

Piney Point Elementary School

2024-2025 Action Plan

Piney Point Elementary School

Ian White, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

NEEDS RELATED TO STUDENT ACHIEVEMENT DATA

During the 2022-2023 school year, Piney Point Elementary scholars' performance on STAAR in Mathematics was 72% approaches, 43% meets, and 18% masters. For RLA, our scholars performed at 62% approaches, 28% meets, and 9% masters. For Science, our campus received 46% approaches, 19% meets, and 3% masters. Our Math scores increased while RLA and Science witnessed observable decreases. With the transition from paper to an online assessment, Piney Point observed a significant deficit in scholar's writing abilities. 78% of our 3rd grade English scholars and 66% of our Spanish 3rd grade scholars scored a 0 on the extended constructed responses. 70% of our 4th grade English scholars and 58% of our Spanish 4th grade scholars scored a 0 on the extended constructed responses. 53% of our 5th-grade English scholars and 66% of our Spanish 5th-grade scholars scored a 0 on the extended constructed responses. As we looked at all test data, it was apparent that we need to improve our first instruction in ELA and Science with an emphasis on writing using HQIM (High-Quality Instructional Materials) and MRS (multiple response strategies) to increase the number of scholars meeting Approaches and advance scholars to Meets and Masters.

Piney Point has experienced large populations of scholars from Asia, and Central and South America enrolling over the past 2 years. In 2022-2023, our Emergent Bilingual enrollment was at 73%. During the 2023-2024 school year, our Emergent Bilingual enrollment has grown to 80%. Our TELPAS scores show that we need to make changes to meet the needs of our growing population.

2022-2023 TELPAS Composite Proficiency Levels

	Kindergarten	First	Second	Third	Fourth	Fifth
Beginning	88%	57%	22%	18%	22%	22%
Intermediate	.8%	7%	35%	28%	25%	23%
Advanced	0%	4%	6%	17%	15%	21%
Advanced High	0%	.6%	.6%	6%	5%	7%

Our data shows that we need to increase opportunities to listen, speak, read, and write in all content areas using a variety of instructional strategies and utilizing Summit K-12 assessments and resources. We should have more 3rd, 4th, and 5th grade scholars at advanced or advanced high by the end of each school year.

District SpEd Improvement Area

DIVISION	CAMPUS NAME	Action Plan Required	ARD timelines	Quality of IEP	Progress Monitoring	Quality of Instruction	SE Count 6.5.24
West	PineyPointES	Yes	5	5	5	3	112

District Multilingual department, recommendations for improvement

Campus Number	Campus Short Name	Division	School Type	Recommended for Action Plan (Yes/No)	# of students who grew one level of Proficiency	Denominator (# Students In-Scope at Campus)	% Gained (from SY22-23 to SY23-24)	Recommended Target Metric
219	Piney Point ES	WEST	ES	Yes	277	649	42.7	49

NEEDS RELATED TO IMPROVING THE QUALITY OF INSTRUCTION

Piney Point is currently comprised of 127 staff members which includes 108 female and 19 male employees that serve 1243 scholars. Our principal and 4 assistant principals account for our school leadership. Our professional staff totals 77 which includes classroom teachers, Special Education, ancillary teachers, teacher specialists, interventionists, a counselor, a wraparound specialist, speech teachers, diagnosticians, and dyslexia teachers. Piney Point employs 50 support staff members such as computer tech, educational aides/assistants, special education aides/assistants, part-time interventionists, hourly tutors, office staff, a nurse, custodial staff, cafeteria staff, crossing guards, and part-time Houston ISD officers.

The 2023-2024 school year began with all vacancies being filled. We hired 1 Bilingual prekindergarten teacher, 3 ESL RLA second-grade teachers, 2 third-grade math teachers, 1 third-grade Bilingual RLA teacher, 1 fifth-grade RLA teacher, 1 fifth-grade science teacher, and 2 teacher assistants. We also hired a counselor and a third assistant principal. In addition, we had several teachers in grades 2nd-5th change grade levels and/or content areas. The last few years we have seen a change in staffing due to retirement and other life changes. The educators we hire are always qualified and/or highly recommended.

As we approach the end of the 2023-2024 school year, Piney Point will be experiencing a sizable teacher turnover. As our new staff is hired, we need to focus our staff development on Domain 2 opportunities focusing on topics such as student engagement, learning to read your audience adjusting instruction on the spot, and meeting the needs of our Emergent Bilingual students for the upcoming 2024-2025 school year. We need to develop and support teachers during first instruction, differentiation, and scaffolding for our EB students using TEKS-aligned high-quality instructional materials with fidelity in math, RLA, and science. We will continue to use Eureka as our mathematics curriculum in Kinder through 5th grade, Kinder -2nd will use HMH and 3rd-5th will use the district curriculum. All grade levels will use SAVVAS as our science curriculum. In addition, Zearn, IXL, Accelerated Reader, and Reading A-Z will supplement our HQIM during the differentiation block.

SYSTEMS EVALUATION

To support our EB scholars, we must increase the amount of ESL instruction that is provided daily incorporating ESL strategies within our HQIM instruction. We must work as a grade level to create a shared ESL block during our differentiation time, especially in Pre-K-2, to group scholars by TELPAS proficiency levels for focused instruction. We will use Summit K-12 not only as a practice but also as an evaluative tool to help us move scholars at least 1-2 proficiency levels per year.

For Science, our campus received 46% approaches, 19% meets, and 3% masters. We need to increase our approaches percentage by at least 14% and meets and master by 10%. The leadership team must complete a science spot observation in each grade level at least 2 times per week. Since SAVVAS will be our new science curriculum, all teachers will be trained in how to use the instructional materials with fidelity.

To increase our approaches meets, and masters scores in all content areas, we will attend lesson internalization and At Bats, PLCs to allow teachers to internalize and practice before instruction.

To increase our teachers' capacity to teach writing effectively and for at least 60% of our students to score a 5 or more on their ECR, teachers will incorporate at least 1 ECR in their lessons daily. During PLCs, teachers will share at least 1 ECR and score a peer's ECR. We will conduct several after-school PDs on writing using RACE.

Key Action One

KEY ACTION ONE	Key Action Ensure High-Quality Instruction in Grades K-5.
	Indicators of success <ul style="list-style-type: none">● As measured by campus SPOT observations, 60% of Core teachers will receive seven points or higher out of ten points total in Engage and Deliver and Monitor and Adjust components by December 2024; that percentage will increase to 85% in May 2025.● As measured by the IRT team, 60% of the scores on SPOT observations conducted by the IRT team by February 2025 will be proficient or higher, and that percentage will increase to 75% by May 2025.● 70% of the students will have a growth measure of 0.6 or higher on the MOY (December) NWEA and will achieve a growth measure of at least 1.2 at the EOY in May 2025 in Math, Reading, and Science.
	Specific actions – School Leaders <ul style="list-style-type: none">● The Administrative Team will train teachers on HQI implementation during preservice (August 2024).● The Administrative Team will train teachers on HISD-specific MRS strategies at monthly faculty meetings and professional development days throughout the year.● The Administrative Team will utilize the At-Bats Protocol to implement at weekly PLC meetings.● The principal will maintain a weekly calendar of PLCs to ensure time for Lesson Internalization, Data Conferences, lesson modeling, and At-Bats.● The principal will create an HQI Coaching and Differentiation Tracker to support teachers and ensure differentiated coaching weekly. Appraisers will be responsible for updating the tracker daily.● Appraisers will maintain calendars of their coaching times (70% or more each week) and will provide in-the-moment coaching to each teacher at least weekly.● The Administration Team will weekly monitor the implementation of schoolwide technology to support core subjects (Boost, IXL, Summit, Zearn, and StemScopes).● The Administration Team will develop a DOL tracker to monitor student progress, and reports will be run monthly.

Specific actions – staff

- Teachers will submit lesson plans weekly on the Piney Point Canvas Page by 3:30 P.M. Thursday to their team folder. Lesson plans will include best practices from HQI, MRS, and PLCs.
- Teachers will participate in weekly professional development and PLCs to improve instruction.
- Teachers will implement daily schedules that consist of lesson cycle components (DOL included) and are aligned to the grade level expectations.
- Teachers will implement spot observation feedback immediately upon the appraiser or A-Team member giving the feedback.
- Teachers will implement by the end of three weeks updated technology programs (i.e., Zearn, IXL, Summit K-12) with fidelity and according to the recommended time allotments.
- Teachers will use Data Trackers to monitor student growth and achievement through daily DOLS for each core subject.

	Key Action One:		
Staff Devel.	Who: Administration Team and Teachers		
	What: Will model and coach HQI, MRS, At-Bats, Lesson Plan Internalization, and lesson modeling to build teacher capacity in their craft by the end of semester 1.		
	When: Staff Development Days and PLCs		
	Where: On Campus		
Budget	Proposed item	Description	Amount
	Staff development	Book Study Get Better Faster for HQI and MRS	\$5000
	Materials/resources	SOR Kits, Classroom Libraries, Software (IXL), HMH, HISD Curriculum, Eureka, Amplify, Really Great Reading, Science Materials	\$35,000
	Staff	Hourly Tutors & Intervention Teachers	\$110,000
	TOTAL		\$150,000
	Funding sources: GF1, Title One, State Compensatory Education		

**KEY
ACTION
Two**

Key Action

Improve Special Education Instruction and Service Delivery by the campus administrative team consistently providing on-the-job coaching and feedback at a minimum monthly.

Indicators of success

- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. Documentation will be in the Campus Administrative Shared Huddle
- 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 steps.
- By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous
- 50% of the students in inclusion classes will have a growth measure of 0.6 or higher on the MOY (December) NWEA and will achieve a growth measure of at least 1.2 at the EOY in May 2025 in Math, Reading, and Science.
- The Special Education department will be 100% compliant on ARD compliance and folder audits by the end of 24-25 year

Specific actions – school leaders

- The Special Education Department Chair will create a system for administrators to track the implementation of accommodations and services for all special education students By the end of the first grading period.
- The Administration Team and the West Special Education Support Team will conduct SPED teacher (and para-professionals) professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation during campus PD day in September
- The Special Education Department Chair will maintain service schedules for all special education students and monitor every grading period to ensure services are being provided.
- The Administrative Team will use the HISD Special Education Department Rubric to assess the instructional proficiency of IEPs during the Fall semester (25% of IEPs will be reviewed each month, September through December).
- The Special Education Department Chair will hold a PLC meeting each month with teachers of special education students to ensure IEPs are being implemented, including accommodations, modifications, and services.
- Assistant principals will attend weekly ARD meetings for their grade levels to ensure that procedures are being followed with fidelity and that appropriate IEPs are implemented.
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	<p>Specific actions – staff</p> <ul style="list-style-type: none"> Teachers will complete all required paperwork for ARD meetings and documentation of IEP implementation 24 hours in advance. Teachers will attend ARD meetings as mandated. Teachers will document accommodations and modifications weekly in Grade Speed and Lesson Plans. Homeroom teachers will submit academic data uploads in HISD Connect for IAT referrals twice per grading period throughout the school year.
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	Key Action Two:		
Staff Development	Who: SpEd Chairperson, West Area Special Education Coordinators, Administrators, IAT Liaison		
	What: Student Connect, IAT Process, IEP development and Implementation (including accommodations)		
	When: Pre-Service Training (August 2024), Monthly PLCs (August 2024 – May 2025)		
	Where: On Campus		
Budget	Proposed item	Description	Amount
	Staff development	Provide coverage for teachers for training, when needed	\$1000
	Materials/resources	Manipulatives, Supplemental Aids	\$5000
	Purchased services	IXL Schoolwide License	\$25,000
	Staff		
	Other		
	TOTAL		\$31,000
	Funding sources: GF1, Title One, Special Education Supply Funding		

KEY ACTION THREE	Key Action Piney Point Elementary will build a High-Performance Culture
	Indicators of success <ul style="list-style-type: none">● As measured by campus SPOT observations, 60% of Core teachers will receive seven points or higher out of ten points total in Engage and Deliver and Monitor and Adjust components by December 2024; that percentage will increase to 85% in May 2025.● The percentage of chronically absent students will decrease by 10% by December 2024, with an additional 10% decrease by May 2025.● The schoolwide attendance rate will increase from 92.7% to 93.2% by December 2024 and 94.5% by May 2025.● 100% of all school leaders will meet AM & PM spot observation requirements every week throughout the 24-25 school year.● Piney Point Elementary will utilize an internally developed teacher tracker with fidelity inputting 100% of teacher visits by the administration team to better calibrate and support teacher input.● Specific actions – school leaders <ul style="list-style-type: none">● Wraparound Specialist and School Counselor will conduct home visits on Thursdays each week for students with attendance rates of lower than 80%.● Piney Point Administration will recruit, hire, and implement a staff (ESL interventionist, and teacher assistants) to conduct tier 2 pull-out intervention for our newcomers and struggling emergent bilingual students.● The principal will lead the Campus Attendance Committee in a weekly meeting to review students with attendance issues.● At the end of each six weeks, students with perfect attendance will be recognized at a grade level ceremony during lunch by their grade level administrator and support staff.● At the end of each six weeks, the class on each grade level with the highest attendance rate will be recognized and receive an award presented by their grade level administrator and support staff.● Students with perfect attendance will be entered in a raffle at the end of each semester for special prizes that are donated by the PTO or community members, such as bikes or tablets, presented during ancillary time● The Wraparound Specialist and School Counselor will ensure that all SAFs are addressed by the end of each week.

Specific actions – staff

- Teachers will complete an SAF for all absent students (1) three days within two weeks or (2) 5 days within six weeks.
- Teachers will ensure that parent contact information is up-to-date once a grading period in HISD Connect and will inform the office of any changes within 24 hours.
- Teachers will submit accurate attendance at 9:30 A.M. daily.
- Teachers will connect with absent students' parents via Class Dojo or another approved messaging app during each absence.

Key Action Three:

Staff

Who: Wraparound Specialist, Counselor, Campus Administration team

Development

What: Student Assistance Form Training, At-Risk Training, and Parent Involvement Training will be provided to teachers for them to practice on

When: August Preservice and Second Faculty Meeting of each semester

Where: On Campus

Budget

Proposed item

Description

Amount

Staff development

Materials/resources

Other

Attendance incentives

Wraparound Specialist

\$2500

\$65,000

TOTAL \$67,500

Funding sources:

Special Education Supplies Budget, GF1, Title One

KEY ACTION FOUR	Key Action Strengthen the leadership density of Piney Point campus leaders
	Indicators of success <ul style="list-style-type: none"> • By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. • 55% of the staff will receive a Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2024; this will increase to 70% by the end of May 2025. • Tier II leaders will facilitate lesson internalization PLCs, aiming for 70% of staff to achieve a rating of '2' in the 'Planning' domain during IRT I by October 2024. This percentage will increase to 100% by IRT 4. • 100% of Tier II leaders will complete the required mentor observation, coaching, and feedback cycle for their selected Year One or Year Two appraisees, conducting one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10. • By November 2024, 25% of PLCs will be teacher-led, focused on continuing to grow all students at all levels. By May 2025, this percentage will increase to 50%. • All Tier 2 leaders will conduct professional learning sessions for staff, modeling our instructional practices, MRS, Pacing, and rigorous questioning.
	Specific actions – school leaders <ul style="list-style-type: none"> • Campus Tier 2 leaders will schedule weekly observations, feedback, and planning time with their instructional team. • Campus administration will conduct weekly calibration walks to ensure consistent feedback to staff • Train all staff in the roles and responsibilities of each position within the PLC • Develop and model effective PLC schedules and ensure high-quality instruction. • Guide teachers learning through spot observations for effective instruction for student mastery on a daily. • Train teacher leaders in effective planning and high-quality instruction, with the incremental release of PLC to teacher leaders. • The administration will meet with teacher leaders weekly to help build capacity as campus leaders to support all staff.

Specific actions – staff

- Facilitate their PLCs and/or grade-level planning meetings.
- Recruit staff to conduct a lesson, and provide workshops to help foster leadership capabilities, and instructional developments for high-quality instruction once a month during campus PD,
- Will participate in weekly Demo days to assist others with the process and understanding their script to ensure high-quality instruction is maintained throughout the year.

Key Action Four: Administration Team and Teachers

Staff

Development

Who: Administration and Campus Leaders

What:

- Train all staff in the roles and responsibilities of each position within the PLC
- Develop and model effective PLC schedules and ensure high-quality instruction.
- Guide teachers learning through spot observations for effective instruction for student mastery on a daily.
- Train teacher leaders in effective planning and high-quality instruction, with the incremental release of PLC to teacher leaders.

When: The administration will provide daily, and the teachers a minimum of once a month

Where: During monthly meetings

Budget

Proposed item

Description

Amount

Staff development

Materials/resources

Purchased services

Other

Other

TOTAL

	Funding sources:
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KEY ACTION FIVE	Key Action Campus improves English proficiency for Emergent Bilingual students.
	Indicators of success <ul style="list-style-type: none">• By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.• By June 2025, the campus will see a 12% increase in the percentage of total students who hit the composite score benchmark compared to EOY SY23-24 using Dibels benchmark assessment.• By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
	Specific actions – school leaders <ul style="list-style-type: none">• Pull current students’ composite ratings on TELPAS for the 2023-2024 school year, the percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.• Facilitate meetings to share student-level data and goals with campus administrators, staff, and teachers.• Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.• Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.

Specific actions – staff

- Ensure fidelity implementation by planning and teaching a 30-minute English Language Development block daily.
- Will track and monitor student data to provide the needed differentiation for individual student growth
- Will participate in weekly Demo days to assist others with the process and understanding their script to ensure high-quality instruction is maintained throughout the year.

	Key Action Four: Administration Team and Teachers		
Staff Devel.	Who: Administration and Campus Leaders		
	What: <ul style="list-style-type: none"> • Train all staff in the roles and responsibilities to support Emergent Bilingual students • Guide teachers learning through spot observations for effective instruction for student mastery on a daily. • Train teacher leaders in effective planning and high-quality instruction, with the incremental release of PLC to teacher leaders. 		
	When: The administration will provide daily, and the teachers a minimum of once a month		
	Where: Ongoing daily		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other	3 Teacher Assistants	115,000

	Other	Interventionist	75,000
	TOTAL		\$190,000

2024-2025 Student Achievement Goals

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

Goal 1 – Ensure High-Quality Instruction in Grades K-5.

- As measured by the IRT team, 60% of the scores on SPOT observations conducted by the
- IRT team by February 2025 will be proficient or higher, and that percentage will increase to 75% by May 2025.
- 70% of the students will have a growth measure of 0.6 or higher on the MOY (December)
- NWEA and will achieve a growth measure of at least 1.2 at the EOY in May 2025 in Math, Reading, and Science.

Goal 2 – Special Education

- 50% of the students in inclusion classes will have a growth measure of 0.6 or higher on the
- MOY (December) NWEA and will achieve a growth measure of at least 1.2 at the EOY in May 2025 in Math, Reading, and Science.
- The Special Education department will be 100% compliant on ARD compliance and folder audits by the end of 24-25 year
- 50% of students with IEPS in grades 6th-8th will increase their Conditional Growth Index from 41% in 2024 to above the 50th percentile in 2025 on NWEA MAP in reading.

Goal 3 – High Performance Culture

- As measured by campus SPOT observations, 60% of Core teachers will receive seven points or higher out of ten points total in Engage and Deliver and Monitor an Adjust components by December 2024; that percentage will increase to 85% in May 2025.
- The percentage of chronically absent students will decrease by 10% by December 2024, with an additional 10% decrease by May 2025.
- The schoolwide attendance rate will increase from 92.7% to 93.2% by December 2024 and 94.5% by May 2025.
- 100% of all school leaders will meet AM & PM spot observation requirements every week throughout the 24-25 school year.
- Piney Point Elementary will utilize an internally developed teacher tracker with fidelity inputting 100% of teacher visits by the administration team to better calibrate and support teacher input
- 55% of the staff will receive a Proficient 1 or higher rating on the leadership competency

as assessed by the evaluators during the teacher evaluation process conducted in the fall of 2024; this will increase to 70% by the end of May 2025.

Strengthen the leadership density of Piney Point campus leaders

- Tier II leaders will facilitate lesson internalization PLCs, aiming for 70% of staff to achieve a rating of '2' in the 'Planning' domain during IRT I by October 2024. This percentage will increase to 100% by IRT 4.
- 100% of Tier II leaders will complete the required mentor observation, coaching, and feedback cycle for their selected Year One or Year Two appraisees, conducting one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10.
- By November 2024, 25% of PLCs will be teacher-led, focused on continuing to grow all students at all levels. By May 2025, this percentage will increase to 50%.
- All Tier 2 leaders will conduct professional learning sessions for staff, modeling our instructional practices, MRS, Pacing, and rigorous questioning.

Campus improves English proficiency for Emergent Bilingual students.

- By June 2025, 49% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
- By June 2025, the campus will see a 12% increase in the percentage of total students who hit the composite score benchmark compared to EOY SY23-24 using Dibels benchmark assessment.
- By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
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