# 2024-2025 Action Plan

## Ninfa Laurenzo ECC

## Janet Benavides, Principal

**School Action Plan – Needs Assessment**

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**Based on CIRCLE assessment data, we need to improve student achievement. Areas of growth include phonological awareness subtests (rhyming and alliteration) and math operations and counting sets. Historically, these areas are the most difficult for PK students to understand and master.**

**Based on IRT #2, we need to improve the quality of Tier 1 instruction. Areas of growth include Domain 2.**

**-small group instruction base on DOL data**

**-tier 1 instruction of whole group of literacy skill development and math skill development.**

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

**School Action Plan Template**

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| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*  Based on the 23-24 CIRCLE data, Laurenzo ECC will improve the quality of instruction for students in Pre-K English Language Arts. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 85% of PreK 4 students will be ON TRACK in Phonological Awareness on the EOY CIRCLE assessment. (Phonological Awareness Overall Measure will be used; subtests included are Rhyming, Alliteration, Words in a Sentence, Syllables, and Onset Rime) |
| * 70% of the scores on spot observations conducted in December by IRT will be proficient or higher; that percentage will increase to 80% in May 2025. |
| * 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as perceeasured by Dimension 2.1 through 2.5 of the T-TESS rubric. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Provide BOY PD training in the area of phonological awareness. * Provide on the spot coaching during the phonological awareness activities. * Create phonological awareness DOLs that are aligned to phonological awareness PK guidelines. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Model phonological awareness lessons to each other during PLCs. * Utilize phonological awareness bins during literacy centers. * Have the LO embedded in workstations and small group. * Implement components of phonological awareness during daily Morning Message. |

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|  | **Key Action One:** | | |
| **Staff Devel.** | Who: Teachers and administrators | | |
| What:  · Planning collaboration and alignment  · Assessment  · Interventions  · Monitor data | | |
| When:  -Every week: instructional planning  -After each testing wave: Data dig and Next steps | | |
| Where: On campus | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | PLC  · Planning | 0 |
| Materials/resources | Instructional materials/ Lakeshore  · Planning time | 4,000 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | 4,000 |
| Funding sources: General Funds/ Title 1 | | |

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| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  Based on the 23-24 Special Education Report Card, Laurenzo ECC will improve student outcomes for students with a designation of special education. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * Students in the ECSE and EXPLORER programs will show growth of at least 20% increase at MOY and 40% at EOY on IEPs. |
| * Learning bins will be utilized per individual educational plans (IEPs) * 70% of the scores on spot observations conducted in December by IRT will be proficient or higher; that percentage will increase to 80% in May 2025 |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP. * Know IEP students and effectively and consistently implement the IEP as directed by the ARD. * Monitor ECSE and EXPLORER programs weekly. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Create IEP bins and documentation system for progress monitoring. * Creating visual schedules to support students in daily routines. * Attend ARD meetings as requested. |

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|  | **Key Action Two:** | | |
| **Staff Devel.** | Who: Special Education Department and Administrators | | |
| What:  PLCs on campus  Special Ed teacher will attend Special Education Department Chair meetings monthly | | |
| When:  o PLC  o District-wide PD days | | |
| Where: on campus | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | CPI training (HISD), PD campus | 0 |
| Materials/resources | IEP Bins  Instructional materials  Lakeshore materials | 3,000 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | 3,000 |
| Funding sources: General Funds | | |

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| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  Based on the Vocabulary subtest in the CIRCLE assessment, Laurenzo ECC improved student achievement in oral language. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * 85% of PreK 3 and PreK4 students will increase their story count by 50 words in Rice Storytelling by May 2025. |
| * 85% of PreK 4 students will be ON TRACK in Vocabulary subtest on the EOY CIRCLE assessment. * 70% of the scores on spot observations conducted in December by IRT will be proficient or higher; that percentage will increase to 80% in May 2025 |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*  - Administrators will monitor data after circle assessment wave 1.  -Train new teachers on Rice Storytelling Curriculum during professional development days.  - Administrators will look for trends in storytelling practices during literacy center block to share with all teachers.  -Coaching and training will be based on the spot observation and informal walkthroughs  -I will provide feedback on the spot to teachers regularly.  -Conduct effective PLCs that address the trends observed and focus on reflection from storytelling  - Administrators will meet with new teachers to model storytelling.  -For teachers, provide training on effective ways to implement literacy skills/guidelines within the storytelling block. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*  -Consistently take story dictation (storytelling) 2 days per week during Literacy center block, 2 stories minimum per day.  -New teachers will attend dedicated PLC time, once per month to review strategies and reflect on storytelling process  -New teachers (2) will participate in Rice University SLC Storytelling year-long program to learn how to implement strategies that help young children extend their vocabularies, develop print awareness, cultivate oral expression, and develop an understanding of narrative form through dictation and dramatization of their own stories.  - Teachers will be expected to take at least 4 stories for each student throughout the school year. |

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|  | **Key Action Three:** | | |
| **Staff Devel.** | Who: Administrators | | |
| What: Professional Development will include video modeling, reflections, alignment of skills through story | | |
| When: HISD PD days, PLC weekly | | |
| Where: On Campus and Off Campus (Rice) | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Rice- storytelling | 5, 000 |
| Materials/resources |  |  |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | 5,000 |
| Funding sources: General Funds | | |

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| **KEY ACTION FOUR** | **Key Action** *(Briefly state the specific goal or objective.)*  Based on the circle assessment counting sets, Laurenzo ECC will improve the quality of mathematics instruction. |
| **Indicators of success** *(Measurable results that describe success.)* |
| 80% of PreK 4 students will meet expectations on the EOY Circle assessment on the counting sets subtest by May 2025. |
| 100% of math teachers will implement Daily Word Story Problems with fidelity by ensuring that the Math Skill Development (whole group instruction) block is executed with fidelity and that teachers are integrating daily story problems into the math routine.   * 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 of the T-TESS rubric. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*  -Review with teachers the expectations and model of story word problems during professional development days.  - Incorporate MRS activities to our math block  -Monitor the math skill development whole group instruction and math small group instruction blocks.  -Coach and provide feedback to teachers regularly.  -Conduct effective PLCs that focus on data and specific intervention strategies. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*  For select teachers, provide training on effective implementation of math strategies. -Teachers will group students after each assessment wave. -Consistent practice during whole group instruction and small group interventions. |

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|  | **Key Action Four:** | | |
| **Staff Devel.** | Who: Administrators | | |
| What: Lesson Internalization and Lesson Rehearsal during PLCs and PD days. | | |
| When: Weekly PLC meetings and HISD PD days | | |
| Where: On campus | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Math PD – Campus |  |
| Materials/resources | Math manipulatives from Kaplan | 4, 000 |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | 4,000 |
| Funding sources: General Funds | | |