

**A.A. Milne Action Plan
2024-2025**



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School Action Plan – Needs Assessment

Houston ISD philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

HISD Vision

By the year 2030, HISD will implement wholesale systemic reform of 150 schools to significantly narrow achievement gaps and prepare all students for the year 2035 workplace and world.

Core Beliefs

“A high performing culture operationalizes its core values.”

1. All students can learn and reach his/her potential.
2. Effective teachers make the most difference in student academic performance.
3. For every child to succeed, we must hold students and ourselves to high expectations.
4. Service oriented: we will be here for our families.
5. We rely on clearly defined outcomes to guide our work and hold us accountable.
6. We value equity and commit to reducing inequities inherent in the education system.

Milne ES philosophy and guiding framework:

Mission

Our community aims to serve students' academic and emotional needs with pride and excellence, fostering lifelong learners who become global leaders through a strong academic foundation.

Vision

Our vision is to create an environment where every learner thrives. We are dedicated to nurturing lifelong learners who not only excel academically but also develop into global leaders.

Belief

Commitment to Excellence: **We believe in delivering education and support services with pride and excellence.**

Holistic Student Development: **We believe in addressing both academic and emotional needs to foster well-rounded individuals.**

Lifelong Learning: **We believe in cultivating a passion for learning that extends beyond formal education.**

Global Leadership: **We believe in preparing students to become future leaders on a global scale.**

Equity and Inclusivity: **We believe in providing equitable opportunities and support to our diverse student body.**

Needs related to student achievement data

Milne STAAR Reading

Reading 3rd	% Approaches+	% Meets+	% Masters
2023	56%	24%	6%
2024	40%	11%	1%
Prior Year Change	-16%	-13%	-5%

Reading 4th	% Approaches+	% Meets+	% Masters
2023	44%	14%	3%
2024	46%	21%	4%
Prior Year Change	2%	7%	1%

Reading 5th	% Approaches+	% Meets+	% Masters
2023	46%	23%	5%
2024	39%	15%	6%
Prior Year Change	-7%	-8%	1%

Math 3rd	% Approaches+	% Meets+	% Masters
2023	47%	14%	3%
2024	43%	15%	0%
Prior Year Change	-4%	1%	-3%

Math 4th	% Approaches+	% Meets+	% Masters
2023	33%	16%	3%
2024	40%	11%	3%
Prior Year Change	7%	-5%	0%

Math 5th	% Approaches+	% Meets+	% Masters
2023	45%	18%	0%
2024	38%	14%	0%
Prior Year Change	-7%	-4%	0%

Milne Elementary School has experienced a significant decline in student achievement over the past five years. Historical data indicates the gaps in our students' academic achievement. The STAAR performance has notably decreased, with the percentage of students approaching proficiency averaging approximately 45%. Additionally, the percentage of students meeting expectations has averaged around 18%, while the percentage of students demonstrating mastery has averaged approximately 8%.

Milne Elementary School has consistently performed well below the district and state averages in all categories—Math, Reading, and Science—across the “approaching,” “meets,” and “masters” performance levels since 2018.

NWEA MAP Math (K-5th)

Grade	Growth %ile	Achievement Fall %ile	Achievement Winter %ile	Achievement Spring %ile
Kinder	22	41	36	32
1 st Grade	38	35	30	28
2 nd Grade	28	21	21	17
3 rd Grade	56	16	21	24
4 th Grade	42	24	25	27
5 th Grade	62	10	12	12

NWEA MAP Reading (2nd-5th)

English Percentile				
Grade	Growth %ile	Achievement Fall %ile	Achievement Winter %ile	Achievement Spring %ile
2 nd Grade	20	16	12	15
3 rd Grade	53	8	11	36
4 th Grade	65	23	28	58
5 th Grade	41	15	22	41

NWEA MAP Reading (2nd-3rd)

Spanish Percentile				
Grade	Growth	Achievement Fall	Achievement Winter	Achievement Spring
2nd Grade	20	16	12	15
3rd Grade	53	8	11	36

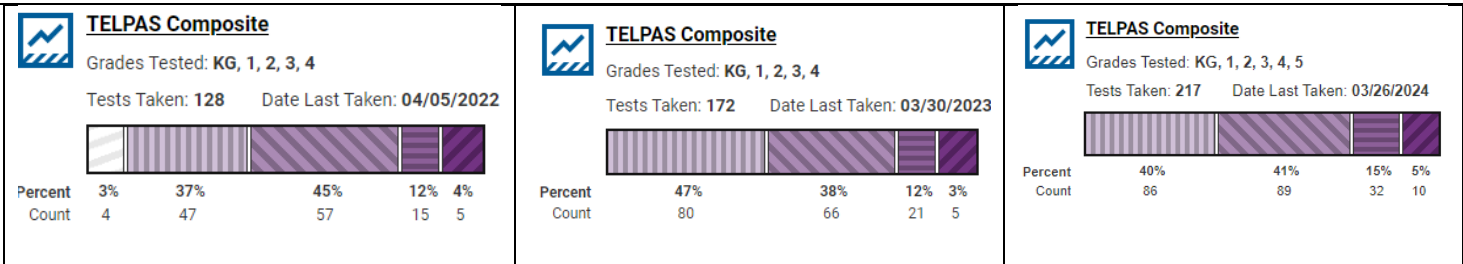
In Math and Reading, achievement levels varied across grades. Kinder, First and Second grade levels showed a declined from BOY to EOY by an average of five to ten percentage points in both math and reading. Although the growth percentile ranged from 22% to 62% in math, the students did not grow at the same rate as other students in their grade level. In grade third, Fourth and Fifth the students showed improvement more in reading than math. The data indicates that we need to continue to increase the quality of instruction provided across the board in both mathematics and reading, focusing on high quality instruction, rigorous lessons, higher order thinking questions, and differentiation in the classroom.

In Reading, levels varied across grade levels with the greatest percentile increase in 4th grade by 25% and lowest decrease in 2nd grade by 1%. Although, there was significant growth in 3rd grade the BOY was less than 20th percentile.

Overall, the Reading, English and Spanish, NWEA data highlights the need for targeted interventions in the 2nd grade to boost reading achievement and growth, while the 3rd and 4th grades show promising progress that should be sustained and built upon.

In Math, levels varied across grade levels with the remaining less than 32% in all categories. Although the students showed some growth, overall, the grade levels are performing well below their counterparts.

Emergent Bilinguals TELPAS 2022-2024 Data Analysis



The Texas English Language Proficiency Assessment System (TELPAS) data for the years 2022 to 2024 show the distribution of students across four proficiency levels: Beginner, Intermediate, Advanced, and Advanced High. Additionally, the total number of students tested has significantly increased each year.

TELPAS 2024 Analysis

The 2024 TELPAS test results for 217 students in Grades K-5, reveals significant variations in English language proficiency across four domains: listening, speaking, reading, and writing. The data indicates that a substantial proportion of students are at the early stages of English language development, with 40% of students scoring at the beginning level, 41% at the intermediate level, 15% at the advanced level, and only 5% of students attained the advanced high composite rating. This data indicates that 81% of the students are still in the early stages of language acquisition, requiring considerable support to improve their English proficiency. The data also underscores the need for targeted instructional strategies and resources to support students who are at the beginning and intermediate levels. Strengthening language development programs and providing differentiated instruction can help bridge the proficiency gap, enabling more students to advance to higher proficiency levels in future assessments.

Needs related to improving the quality of instruction

Milne Elementary School has faced challenges over the past five years, including low academic performance, poor instructional planning in reading and math, lack of high-quality instruction and limited leadership. The data shows that more than half of the students are only “Approaching” standards, and only about 15% are meeting them. To improve, the school needs better instructional planning, stronger leadership, high quality instruction and targeted strategies to help students perform better.

The first step in enhancing academic performance involves implementing data-driven instruction. Regular data meetings will be held to analyze student performance and identify areas for improvement. This data will be used to tailor instruction to meet students’ needs. Additionally, interactive and engaging teaching methods will be incorporated to make learning more appealing and effective. Specialized support will be provided for struggling students through LSAE, before and after-school tutorials and in class interventions.

To improve instructional planning, Professional Learning Communities will be established, allowing teachers to collaborate, share best practices, and plan instruction together. Detailed lesson plans will be developed, including clear objectives, activities, and assessments, and these plans will be reviewed and refined regularly. Continuous professional development will be offered to teachers on effective instructional strategies and the use of educational technology.

High-quality instruction is essential for student success by ensuring lessons are well-structured and aligned with learning objectives. Also, teachers will use engaging teaching methods and diverse strategies to keep students interested and motivated. Teachers will be trained on how to meet the diverse needs of all students. Regularly evaluating student progress and adjusting instruction accordingly. Providing ongoing training and support for teachers to improve their skills. HISD Ready Characteristics will be presented and implemented throughout the year.

Increasing leadership density is essential for driving positive change. A distributed leadership model will be adopted, where decision-making is shared among a team of educators, including teachers, administrators, and support staff. Leadership development programs will be invested in to develop the skills of potential teacher leaders and administrators. Fostering a culture of trust and collaboration will ensure that all staff members feel valued and empowered to contribute to school improvement efforts.

By addressing these key areas, Milne Elementary School aims to create a more supportive and effective learning environment, ultimately improving academic outcomes and fostering a culture of continuous improvement. This plan aligns with the vision of driving positive change in the academic trajectory of the school.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy: We will uphold HISD core values, strive for excellence, and ensure faithful implementation of the established model. Through Professional Learning Communities (PLCs), we will foster collaboration and continuous improvement, guiding our efforts towards sustained educational excellence and a supportive learning environment for all.

Processes: As we prepare for Destination 2035, we will support our 92% multilingual learners with high-quality instructional materials in math and reading, ensuring rigorous TEKS-aligned instruction. Our effective PLC protocol enhances instructional quality across all grades, focusing on lesson internalization, planning, modeling, and purposeful instruction. Administration will join grade-level planning sessions for additional support. Bi-weekly data digs will analyze assessments and group students for interventions. Through quality Tier 1 instruction, scaffolding, data tracking, and interventions, we aim to increase student achievement.

Implementation: In 2024-2025, we will implement high-quality instructional materials (HQIM) to support all learners. Our weekly PLCs focus on lesson internalization, annotations, LO/DOL alignment, and high-leverage instructional practices. Teachers and the instructional leadership team practice portions of lessons during PLCs to ensure readiness. Teachers will teach grade-level content daily, supported by HISD-specific engagement strategies like Think-Pair-Share, White Board, and Quick Response techniques. Ongoing coaching and feedback, aligned with the district spot observation form, will enhance instructional methods and optimize delivery.

By strengthening teachers' capacity through effective PLCs and in-the-moment coaching, we aim to increase student achievement and growth. HQIM and MRS strategies will be embedded into lesson protocols to ensure student engagement and language proficiency. PLCs will focus on professional development with scaffolded MRS strategies for equitable access. Teachers will deliver grade-level content daily with embedded MRS to help all students reach their potential. Each teacher will be evaluated every two weeks to determine their level of support.

Capacity: We will foster a collaborative and professional school community by providing teachers with the tools and support needed to implement effective instructional strategies and differentiate instruction. This will promote a culture of continuous learning and improvement through ongoing feedback, coaching, and reflective practice. Aligning with HISD core values and standards, we aim to drive student achievement and success, empowering teachers and creating an environment conducive to educational excellence.

KEY ACTION ONE

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

Increase staff capacity to provide high-quality instruction.

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

- By December, 75% of the scores on spot observations conducted by an Independent Review Team will be proficient or higher; that percentage will increase to 100% in May 2025.
- By May, 70% 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 rubric.
- By December, 60% of the teachers will be TIER 1 based on Spot Observation conducted by Leadership team and 80% will be TIER 1 in May 2025.
- By January 2025, teachers will score 9 in IRT by Jan. 2025 and 12 in IRT by May 2025.
- By IRT II, TIER II leaders will score within a 1.5 point difference when comparing the Spots to their appraised teachers. By IRT II, TIER II leaders will score within 1 point.
- By December 2025, 60% of all Teachers will score 4 or more in Engage and Deliver. By May 2025, 80% of all Teacher will score 4 or more in Engage and Deliver.
- By December, 60% of all Teachers will score 3 or more in Monitor and Adjust. By May 2025, 80% of all Teacher will score 3 or more in Monitor and Adjust.

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

- Leaders will deliver school-wide professional development on good first instruction in August preservice and monthly campus professional development.
- Leaders will model effective PLC practices during the during Teacher PLC beginning weekly and making adjustments as the year progresses.
- Conduct staff developments on lesson internalization August preservice and monthly campus development 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.
- Based on Spot observation data, leaders tier their teachers and provide support using the data to identify areas of needs for teacher professional learning.
- Leaders will T teachers every two weeks. TIER 1 (12 or higher) on SPOT, TIER 2 (9-11) on SPOT, TIER 3 (8 and below).

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 weekly demonstration lesson as part of the PLC cycle.
- Teachers will collect, monitor, and report on classroom data each week 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.
- Teachers and Teacher apprentices will observe master teachers during weekly Demo Days to enhance their teaching craft weekly,
- Use weekly data to identify focal points for grade level.
- Participate in biweekly data tracker checks and analyze student data progress (daily DOLs,

	<p>Unit Assessment, Dibels/lectura, MAP, etc.), followed by designing an action plan.</p> <ul style="list-style-type: none"> • Deliver HQI during LSAE/intervention blocks. • Identify weekly cross-curricular connections and/or vocabulary used across all content to be taught during lesson.
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	Key Action One: Increase staff capacity to provide high-quality instruction.		
Staff Devel.	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 TWO

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

Improve Special Education instruction and service delivery

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

- By May 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.
- By May 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.
- By December 100% of campus ARDs are held on or before the deadline.
- By May 2025, 100% of staff members would have received 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?)*

- 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.
- 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.
- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- 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 – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Record accommodations on DOL and student activity sheets and indicate the accommodations in HISD connect weekly.
- 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: Improve Special Education instruction and service delivery		
Staff Level.	Who: Campus Leaders, HISD LPD, Special Education Chair		
	What: <ul style="list-style-type: none">• Staff Development to identify students, accommodations/modifications, and effective strategies.• Staff Development on IAT, AEP,504, SPED, and Dyslexia services.		
	When: First Week of school, Monthly		
	Where: Campus		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

KEY ACTION THREE

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

Campus improves English proficiency for Emergent Bilingual students.

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

- By June 2025, campus will see 19% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.
- By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
- By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.
- By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.
- By June 2025, 20% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
- By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.

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

- Pull current student's composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- Facilitate meeting(s) to share the 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.
- Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
- 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 *(What specific action steps will the staff take to accomplish the objective?)*

- Participate in ongoing and systematic monthly / biweekly professional development tiered sessions and implement strategies to support EB's in the development of their interpersonal and academic language with fidelity.
- Rehearse with master reading teachers during scheduled collaborative PLC's (Demo Day) how to incorporate vocabulary and reading strategies during core math and science instruction.
- Implement actions, strategies and scaffolds designated on the language instructional proficiency rubric to support EB development in alignment with HISD instructional characteristics.
- Incorporate and implement language support and language development strategies during instruction in alignment with HISD instructional characteristics.
- Explicit list/annotate/add scaffolds and strategies incorporated into planning during lesson internalization in alignment with HISD instructional characteristics.

	Key Action Three: Campus improves English proficiency for Emergent Bilingual students.		
Staff Devel.	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, Demo		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

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

To improve math and reading proficiency.

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

- By May 2024, 60% of 3rd through 5th grade students will score Approaches or higher on STAAR.
- By January 2024, 50% of students made growth on MOY, by EOY 70% of all students will show growth on Math NWEA assessments.
- By May 2025, 70% of students will grow 1.4 times the average U.S. growth in Math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 3rd-5th
- By January 50% of students made growth on MOY, by EOY 70% of all students will show growth on Reading assessments.
- By May Students will grow 1.4 times the average U.S. growth in Reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-5
- By May 2024, 50% of 3rd through 5th grade students will score 2 or higher on ECR as measured on the STAAR test.

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

- Leaders will provide professional development on the effective strategies of SCR and ECR.
- Campus Leaders will monitor and coach teachers who do not show growth in teaching the strategies by using an Excel sheet recording the areas of weakness.
- Monitoring and supporting the implementation of SOR, AOT, ECR, SCR through Response cards, journals, DOLs, and data.
- Monitoring and supporting the implementation of Reading in 1st – 5th grades.
- Providing modeling, coaching, and instructional feedback to teachers.
- Creating schedules for vertical alignment committee meetings. These meetings should take place three times a year to focus on campus-wide instructional strategies designed to meet the needs of all students.
- Providing targeted review and intervention for students who are struggling with a prioritized skill. This includes whole-group, small-group, and one-on-one settings.
- Disaggregating and analyzing students' test data (STAAR, MAP, and DOL) in all core subjects to identify areas of success and areas that require improvement. Special attention should be paid to achievement discrepancies among various student groups, including those identified as GT, Special Education, and/or LEP.
- 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.
- Monitoring and supporting the implementation of Read, Draw, Write in problem-solving.
- Monitoring weekly reports to support implementation of Zearn in 1st – 5th grades.
- Providing modeling, coaching, and instructional feedback to teachers.
- Creating schedules for vertical alignment committee meetings. These meetings should take place three times a year to focus on campus-wide instructional strategies designed to meet the needs of all students.
- Providing targeted review and intervention for students who are struggling with a prioritized skill. This includes whole-group, small-group, and one-on-one settings.
- Disaggregating and analyzing students' test data (STAAR, MAP, Zearn, Amplify Boost, and 15 DOLs) in all core subjects to identify areas of success and areas that require improvement.

Special attention should be paid to achievement discrepancies among various student groups, including those identified as GT, Special Education, and/or LEP.

- 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.
- Provide before and after school tutorials for students who did not meet NWEA Map goals or pass STAAR Reading and Math.
- Provide before and after-school clubs for students who grow their achievement levels in math and reading.
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Students will practice weekly using STAAR 2.0 questions on the TFAR platform using the data to inform instruction.
- Creating and implementing a data-informed plan for improving literacy instruction through (WAM) Writing Across Milne. Data and Writing portfolios will be collected weekly to inform instruction on ECR and SCR.
- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided immediately and show evidence in their next lesson.
- Professional Development on how to implement an effective lesson during your reteach and the use of data to determine the effectiveness of the reteach.
- Conduct weekly PLC meetings within content areas, with a focal point on campus needs being indicated by the spot observation form. Teachers will develop lesson plans that outline effective math story problems 50% of the time throughout their lessons every week.
- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided immediately and show evidence in their next lesson.
- 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 Zearn and instructional strategies each week in PLC.
- Teacher will implement Read, Draw, Write, and Multiple Response Strategies and annotations in their lesson every lesson, every day.

Staff Devel.	Key Action Four: To improve mathematic and reading proficiency across all grade levels.		
	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, Demo Day		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

2024-2025 Student Achievement Goals

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

Goal 1 – High Quality Instruction

Goal 1a: By June 2025 school year, A.A. Milne will score 9 in IRT by Jan. 2025 and 12 in IRT by May 2025.

Goal 1b: By December 2025 60% of all Teachers will score 4 or more in Engage and Deliver. By May 80% of all Teacher will score 4 or more in Engage and Deliver.

Goal 1c: By December 60% of all Teachers will score 3 or more in Monitor and Adjust. By May 80% of all Teacher will score 3 or more in Monitor and Adjust.

Goal 2 – Special Education

Goal 2a: By June 2025 school year, 50% of students identified as special education will show 0.5 growth in Reading and math from BOY to MOY on NWEA, and 60% of the students will show a growth measure of 1.0 on EOY NWEA.

Goal 2b: By May 2025, 80% of 3rd-5th students will score at the approaches or higher level on STAAR ALT Reading and math test.

Goal 2b: By December 2024, 70% of the special education teachers will score at least 4 points on SPOTs in Domain II, and by May 2025, 80% of the teachers will score 6 points or higher on SPOTs in Domain II.

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Goal 3 – Emergent Bilinguals

Goals 3a: By June 2025, 20% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.

Goals 3a: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.

Goal 4 – Reading and Math proficiency

Goal 4a: In the 2024-2025 school year, A.A Milne ES students will grow 1.4 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2nd-5th.

Goal 4b: 60% of K-1st grade students will move up one performance level or will maintain at/above performance from the BOY DIBELS/Lectura administration by the EOY administration in May 2025.

Goal 4c: STAAR Reading Meets percentage for grades 3 to 5 will increase to an average 35%. STAAR Reading Master percentage will increase to an average 10%.

Goal 4d: In the 2024-2025 school year, A.A. Milne students will grow 1.4 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, K-5th.

Goal 4e: STAAR Math Meets percentage for grades 3 to 5 will increase for grades 3 to 5 will increase to an average 30%. STAAR Math Master percentage will increase to an average 10%.