtest related to literacy in the EOY CIRCLE Assessments

Goal 2 – Math proficiency

Goal 2a: In the 2024-2025 school year, Neff ECC will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, kinder and 1st.

Goal 2c: 80% of the PreK students will meet benchmark scores on all subtest related to math in the EOY CIRCLE Assessments

Goal 3 – EB Proficiency

Goal 3a: In the 2024-2025 school year Neff ECC will successfully implement the Dual Language programming based on IRT scores on May 4

Goal 3c: By June 2025, Neff ECC will see a 20% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24

Goal 4 – SPED Compliance

80% of students at Neff ECC that have an IEP will show growth from BOY to MOY and MOY to EOY in their SPED goals and objectives.