

SY 23-24 School Action Plan (West Division Office)

Campus	Foerster Elementary
Principal	Dr. Jordan Curtin
Grades Served	PK3 - 5 th
Enrollment	600

The timeline for School Action Plan submission can be found below:

- September 1: Principal emails Action Plan to Feeder EDs.
- September 4: Principal receives Action Plan with feedback from Feeder EDs.
- September 8: Principal uploads final copy of Action Plan in West Division SharePoint.

[Key Action Guide](#) – Use as a reference to assist with writing the Key Action statements.

[Connection to District Plan](#) – Use as a reference for the Connection to the District Plan.

Needs Assessment

<i>low</i>	Advanced	<i>high</i>
Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		

Goals and Priorities

<i>low</i>	Advanced	<i>high</i>
The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		

Indicators of Success

<i>low</i>	Advanced	<i>high</i>
The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort.		

Specific Actions

<i>low</i>	Advanced	<i>high</i>
The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.		

Connection to District Plan

<i>low</i>	Advanced	<i>high</i>
Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school's or department's action plan specifically refers to the district's key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.		

Systems Thinking

<i>low</i>	Advanced	<i>high</i>
The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.		

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Key Action #1

Key Action for SPED:

Use the Multi-Tiered System of Support to identify scholars who need specialized services and supports, aligned with the SPED district initiative and expectations.

Needs Assessment with Data and Rationale:

With a mobility rate of 29%, which is double the state and district average, it is imperative that we correctly assess and identify students to determine if their loss of learning is due to lack of educational opportunities or an actual learning disorder or intellectual disability.

FES will gather baseline data from the following assessments: NWEA (BOY), Amplify formative assessments, and Eureka Formative assessments.

Once a baseline of scholar learning has been determined FES staff will monitor scholar's progress in the interim through cumulative assessments such as those developed in the Amplify, and Eureka curriculum. Staff will be expected to also use district benchmark, running record data, STAAR and subsequent NWEA MOY and EOY data coupled with FES attendance data to determine the effects of mobility on scholars who don't necessarily have what is considered a permanent home.

In order to raise scholar outcomes of the "highly mobile" staff must be trained on:

1. The effects of high mobility on scholar learning and ways to close learning gaps with these scholars.
2. How to use McKinney-Vento to service these scholars best.
3. How to quickly assess and identify learning gaps with newcomers to the school.

(Can STAAR Data be used in addition to the mobility rate?) (What progress monitoring data will be used?) (What are PD needs?)

Goals and Priorities:

100% of scholars who need to have an individual education plan will have one in place.

100% of SPED meetings will be conducted within the specified legal timeframe.

When new scholars come to FES the enrollment team will ask guardians about specific accommodations scholars may have had at previous schools/placements. Guardians will also be asked about any diagnosis scholars may have been given by outside doctors. When scholars are new to FES the Scholar intervention team will hold a meeting within fifteen days of concerns being raised about a specific scholar to put interventions in place to support scholar learning. Scholars will have interventions performed in class for

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four to six weeks. The data will be revisited, and a determination will be made to give scholars more time in least restrictive environment or move to testing.

FES will also hold RTI meetings every third week of each month to discuss any scholars who may have challenges in the classroom to start Response to Intervention once a scholar has been identified.

(How will the goals/priorities be connected to practices?)

Indicator of Success:

The assistant principal and SPED chair will have a tracking system located on SharePoint that outlines specific deadlines and criteria necessary to create a response to intervention for any scholar identified by their teacher through the RTI/IAT process.

Scholars will be identified for special services within the first 6 weeks, by using formative assessments, teacher observations and referrals.

The FES SPED chair tracks ARD review and annual ARDS through the HISD system Easy IEP. ARD meetings are scheduled a week in advance to be certain that all ARDS remain current.

FES personnel will measure the progress by determining the 2023-2024 ARD calendar and being sure to schedule ARDs accordingly.

(How will the items listed above be measured?) (What are the progress monitoring targets?)

Specific Actions:

School leaders: Dr. Curtin, A.Alexander, M.Pichon, J. Angelle, P.Hollingsworth, T. Polo, T. Weston, D. Narcisse, L. Landry, D.Lott, T. Hartsfield, B. De la Garza, M. Reyes, A. Phillips, B.Amoye, S. Johnson

The principal and assistant principals will develop a student intervention team with specified administrators and teachers to meet concerning students monthly to developing intervention plans for scholars demonstrating a need for academic or behavioral intervention.

Campus leadership has created a "working document" year at-a-glance for all IAT, RTI, ARD and GT meetings. This document will be utilized to keep FES compliant with all meetings. The year at a glance is a tool also utilized to help campus leaders and team leaders calendar their meetings with out over committing. The YAG document will help FES to determine a compliances pieces that are coming due and make sure we get all tasks turned in on or before the due date. (How will the year at a glance be utilized?)

(What will determine that all pieces are in order?)

The SPED chair, resource teacher and core teachers will individually review scholars IEPs with staff members who are in contact with scholars who linked to IEPs. Once IEPs have been reviewed, they will be distributed to each educator who is in contact with the scholar. IEPs are reviewed with educators who have contact with the scholar who the IEP is concerning. After the review educators will deploy interventions specified in IEP. (What will occur after the review?)

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School Staff (Classroom teachers, T. Weston, B, Ross, Paraprofessionals)

Teachers and TAs will review, internalize, and adhere to all scholar IEPs.

Teachers and TAs will engage the scholar's intervention team with documented evidence of scholar academic or behavioral concerns.

Teachers and TAs will familiarize themselves with the SPED year at a glance and adhere to all deadlines. During team leadership team meetings educators will look at the SPED YAG and add important date to their calendars and turn calendars in to the principal by EOD on Fridays. (What does familiarize look like?)

Connection to District Plan:

This key action is aligned with the district priority area to improve SPED and SEL Services.

(How will campus consult with central office department for support?)

FES will reach out to district personnel to get all FES personnel certified to work in the role that have been hired for. FES personnel has developed relationships with district individuals so that they may reach out to them to have an pressing questions answered.

Key Action #2

Key Action for HQI

To increase the campus Meets level on the 2024 STAAR 3rd grade Math assessment, using Eureka to ensure effective implementation of HQIM.

Needs Assessment with Data and Rationale:

In 2022-2023, 35% of Foerster ES school students passed the Math English STAAR assessment. This number is substantially lower than the 56% of 4th grade and 51% of 5th grade Math English STAAR students that passes the assessment.

FES will gather baseline data from the following assessments: NWEA (BOY), and Eureka Formative assessments.

Once a baseline of scholar learning has been determined FES staff will monitor scholar's progress in the interim through cumulative assessments such as those developed in the Eureka curriculum. Staff will be expected to also use district benchmark, math running record data, STAAR and subsequent NWEA MOY and EOY data to determine scholar progress throughout the year.

Data concerning scholar progress will be monitored for each teacher through the following processes:

PLC data dives

Data talks

Scholar data trackers

Classroom data trackers

In order to make the most of the data collected by FES staff it is important to have the following PD:

Ways to use data

Types of data used at school

Collecting data with efficacy

Data driven instruction

What to do when the data shows the scholars have gotten it

What to do when the data shows they have not gotten it

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

(What progress monitoring data will be used?) (What are PD needs?)

Goals and Priorities:

The number of students in grade 3 achieving approaches or higher on the 2024 STAAR Math assessment will increase from 35% to 58%.

90% of Students will show growth between the NWEA BOY assessment and the NWEA MOY assessment.

FES staff will contribute to scholars reaching approaches or higher on the 2024 Math assessment by using district approved ELA/SLA and Math resources with fidelity raising rigor when needed and implementing interventions when called for. Instructional leadership team members have developed a cadence for PLCs determining which days are for lesson rehearsal, data or modeling. Data will be tracked individually in scholar binders, in teacher classes and by whole group in the PLC room. If scholars are not reaching the incremental gains 10%/ six weeks grading period/ unit assessment the team will investigate developing an intervention plan. If entire classes are not growing teachers will have targeted development by one of the instructional team leaders.

(How will the goals/priorities be connected to practices?)

Indicator of Success:

All third-grade math students will show incremental growth, between 10-20% on common assessments, benchmarks, and formative assessments, evidenced by teacher data trackers and weekly data meetings. Scholars time frame to achieve 10% percent growth will be measured by six-week grading cycle.

Individual scholars are expected to show 10% growth or more on assessments between BOY, MOY and EOY. Scholars scores on interim assessments will grow 10% on unit assessments given each six weeks cycle given through running records, Amplify and Eureka, HISD approved curriculum.

The expectation is for 90% of third scholars to show at least 10% growth each six-week period. If scholars are not showing adequate progress, they will be placed on a

(What is time period for showing the incremental growth of 10-20%?) (What are the indicators for progress monitoring targets?)

Specific Actions:

School leaders: Dr. Curtin, A.Alexander, M.Pichon, J. Angelle, P.Hollingsworth, T. Polo, T. Weston, D. Narcisse, L. Landry, D.Lott, T. Hartsfield, B. De la Garza, M. Reyes, A. Phillips, B.Amoye, S. Johnson

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The principal and tier 2 leaders will strategically plan and implement effective PLCs every Thursday that engage 3rd grade math teachers internalizing lessons, modeling best practices, and incorporating AT-Bats with constructive feedback.

Tier 2 leaders will provide timely feedback to 3rd grade math teachers through weekly walkthroughs and observations while engaging in "in the moment coaching" with meaningful follow-ups through emails, one on one conferences and team meetings.

The principal and CTC will strategically construct a campus assessment calendar for each content area that routinely progress monitor grade level results to provide checkpoints for data digs that will help guide and instruct professional development and interventions for all students.

School Staff (Instructional Leadership Team, Classroom teachers, Academic Hourly Lecturers, Paraprofessionals)

The 3rd grade math teachers will actively engage in vertically aligned content PLCs every Thursday by internalizing future lessons and implementing strategies learned from colleagues during "at bats" and discussion from lesson internalization.

The 3rd grade math teachers will demonstrate their full understanding and internalization of weekly lesson plans by completing the "know it show it" documentation that will be approved by content administrators every Thursday.

The 3rd grade math teachers will implement feedback given to them, derived from walk-throughs, observations and "in the moment coaching".

The 3rd grade math teachers will administer formative assessments based on the testing calendar provided, tracking quantitative data looking for 10% growth between six week grading cycles, using that data to spiral instruction and reteach specific objectives not mastered as well as form small groups.

Connection to District Plan

This key action is aligned with the district initiative to improve the Quality of Instruction and the core value that clearly defined outcomes guide our work. FES instructional team leaders will attempt to understand and internalize the structure of new district curriculum, Eureka. ITLs will monitor scholar progress and reach out for district help if we notice that whole classes/groups are not making the expected progress by the middle of the second six-week cycle. (How will campus consult with central office department for support?)

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Key Action #3

Key Action for Discretionary Item:

To increase the campus Meets level on the 2024 5th Grade Science STAAR assessment by ensuring effective implementation of HQL.

Needs Assessment with Data and Rationale:

In 2022-2023 19% of the students who took the Spanish Science STAAR assessment passed and 34% of the students who took the English Science STAAR assessment passed. This is lower than schools throughout the state with similar demographics (comparative campuses).

FES will use PDH Science, the HISD approved curriculum. End of module assessments will be used to determine scholar progress. The data from these assessments to track the progress of individual scholars as well as cohorts. PHD science curriculum tests scholars in the middle of each module and at the end of each module. Scholar progress monitoring will take place at the end of three-week periods.

The professional development that must take place for FES to be success with this initiative are as follows:

Data drive decision making

Data disaggregation

TEKS/Standards unpacking

Data tracking

Cross curriculum

(What progress monitoring data will be used?) (What are PD needs?)

Goals and Priorities:

The number of students in grade 5 achieving approaches or higher on the 2024 Spanish STAAR Science assessment will increase from 19% to 45%.

The number of students in grade 5 achieving approaches or higher on the 2024 English STAAR Science assessment will increase from 34% to 60%.

In order to move scholar achievement to 45% approaches or higher on the Spanish Science assessment and to 60% on the English Science test FES teachers will use the district approved Science curriculum along with the assessments provide to monitor scholar progress. FES

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Science teachers will use the HISD science scope and sequence to plan lessons and assessments. FES 5th grade teachers will also use Summit K-12 as a science intervention.

(How will the goals/priorities be connected to practices?)

Indicator of Success:

Through purposeful direct instruction that focuses on science misconceptions, 90% of students will show growth in Physical Properties of Matter and Life Science on formative assessments from BOY to MOY using Summit K12 and NWEA.

Specific Actions:

School leaders: Dr. Curtin, A.Alexander, M.Pichon, J. Angelle, P.Hollingsworth, T. Polo, T. Weston, D. Narcisse, L. Landry, D.Lott, T. Hartsfield, B. De la Garza, M. Reyes, A. Phillips, B.Amoye, S. Johnson

The principal and tier 2 leader will strategically plan and implement effective Science weekly content aligned PLCs on Thursday that engage teachers in internalizing lessons, modeling best practices, and incorporating AT-Bats with constructive feedback.

The principal and CTC will strategically construct a science assessment calendar to routinely progress monitor grade level results to data digs that will help guide and instruct professional development and interventions for all students.

School Staff: J. Angelle, F. Smith, D. Mitchell (Classroom teachers, Academic Hourly Lecturers, Paraprofessionals)

Teachers will actively engage in Science PLCs by internalizing future lessons and implementing strategies learned from colleagues during "at bats" and discussion from lesson internalization.

Teachers will implement feedback given them derived from walk-throughs, observations and "in the moment coaching".

Teachers will administer formative assessments based on the testing calendar provided, tracking quantitative data, using that data to spiral instruction and reteach specific objectives not mastered as well as form small groups.

Connection to District Plan:

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This key action is aligned with the district initiative to improve the Quality of Instruction and the HISD Ready Characteristic to push rigor and relevance and to teach grade level content every day.

FES Science specialist reaches out to HISD coordinator whenever questions need to be answered about science. FES personnel will go to science trainings as offered by the district.

(How will campus consult with central office department for support?)

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