

# **2024-2025 Action Plan**

**Baylor College of Medicine Biotech Academy at Rusk**

**Shelby Steward**

**Needs Related to Student Achievement Data**

In the 22-23 school year, 85% of students performed at the Approaches or higher level on the ELA STAAR. However, only 55% of students performed at the Meets or higher level. This is a gap that needs to be addressed. In that same year, 70% of students performed at the “Approaches” or higher level and only 37% performed at the Meets or higher level in Math. Both of these percentages should be higher. In Science, 81% of students performed at the Approaches or higher level and 49% performed at the Meets or higher level. Similar to ELA, the gap between Approaches and Meets is wide and needs to be addressed. STAAR scores for the 23-24 school year are pending, however BOY and MOY Map Data show similar trends to last year’s STAAR data and indicate a need for us to close the gap between our Approaches and Meets students. This will be a priority for the 24-25 school year.

Students identified in the Special Education program scored significantly lower on the 22-23 STAAR than the rest of our students. In ELA, 30% of students scored at the Approaches or higher level; 9% of students scored at the Meets or higher level; and 4% scored at the Masters level. In comparison to the scores listed above, this is a significant difference. Math scores show a similar trend. Only 33% of SpEd students scored at the Approaches or higher level; 4% scored at the Meets or higher level; and 4% scored at the Masters level.

Approximately one third of our student population is identified as Emergent Bilingual. In looking at the 22-23 TELPAS scores, only 21% of our students scored a composite score of Advanced High. This is the score needed to be reclassified and exit the bilingual program. Looking deeper into the data, the largest areas of concern are the Speaking and Writing portions of the TELPAS test. For example, only 6% of students scored Advanced High in Speaking and 12% in Writing.

**Needs related to improving the quality of instruction**

- Appraisers need to make calibration walks a priority due to an inconsistency between our campus Spot average and the IRT average.
- In general, Domain 2 was a weak point for teachers this year. This indicates that there is a need for professional development in differentiation, scaffolding, questioning techniques, and other research-based strategies.
- Create a system to ensure all teachers receive at least 2 Spot observations a month with teachers who need more intense intervention receiving more.
- Create an accountability system for teachers and administrators around lesson planning and internalization.
- Utilize instructional rounds with fidelity.
- Use PLC time for lesson demos to ensure teachers have internalized their lessons.
- Ensure SpEd procedures are adhered to by all teachers

**System evaluation (philosophy, processes, implementation, capacity)**

- Delegation and very clear job descriptions for each member of the Leadership Team
- Whole year/semester planning is necessary to ensure things are complete in a timely manner
- There is a need for follow-through with the implementation of systems that have been developed to create a campus environment conducive to learning and contribute to a high-performance culture
  - Attendance
  - Tardy policies
  - Discipline policies
  - Restroom policies
  - Hallway Transitions

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

*Grow staff capacity to provide the highest quality instruction.*

The quality of teachers' instruction is the most important indicator for how successful students can be. Improving the quality of instruction at our campus is of the utmost importance. Therefore, administrators will work closely with teachers to ensure there is high quality instruction happening in every classroom at all times.

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

·At least 80% of teachers will score an average of 5 points in Domain 2 on the Spot Observation by December 2024; this will increase to 6 points in Domain 2 by May 2025.

·At least 80% of teachers will correctly implement at least 3 different engagement strategies consistently (daily) in their lessons by December 2024; this will increase to at least 90% of teachers by May 2025.

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

- Re-train teachers on the specific routines and procedures of MRS strategies during pre-service.
- Provide on-the-spot coaching at least once per day.
- Observe classes and provide each teacher with written feedback at least once per month.
- Facilitate weekly PLCs in which teachers use at-bats to practice using MRS strategies effectively.
- Observe and monitor classes weekly for the use of engagement strategies.

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

- All teachers will participate actively in PLCs and planning meetings weekly, using at-bats to practice instructional strategies.
- During lesson planning and internalization, teachers will plan and script the use of MRS strategies daily.
- All teachers will collect and analyze data to determine the impact of individual strategies on student outcomes and make informed instructional decisions.

	<b>Key Action One:</b> Grow staff capacity to provide the highest quality instruction.		
<b>Staff Devel.</b>	Who: Leadership Team and Staff		
	What: Review MRS Strategies—what they are/aren't, how and when to use them in a lesson, and how to plan effective lessons using MRS		
	When: Pre-service		
	Where: BCMBAR		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/ resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		\$0
	Funding sources:		

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

*Successfully implement high-leverage differentiation strategies in all classrooms daily.*

Our students are diverse learners with varying needs. Differentiating instruction will allow teachers to meet each student at their level and help them to achieve more. With longer class periods, teachers will have more time to provide intervention and acceleration as necessary.

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

- At least 80% of teachers will score an average of 5 points in Domain 2 on the Spot Observation by December 2024; this will increase to 6 points in Domain 2 by May 2025.
- BCMBAR will receive at least an average score of 11 points on IRT Visit 1 and 2; this will increase to an average score of 12 or above on IRT Visit 3 and 4.

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

- Provide training for teachers on purposeful instruction during preservice.
- Provide training for teachers on differentiation strategies and how to provide intervention and acceleration during class.
- Provide teachers with support to group students using feedback from DOLs.
- Provide teachers with examples of how to differentiate and scaffold within a lesson.

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

- Attend training and implement differentiation strategies with fidelity.
- Provide intervention and acceleration activities for students to complete after Tier 1 instruction.
- Use feedback from DOLs to make informed instructional decisions.

	<b>Key Action Two:</b> Successfully implement high-leverage differentiation strategies in all classrooms daily.		
<b>Staff Devel.</b>	Who: Leadership Team and Staff		
	What: Using a trade book on differentiation, teachers will learn how to differentiate in their classrooms		
	When: Pre-service		
	Where: BCMBAR		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Using a trade book on differentiation, teachers will learn how to differentiate in their classrooms	\$\$\$
	Materials/ resources	Books XXXXX	\$\$\$
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources: Title 1?		

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

*Integrate a backwards design model to ensure strong alignment of the LO and DOL to the TEKS.*

Lesson internalization is a key factor in how successful a teacher's lesson will be. It is essential for teachers to not only plan, but also internalize the lessons they present to students. This ensures that students are receiving high quality, well thought out instruction.

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

· At least 85% of teachers will receive at least a 2 in Domain 1 of the Spot Observation by December 2024; this will increase to at least 95% of teachers by May 2024.

· BCMBAR will receive at least an average score of 11 points on IRT Visit 1 and 2; this will increase to an average score of 12 or above on IRT Visit 3 and 4.

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

- Review lesson internalization plans during preservice.
- Train teachers on lesson internalization process during pre-service and provide weekly feedback on submitted lesson plans.
- Support teachers during PLCs to ensure alignment of lessons.
- Provide consistent coaching during SPOT observations.
- Provide OnTrack training during preservice.

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

- Internalize lessons and curriculum, making adjustments as necessary to meet the needs of individual students.
- Utilize OnTrack to develop DOLs that are aligned to the LO.
- Submit lesson internalization plans and slide decks weekly.



	<b>Key Action Three:</b> Integrate a backwards design model to ensure strong alignment of the LO and DOL to the TEKS.		
<b>Staff Devel.</b>	Who: Leadership Team and Staff		
	What: Teachers will be trained on how to use the campus Lesson Internalization form and how to plan a lesson from the DOL to the Do Now		
	When: Pre-Service		
	Where: BCMBAR		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/ resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		\$0
	Funding sources:		

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

*Strengthen the leadership density of BCM Biotech Academy at Rusk*

Our goal at BCMBAR is to strengthen the leadership density of our teacher leaders. Moving into next year, we will have new teachers, both new to the profession and new to our school, and it will be essential for them to have strong mentors.

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

- At least 80% of teachers will have an average score of 11 on Spot Observations by December 2024; this will increase to at least 12 or above by May 2025.
- 50% of PLCs will be teacher-led by MOY and 70% by EOY.

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

- Meet with content chairs to determine essential agreements and establish PLC expectations.
- Develop a plan and calendar for consistent instructional rounds throughout the school year.
- Attend PLC meetings and model leadership strategies for content chairs to implement when they lead meetings.

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

- Attend PLC meetings and plan weekly with both content area and grade levels.
- Participate in instructional rounds and debrief with a team to strengthen instructional practices across the campus.
- Lead PLCs and grade level meetings to analyze academic, behavior, and student feedback data.

	<b>Key Action Four:</b> Strengthen the leadership density of BCM Biotech Academy at Rusk.		
<b>Staff Devel.</b>	Who:		
	What:		
	When:		
	Where:		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/ resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources:		

## Student Achievement Goals

**Goal 1: RLA Proficiency**

1. By May 2025, BCMBAR students will grow 1.5 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. By May 2025, 60% of our 8th grade students will be above the 50th percentile in Reading as measured by the NWEA MAP assessments.
3. At least 60% of BCMBAR students will achieve Meets or Masters on the Reading STAAR.

**Goal 2: Math Proficiency**

1. By May 2025, BCMBAR students will grow 1.5 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade.
2. By May 2025, 60% of our students will be above the 50th percentile in Math as measured by the NWEA MAP assessments.
3. At least 60% of BCMBAR students will perform at the Meets or Masters level on the Math STAAR.

**Goal 3: Science Proficiency**

1. By May 2025, BCMBAR students will grow 1.5 times the average U.S. growth in science as measured by the NWEA MAP assessment and using the mean RIT score for each grade.
2. At least 50% of BCMBAR 8th grade students will perform at the Meets or Masters level on the Science STAAR.

**Goal 4: Special Education Proficiency**

1. By May 2025, Special Education students at BCMBAR will grow 1.5 times the average U.S. growth in Reading and Math as measured by the NWEA MAP assessment and using the mean RIT score for each grade.
2. At least 20% of Special Education students at BCMBAR will perform at the Meets or Masters level on the Reading and Math STAAR.

**Goal 5: English Language Proficiency**

1. At least 20% of Emergent Bilingual students at BCMBAR will be able to exit the bilingual program by scoring Advanced High on at least three of the four TELPAS tests.
2. At least 60% of Emergent Bilingual students at BCMBAR will score Intermediate or above on all four TELPAS tests.