

SY 23-24 School Action Plan

Campus	Dogan ES
Principal	Rim Mohamed
Grades Served	Pre-K – 5 th grade
Enrollment	487

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

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission

August 15: Final submission for SY 23-24

KEY ACTION ONE

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

Grow teacher instructional capacity to provide aligned and highly effective Tier 1 instruction.

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

- By December 19, out of 100 SPOT observations (at least 2 per teacher), 70% of the teachers will score at least proficient (10 points) on the spot observations, and it will increase to at least 95% of teachers scoring at least proficient (10 points) out of 300 SPOT observations by May 2024.

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

- Conduct Morning zips to ensure alignment of LO and DOL (August – October)
- Monitor and observe every teacher on a daily basis and provide on-the-spot coaching and feedback
- [Progress Monitoring will be done by conducting 1-2 spot observations per teacher weekly](#)
- Conduct at least 6 SPOTS each week by each leader (66 total per leader in the fall semester)
- Monitor use and accurate implementation of the high-quality curriculum
- Conduct effective PLC where teachers can collaborate and plan together lessons and use their data to make instructional decisions and identify instructional strategies needed
- [Leaders will lead Lesson Rehearsals \(teacher practice time\) and unit internalizations during PLC to ensure the teachers have a command of the curriculum and to support accurate implementation of the Amplify and Eureka curriculum](#)
- Train teachers on [how to embed the Multi-response strategies in their annotated lesson plans and how to execute them consistently through out the lesson.](#)
- Monitor use of highly effective instructional strategies like Multi-response, providing opportunities for students to write frequently, encourage student discourse at least 95% of the instructional time, and utilize cooperative structures
- [Train and monitor teacher implementation of the CHAMPS management strategies to maximize learning in the classroom](#)
- Co-Teach and model for Tier 3 teachers
- Provide examples of anchor charts and specific strategies that teachers can utilize throughout the lessons

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

- By December 1, 100% staff should implement CHAMPS and classroom management expectations and redirect behavior immediately without prompting from leader
- Teachers will use the anchor charts and campus-wide instructional strategies (e.g. 3 Reads, RDW, RACE, TRAPPS, etc) consistently and effectively in the classroom
- Implement feedback immediately
- Internalize units/modules before we begin the Unit/module
- Internalize lessons on a daily basis
- Grade DOLs on the spot and analyze the DOL data to drive instructional moves
- Attend District PD and implement the learning immediately
- Actively participate in PLC by preparing their own student data and discussing next moves
- Follow the LSAE model with the time stamps and instructional model expectations
- Ensure that lesson pacing is following the lesson flow and is done with the allotted time by using timers and anticipating needed scaffolds
- Implement highly effective instructional strategies like Multi-response, providing opportunities for students to write frequently, encourage student discourse at least 95% of the instructional time, and utilize cooperative structures

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

Based on 2022-2023 data in Reading STAAR, we will increase student fluency and comprehension in Reading.

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

- By December 2023 MOY assessment on NWEA MAP assessment, at least 50% of students across all grade levels will be in the Average percentile or higher range in Reading.
- By May 2024 EOY assessment on NWEA MAP assessment, at least 75% of students across all grade levels will be in the Average percentile or higher range in Reading.
- Students will achieve at least 70% approaches, 45% meets, and 25% mastery for grades 3-5 on the May 2024 STAAR Reading Assessment.

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

- Utilize the NWEA MAP assessment BOY administration to identify students that are in the Low and Below Average ranges and coach teachers on how they scaffolds the learning to close their instructional gaps
- Create individual student data folders for each student in each grade level for students to track their own individual data and set goals for MOY and EOY
- Track student data on the Demonstration of Learning to track student mastery of objectives
- Track student groups on NWEA MAP assessment at MOY to identify students who are
- Observe and monitor instruction of the Science of Reading blocks to ensure teachers are maximizing instructional time and are providing high-quality instruction
- Provide additional personnel support (Teacher Apprentices) to classes with a significantly high number of students that are below expectations in Reading
- Utilize PLC to plan with teachers the lessons for Science of Reading.
- Provide support for students with behavior challenges by ensuring they receive small group instruction with a teacher apprentice or learning coach.
- Provide on the spot coaching to teachers
- Model SPED and 504 accommodations for teachers and provide resources for teachers

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

- Utilize the NWEA MAP assessment BOY administration to identify students that are in the Low and Below Average ranges and provide them scaffolds needed to close their instructional gaps
- Be intentional about
- Track DOL data for each student and for each rotation to monitor student growth and proficiency
- Implement the Science of Reading curriculum on a daily basis and provide high-quality instruction to all students
- Provide targeted instruction through scaffolds and instructional strategies to the students below the 50% percentile
- Internalize Amplify and Science of Reading lessons
- Attend district and campus PD on the Amplify curriculum and implement the learning
- Utilize the SPED/504 accommodations in the classroom for SPED and 504 students according to their IEPs
- Conduct data conferences as a whole class and with each individual student to track their data
- Track NWEA data and set goals for MOY and EOY for each rotation
- Implement feedback immediately and consistently

KEY ACTION THREE

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

Based on 2022-2023 data on the Math STAAR assessment, we will increase student achievement in Math.

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

- By December 2023 MOY assessment on NWEA MAP assessment, at least 45% of students across all grade levels will be score in the Average or higher range percentile in Math.
- By May 2024 EOY assessment on NWEA MAP assessment, at least 65% of students across all grade levels will be above the 50th percentile in Math.
- Students will achieve at least 70% approaches, 50% meets, and 30% mastery for grades 3-5 on the May 2024 STAAR Math Assessment

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

- Utilize the NWEA MAP assessment BOY administration to identify students that are not above the 50% percentile and group those students to ensure they receive additional targeted support with the Teacher Apprentices during independent learning time.
- Provide teachers opportunity to conduct at-bats for lessons prior to going live with the students
- Ensure that all teachers internalize the lessons and have planning time for the entire units before the beginning of each unit
- Track student data on the Demonstration of Learning to track student mastery of objectives
- Track student groups on NWEA MAP assessment at MOY to identify students who are
- Observe and monitor instruction of the Science of Reading in Math blocks to ensure teachers are maximizing instructional time and are providing high-quality instruction
- Provide additional personnel support (Teacher Apprentices) to classes with a significantly high number of students that are below expectations in Math
- Utilize PLC to plan with teachers the lessons for Eureka and share highly effective instructional strategies
- Provide on the spot coaching to teachers

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

- Implement the Science of Reading curriculum on a daily basis and provide high-quality instruction to all students
- Provide targeted instruction to the students below the 50% percentile
- Internalize Eureka math lessons
- Attend district and campus PD on the Eureka curriculum
- Implement feedback immediately and consistently
- Plan out the entire unit at a time to help students process the connection between each lesson

KEY ACTION FOUR

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

Reach 96% average annual attendance rate by May 2024.

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

- We will maintain a monthly attendance rate of 96% or higher
- 95% or higher of the students will meet the 90% attendance rule by December 2023, and 90% or higher of the students will meet the 90% attendance rule by May 2024

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

- Continue with the Attendance Committee
- Collect absence list by 8:20 AM from every classroom
- Run the daily attendance report and call absent students by 8:30 AM
- Put students with beginning absence trends on attendance contracts
- Create a system where SIR and front office communicate late arrivals to teachers to ensure an update to the attendance record
- Maintain a call log of all students who are called to ensure we are following up with students who have absence trends
- Conduct home visits for students who have are absent on a 2nd consecutive day without notice to the school
- At Meet the teacher, provide parents with attendance expectations and do weekly reminders about attendance on all school communication systems

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

- Mark all absent students and hang outside the classroom door by 8:15
- Follow up with counselors about students with attendance/tardy trends for any student that accumulates 3 absences or above in total
- Teachers will contact all parents of students who were absent and check on their status and why they were absent

KEY ACTION FIVE (optional)	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none">•••
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

KEY ACTION SIX (optional)	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none">•••
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>