# 2024-2025 Action Plan

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## Baylor College of Medicine Biotech Academy at Rusk

## Shelby Steward, Principal

**School Action Plan – Needs Assessment**

**Needs related to student achievement data**

* **6th – 8th Grade Student Performance Tracking**: Student performance will be measured using data gathered from aggressively monitoring throughout direct instruction and daily DOLs. This tracking will help us identify academic strengths and opportunities for growth to inform instructional and intervention planning.
* **HB1416 Targeted Intervention:** Students who did not approach STAAR for ELA and Math have an intervention block embedded in their schedule from week 1. Students will receive personalized learning experiences and supports to improve student growth in core subjects.
* **Small Group Instruction:** Teachers 90-minute instructional block includes a small group/station block from week 1. Teachers will use the data gathered during CFUs throughout the lesson cycle to target student misunderstanding, providing more opportunities for student at-bats.
* **Effective Implementation of Accommodations:** Special Education and 504 students’ plans are updated regularly and distributed to teachers with receipt that they will implement accommodations in the classroom. Teachers will effectively implement accommodations with fidelity and document in PowerSchool. BCMBAR administration will verify accommodations in PowerSchool every 3-6 weeks.
* **Emergent Bilingual Students:** Teachers will routinely implement ELPS within their lessons. Teachers will receive professional development on effectively implementing word walls, anchor charts/visuals and vocabulary in their classroom. The campus will identify teachers that service our EB population to provide them with coaching and opportunities for at-bats.

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

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| **Independent Review Team Domain 2 Results from 2023-2024** | | |
| **IRT 1 Domain 2** | **IRT 2 Domain 2** | **IRT 3 Domain 2** |
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* **Integration of Engagement Strategies:** Teachers will incorporate MRS that will support higher levels of Blooms Taxonomy such as, Think-Ink-Pair Share, Turn and Talk and Response cards. Teachers will track students progress and give feedback in the moment.
* **Weekly PLCs:** Teachers will meet every Tuesday prepared with annotated slide decks, TEKs unpacked, LOs and DOLs written and activities/DOLs taken from the perspective of the student. Teachers will follow the PLC checklist to plan lessons that meet the needs of all subgroups.
* **Bi-Weekly Demos/Instructional Walks:** Teacher will engage in demos and professional development bi-weekly on Thursdays. Professional development will be determined by campus trends and data from student performance. Teachers will also engage in instructional walks to strengthen best practices across the campus.
* **Gradual Release Aggressively Monitoring with Student Exemplars:** Teachers will be trained on how to track data during their direct teach to monitor student progress. Campus leaders will model how to give timely feedback while monitoring and how to use the lap sheet to record student data.

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

* **Staff/Family Engagement:** BCMBAR leadership will send out surveys throughout the year to ass the campus/community climate. Monthly opportunities to collaborate with stakeholders are scheduled for the year and promoted on the campus website and social media. The leadership team releases weekly staff newsletters and bi-weekly parent newsletter to connect with stakeholders and inform them of upcoming events.
* **SPOT Observations:** BCMBAR leadership team will conduct at least 6 Spots weekly [3 AM and 3 PM] and engage in weekly calibrations. Spots will be submitted no later than 30 minutes after the visit and require the leader to follow up with the teacher regarding the feedback.
* **Leadership Density:** Tier 2 leaders will be trained on how to spot teachers, effective feedback, crucial conversations and PLCs/Demo Days. Teacher leaders will be given opportunities to join district cohorts, lead professional development and be a part of the campus decision making process.

**School Action Plan Template**

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| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*  BCMBAR will grow teacher capacity to improve the quality of instruction. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By the end of the academic year the campus will achieve an average score of 1.5 or higher in Domain 2 [Planning] on IRT. |
| * By the end of the academic year, the percent of students at Meets Grade Level and above on the Reading STAAR will increase to 60%. * The campus will achieve an overall score of 11 or higher on the highest IRT of the 24-25 school year, which will reflect student engagement and teacher planning for engagement and addressing misconceptions [23-24 Data: IRT 3: 10.75] |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*  **Design Professional Development to ensure that Teachers are prepared to:**   * Reflect on previous data for the students that they will serve for the upcoming school year. * Collaborate within the department, especially at the same grade level, to norm lesson structure and procedures for learning that will prepare all students for on-grade-level instruction, regardless of learning needs * Identify the specific goals for students for the school year to enhance targeted supports for subpopulations – Eco Dis, SPED, EB.   **Ongoing PLCs**   * Sharpening teachers focus through Lead4ward resource reviews to enhance content focus upon priority TEKs. * Review student data to focus upon areas of need for student support. * Present teacher best practices utilizing available district resources. * Teachers lead an at-bat of an upcoming lesson, where the team will support with feedback for one-another [Thursdays during department meeting]. * Support with lesson planning to enhance practices.   **Curriculum internalization (Aligned LO/DOL/Instruction), Curriculum Map with Indicator**   * Teachers will indicate strategies, essential questions/higher order thinking questions, key vocabulary, and exemplar lessons. * Teacher uses lesson materials to create a 1:1 representation of the lesson materials for students to use during the lesson. * Anchor Charts * Classroom Posters (SCR/RACE & Annotation Cards)   **Train teachers on HISD specific student engagement strategies and techniques; specifically, Multiple Response Strategies correctly to achieve desired outcomes:**   * Think-Pair-Share * Turn & Talk * Table Talk * White Boards * Response Cards – Paper/Digital (Ink-Pair-Share) * Tech-Enhanced Items * Provide on-the-spot coaching daily to ensure students receive high quality instruction and build teacher capacity as evidenced by SPOT data. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*  **Look-fors**   * Implement effective instructional practices with fidelity.   + Posted board configuration (TEK/LO/DOL/ELPS)   + Instructional alignment (TEK/LO/DOL/Instruction)   + Engaging classroom experience (student engagement strategies) * Teacher Preparation (internalized lessons)   + Exemplars (annotated slides and activities taken from the student perspective)   + Scripted questions and answers for students   + Scaffolds and targeted misconceptions   + Anchor charts.   + Evidence of differentiation * Professional Learning Habits   + Teachers will come to each PLC prepared – annotated lesson, student data, curriculum resources, and their priority questions/problems of practice to resolve, as needed.   + Teachers will actively participate in PLCs and ongoing campus and district professional development. * Professional Growth Activities   Produce internalized lessons that result in high quality instruction through at-bats and teacher-to-teacher feedback in PLCs. |

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|  | **Key Action One:** BCMBAR will grow teacher capacity to improve the quality of instruction. | | |
| **Staff Devel.** | Who: The campus leadership team – principal, Tier 2 leaders and tier 1 teachers | | |
| What: The campus will engage in professional development that targets student engagement strategies, vocabulary integration, SCRs and data tracking. For formative and summative assessments. This will include STAAR, NWEA MAP, and DOLs. | | |
| When: Beginning August 2024 (Preservice) – May 2025 | | |
| Where: Baylor College of Medicine Biotech Academy at Rusk- Whole campus, PLC and Department Meetings | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Engagement Strategies, SCR, Formative/Summative Assessment Data Digs | $0 |
| Materials/resources | Index cards, whiteboards, Lead4ward guides, NWEA task cards, expo markers and small erasers | $5,000 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $5,000 |
| Funding sources: General funds | | |

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| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  BCMBAR will implement high leverage differentiation strategies in the classrooms daily. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By June 2025 20% of Special Education students will perform at the Meets and Masters level on the STAAR reading assessment. |
| * By the end of the academic year, 7th grade Hispanic/Latino students will increase the overall student achievement average on NWEA Map math by 10% from BOY to EOY. |
| * By the end of the academic year, the percent of Special Education students at Meets Grade Level and above on the Science STAAR will increase to 10%. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*  **Data Tracking**   * Identify the specific goals for students for the school year to enhance targeted supports for subpopulations – Eco Dis, SPED, EB. * Implement a campus-wide tracking system for DOLs based on TEKS taught. * Facilitating Data Dives to identify strengths and discuss/ demo best practices to close the learning gap.   **PLC Structure**   * Sharpening teachers focus through Lead4ward resource reviews to enhance content focus upon priority TEKs. * Review student data to focus upon areas of need for scholar support. * Present teacher best practices utilizing available district resources. * Teachers lead an at-bat of an upcoming lesson, where the team will support with feedback for one-another. * Support with lesson planning to enhance practices. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*  **Look Fors**   * Teacher Preparation (internalized lessons)   + Exemplars (annotated slides and activities taken from the student perspective)   + Scripted questions and answers for students   + Scaffolds and targeted misconceptions   + Anchor charts. * Professional Learning Habits   + Teacher will come to each PLC prepared – annotated lesson, student data, curriculum resources, and their priority questions/problems of practice to resolve, as needed.   + Teachers will actively participate in PLCs and ongoing campus and district professional development.   + Professional Growth Activities to produce internalized lessons that result in high quality instruction through at-bats and teacher-to-teacher feedback in PLCs.   + Teachers will implement laps during direct instruction that will guide their next move for instruction (small group, re-teach etc.) |

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|  | **Key Action Two:** BCMBAR will implement high leverage differentiation strategies in the classrooms daily. | | |
| **Staff Devel.** | Who: The campus leadership and campus teachers | | |
| What: The campus will engage in professional development targeting supporting our subgroups (EB, Eco Dis, Sped, 504, HB1416). Sessions on scaffolding, small group instruction and stations will be given during pre-service and throughout the year in department meetings. | | |
| When: Beginning of the school year (Pre-service) – May 2025 | | |
| Where: Baylor College of Medicine Biotech Academy at Rusk | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Vocabulary integration, ELPS, Formative/Summative assessment data digs | $0 |
| Materials/resources | Rubric posters/anchor charts; poster maker materials – ink, special paper | $2,000 |
| Purchased services | N/A |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $2,000 |
| Funding sources: Title 1 and General funds | | |

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| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  BCMBAR will strengthen the leadership density of teacher leaders and Tier 2 leaders. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By June 2025 BCMBAR will see a 15% increase in the number of teachers and staff involved in the decision-making process. |
| * By the end of the academic year, 40 % of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey “the instructional feedback I get helps me improve the quality of my instruction.” |
| * By June 2025 Tier 2 leaders will score a 5 or higher for each indicator on the Day-to-Day Coaching Rubric. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Meet monthly with grade level chairs to discuss glows and grows of campus systems. * Schedule and execute monthly meetings to engage staff/community such as:   + Conchas with the Counselor   + Coffee with the Principal   + SDMC Meeting   + Faculty Meeting * Send out weekly staff newsletter and parent newsletters at least twice a month * Weekly Calibrations with Tier 2 leaders, including walks to day-to-day coach. * Professional Development around giving effective feedback * Tracking system to monitor coaching moves for teachers. * Documentation of leadership moves such as:   + Weekly calendar updated with scheduled tasks   + Providing updates during Admin Huddles (three times a week)   + 6 Spots completed no later than Wednesday morning |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teacher Leaders facilitating 50% of professional development by EOY. * Teachers and staff following district and campus guidelines outlined in the staff handbook. * Lead PLCs and grade level meetings to analyze academic, behavior, and student feedback data. * Participate and give feedback during demos to strengthen instructional practices across the campus. |

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|  | **Key Action Three:** BCMBAR will strengthen the leadership density of teacher leaders and Tier 2 leaders. | | |
| **Staff Devel.** | Who: The campus leadership team – principal, Tier 2 leaders and tier 1 teachers | | |
| What: Teachers and staff will be trained on campus systems and routines for the school year. Teachers and staff will sign their receipt of the handbook to acknowledge that they read and understood it. Campus leadership will model and hold staff accountable to campus-wide systems. The leadership team will meet with stakeholders monthly to assess the campus culture and climate. | | |
| When: Beginning of the school year (Pre-service) – May 2025 | | |
| Where: Baylor College of Medicine Biotech Academy at Rusk | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Effective feedback, campus-wide systems, day to day coaching, Spot form, T-TESS Appraisal, Tiering teachers. | $0 |
| Materials/resources | Binders, snacks, coffee, and conchas | $500 |
| Purchased services |  |  |
| Other | Smore Newsletter (translation feature) | Personal out of pocket cost |
| Other | Possip Survey | $0 |
| **TOTAL** | | $500 |
| Funding sources: | | |

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| **KEY ACTION FOUR** | **Key Action** *(Briefly state the specific goal or objective.)*  BCMBAR will improve English proficiency for Emergent Bilingual students. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By the end of the academic year 44% of Emergent Bilingual students will grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. |
| * By the end of the academic year 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. |
| * By the end of the academic year, 40% of EB teachers will score 8/10 or higher in Domain 2 [Monitor & Adjust and Engage & Deliver] of the spot, as measured by the monthly average spot score for the second semester. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Identify which teachers are serving EBs during which class period to ensure to ensure we are observing teachers and giving timely feedback. * 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. * 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. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teachers have ELPS integrated into their daily lessons and is a component of their board configuration, * Teachers have implemented the following in their classroom with fidelity:   + Word Wall/ Explicit vocabulary instruction   + Anchor Charts   + Visuals/Cognates * Teachers will use small group within the 90 minute block to address misconceptions and provide opportunities for student to practice with at-bats (reading, writing, listening and speaking). |

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|  | **Key Action Four:** BCMBAR will improve English proficiency for Emergent Bilingual students. | | |
| **Staff Devel.** | Who: The campus leadership and campus teachers | | |
| What: Teachers will engage in professional development designed to support our Emergent Bilingual population. Professional development will target how to teach vocabulary and ELPs support for students. Teachers will also be trained on strategies to increase opportunities for EBs to listen, speak, read and write. | | |
| When: Beginning of the school year (Pre-service) – May 2025 | | |
| Where: Baylor College of Medicine Biotech Academy at Rusk | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | ELPs Integration, Vocabulary Integration, Progress Monitoring, Talk-Read/Talk- Write | $0 |
| Materials/resources | Anchor charts, posters maker materials, ink, special paper | $2,000 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $2,000 |
| Funding sources: General funds | | |