

**SY 23-24 School Action Plan (WDO)**

<b>Campus</b>	Pilgrim Academy
<b>Principal</b>	Diana Castillo
<b>Grades Served</b>	PK-8
<b>Enrollment</b>	1300

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

August 30: Principal emails Action Plan to Feeder EDs and cc Senior EDs and Support EDs to receive feedback.

September 5: Principal receives Action Plan with feedback from Feeder EDs.

September 8: Principal uploads final copy of Action Plan in West Division Sharepoint.

Key Action #1	<b>Key Action for SPED:</b> <ul style="list-style-type: none"> <li>Improve mainstreamed Special Education Student performance across Reading and Math Curriculum</li> </ul>
	<b>Needs Assessment with Data and Rationale:</b> <ul style="list-style-type: none"> <li>Using Reading STAAR data, our campus did not meet our TEA accountability targets for Special Education in 2022. Our Campus Reading Academic Achievement (% at Meets Grade Level or Above) was at 16%, while the accountability percentage for TEA is 19%. Additionally, using Math STAAR data, our Campus Math Academic Achievement (% at Meets Grade Level or Above) was at 19%, while the accountability percentage for TEA is 23%. Looking at historic data, it shows, we did not meet this same accountability in 2018 and 2019. Based on these trends we have decided to place an emphasis on improving our mainstreamed Special Education population for the upcoming school year.</li> </ul>
	<b>Goals and Priorities:</b> <ul style="list-style-type: none"> <li>Our mainstreamed Special Education Students will meet our TEA accountability target for Special Education for the 2023-2024 school year.</li> <li>By 2024-2025, our campus will close the gap between the campus and the district Meets % for Reading (27%) and Math (25%)</li> <li>All teachers will know their student's IEP goals, supports, and accommodations for the 2023-2024 school year.</li> </ul>
	<b>Indicator of Success:</b> <ul style="list-style-type: none"> <li>17% of our Campus Special Education population will MEETs Grade Level or above in Reading in STAAR &amp; 21% of our Campus Special Education population will MEETs Grade Level or above in Math in TEA Interim Examination. This percentage will be 19% and 23% respectively by Spring STAAR 2024.</li> <li>20% of our Main Streamed Special Education Students will be meeting grade-level standard as evidenced by our Winter 2023 MAP MOY. This percentage will be 25% by Spring 2024 MAP EOY.</li> <li>20% of Mainstreamed Special Education Students will work through on grade level content as evidence through monthly reports via ZEARN, Summit K-12, MATHIA, &amp; I-Ready by December 2023. This percentage will increase to 25% by Spring STAAR 2024.</li> <li>100% of IEPs will be implemented and utilized in classrooms and interventions to support Mainstreamed Special Education students for the 2023-2024 school year.</li> </ul>
	<b>Specific Actions:</b> <b>School leaders</b> <ul style="list-style-type: none"> <li>The leadership team, H. Irani (SpEd Chair), and A. Cardona (SpEd Clerk) will conduct professional development surrounding IEP implementation, accommodation, and supports during August PD.</li> <li>D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will create a Special Education tutoring program centered around Sped-certified teachers and lower (K-2) teachers by September 18.</li> <li>D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5), A. Ramirez (Kitchen Manager), L. Moreno (Plant Manager) will create 6 Week Special Education Cycle tutorial calendars to accommodate students &amp; teachers based on student learning levels and proficiency.</li> <li>D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will review data reports during PLCs to determine future intervention.</li> </ul>

**Commented [GSM1]:** Multiple data sources is needed and the rationale needs to be extended based on trends.

**Commented [GSM2]:** The goal and priorities should be long-range plan for reform to be substantiated.

**Commented [GSM3]:** Good indicators, but they need to include progress monitoring targets for continuous improvement. For example, set periodic times/cycles to progress monitor: Fall, Spring, or October mid-point, January MOY, April etc.

**Commented [GSM4]:** Where appropriate the plan needs to include when and by whom. Staff and teachers are entirely different. School leaders can be an array of personnel

	<ul style="list-style-type: none"> <li>Appraisers and H. Irani (SpEd Chair), will Monitor IEP implementation in gen. ed classrooms as evidenced by walkthroughs.</li> </ul> <p><b>School Staff</b></p> <ul style="list-style-type: none"> <li>A. James (Resource), C. Manning (Resource), and general education teachers will review student IEPs, BOY and 2023 STAAR data to determine intervention frequency during August PD</li> <li>Based on data, general education teachers will strategically group students and begin accelerated instruction by September 18</li> <li>General education teachers will use Summit K-12, MATHIA, ZEARN, and I-Ready with integrity during daily intervention blocks, and review and provide monthly usage reports to leadership team.</li> <li>General education teachers will attend Summit, K-12, Mathia, ZEARN, I-Ready PD to support student mastery goals throughout the school year.</li> <li>100% of teachers will document accommodations for Special Education Students through PowerSchool</li> <li>General education teachers will meet with appraisers to review walkthroughs and implement feedback pertaining to IEP implementation</li> </ul>
	<p><b>Connection to District Plan:</b></p> <ul style="list-style-type: none"> <li>Connected to HISD’s focus on Special Education target support and improvement. Maria Gijon (Compliance), Krischele Thierry (Instruction), and Renita Phillips (Director) will help reinforce and support our campus’s work on High Quality Instruction.</li> </ul>

**Commented [GSM5]:** Who will you consult with in central office to lend continuous support (see rubric)

Key Action #2	<p><b>Key Action for HQI:</b></p> <ul style="list-style-type: none"> <li>Promote and develop quality instruction centered around “lesson alignment” and “student engagement”</li> </ul>
	<p><b>Needs Assessment with Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>Our 2023 STAAR Data shows that our Campus Reading Mastery was at 10%, while the district was at 20% and the State was at 24%. Similarly, our 2023 STAAR Data shows that our Campus Math Mastery was at 13%, while the district was at 15% and the State was at 17%. Additionally, based on 2022-2023 T-TESS summative rating averages, less than 15% of STAAR teachers received a proficiency rating 4 or 5. This data shows a deficit in high quality instruction occurring on our campus. Our goal is to coach our teachers through walkthroughs with a focus on alignment, rigor, engagement, and MRS strategies.</li> </ul>
	<p><b>Goals and Priorities:</b></p> <ul style="list-style-type: none"> <li>Students will close the Reading and Math Mastery gap between the campus and the district for the 2023-2024 school year. Additionally, our campus will close the Reading and Math Mastery Gap between the campus and state by 2024-2025.</li> <li>All teachers will be implementing High Quality Instruction in their classrooms as evidenced by walkthroughs.</li> <li>Provide ongoing professional development surrounding MRS strategies and engagement</li> </ul>
	<p><b>Indicator of Success:</b></p> <ul style="list-style-type: none"> <li>Out of 80 spot observations of classrooms in October by the building leadership team, 80% of teachers will receive a “one” on alignment. This percentage will increase to 90% by February 2024.</li> <li>Out of 80 spot observations of classrooms in October by the building leadership team 80% of teachers will receive a “two” on engagement. This percentage will increase to 90% by February 2024.</li> </ul>

**Commented [GSM6]:** Add multiple sources of data. You can add TTESS results from 22-23 and TADS.

**Commented [GSM7]:** Be consistent with progress monitoring for each indicator of success. These are much better the 3rd one needs correction.

	<ul style="list-style-type: none"> <li>Student performance on MAP exams will improve because of an increase in student-teacher engagement. 70% of students will be performing at or above grade level as indicated by Winter 2023 MAP MOY and 75% of students will be performing at or above grade level by Spring 2024 MAP EOY.</li> <li>100% of teachers will be implement effective MRS as evidence by Spot Observations</li> </ul>	
	<p><b>Specific Actions:</b></p> <p><b>School leaders</b></p> <ul style="list-style-type: none"> <li>D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will create a lesson “internalization” check list by August 13<sup>th</sup> for teachers to reference when reviewing their lesson plan. This will include items such as “annotations, all problems worked out, exemplar, MRS strategies, misconceptions, etc.</li> <li>D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will conduct professional development surrounding the Spot Observations “Alignment” and “Engagement” by August 18<sup>th</sup></li> <li>D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will conduct Professional Development around Campus Aligned MRS Strategies: Think-Pair-Share, Whiteboards, Ink-Pair-Share, Whip Around, Table Talk, etc starting September 7th.</li> <li>Appraisers will calibrate for walkthroughs once every 6 weeks.</li> <li>Appraisers will conduct regular walkthroughs in accordance to district expectations</li> </ul> <p><b>School Staff</b></p> <ul style="list-style-type: none"> <li>All staff members will attend August PD and implement High Quality Instruction strategies into future lesson plan</li> <li>100% of teachers will utilize and incorporate MRS strategies by the end of the first grading cycle.</li> <li>100% of teachers will internalize lesson plans during weekly PLC meeting as evidence by lesson internalization checklist.</li> <li>Teachers will rotate on a weekly basis and “At-BAT” MRS strategies during weekly PLC meetings with their colleagues</li> <li>100% of teachers will implement feedback suggested in the spot observations to meet Engagement and Alignment Goals.</li> </ul>	<p><b>Commented [GSM8]:</b> Consistency with the when throughout each bullet.</p>
	<p><b>Connection to District Plan:</b></p> <ul style="list-style-type: none"> <li>Connected to HISD’s focus on High Quality Instruction. West Area Office EDs will help reinforce and support our campus’s work on High Quality Instruction.</li> </ul>	<p><b>Commented [GSM9]:</b> Who will you consult with in central office to lend continuous support (see rubric)</p>
Key Action #3	<p><b>Key Action for Discretionary Item:</b></p> <ul style="list-style-type: none"> <li>Promote and strengthen campus- wide attendance across all grade levels.</li> </ul>	
	<p><b>Needs Assessment with Data and Rationale:</b></p> <ul style="list-style-type: none"> <li>As evidenced by Historic Campus Attendance data, our campus average attendance percentage was at 99% in 2019, prior to Covid. In the most recent year, our average campus attendance percentage was at 95.7%. This shows a drop of 3% from 2019 to 2023. Additionally, looking through TAPR historic data, our Chronic Absentee average since 2019 has been 8%. We understand there is a correlation</li> </ul>	<p><b>Commented [GSM10]:</b> Multiple data sources is needed and the rationale needs to be extended based on trends.</p>

	between attendance and academic achievement, so our goal is to raise our attendance percentage in the 2023-2024 school year.
	<b>Goals and Priorities:</b> <ul style="list-style-type: none"> <li>Develop a new attendance system to track, maintain and promote student attendance. This will be accomplished by verifying working numbers, contacting parents/guardians with disconnected/blocked numbers.</li> <li>Our campus will close the attendance gap between the campus's 2019 data and the campus's 2023 data, and fully close the attendance gap by the 2024-2025 school year.</li> <li>Our campus will decrease the number of unexcused absences as compared from to the 2022-2023 school year to the 2023-2024 school year.</li> </ul>
	<b>Indicator of Success:</b> <ul style="list-style-type: none"> <li>Measured using attendance reports, our campus attendance percentage will increase from 95.7% to 96.5% by December 2023. Our campus average attendance will increase to 97% by the end of the 23-24 school year.</li> <li>Measured using attendance reports, the campus unexcused absences percentage will decrease by 5% by December 2023. Our campus unexcused absences percentage will decrease by 10% by the end of the 23-24 school year</li> </ul>
	<b>Specific Actions:</b> <b>School leaders</b> <ul style="list-style-type: none"> <li>The leadership team established a new system of tracking, maintaining, and promoting student attendance by the beginning of the 2023-2024 school year. The leadership team will verify working numbers through our Monthly All Call System. The system notifies us of disconnected/blocked numbers, which the Attendance Clerk receives.</li> <li>The leadership team will provide a multilingual script for the front office to make attendance calls a part of their morning routines/duties by the beginning of the 2023-2024 school year.</li> <li>The leadership team will create physical reminders for attendance and tardies (ADA time is at 10:00 AM &amp; students are tardy after 8:35 AM) and place them around our arrival and dismissal locations by the beginning of the 2023-2024 school year.</li> <li>The leadership team will strategically plan events (Field Trips, Picture Day, Dances, Classroom Parties) on the calendar around historically high absence dates (before and after major holidays) by the beginning of the 2023-2024 school year.</li> <li>After August 25th, if a child accumulates ten absences on an attendance report, D. Strother (Wraparound Specialist), P. Gonzales (Pre-kinder- 2), or an C. Wade (officer) will conduct an address verification check on the student.</li> <li>Starting September 1, a parent meeting will be held with an administrator when a student has reached three absences within three weeks.</li> <li>Starting September 1, the leadership team will collect all absence excuse notes from teachers on Friday and give them to the Attendance Clerk. Additionally, the leadership team will conduct routine and daily reminders for teachers to conduct daily attendance during ADA and passing time.</li> </ul> <b>School Staff</b> <ul style="list-style-type: none"> <li>Starting the first day of school, our front office will maintain regular communication via daily phone calls when a student is reported absent.</li> <li>After August 25th, all teachers will turn in all BOY contact forms to designated areas. 95% of school-wide emergency forms will be created by September 1. Teachers will collect all absence excuse notes Monday-Friday and conduct daily attendance promptly. Teachers will notify administrators during weekly PLCs of any consistently absent students.</li> </ul>

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	<ul style="list-style-type: none"> <li>Starting September 1, The L. Figuredo (Attendance Clerk) will form a line of communication with all disconnected/blocked numbers and have parents fill out an up-to-date contact form before the next monthly check-in. After receiving this information, the Attendance Clerk will enter new phone numbers into PowerSchool System and change the physical emergency contact information. When a student reaches three absences within three weeks, the Attendance Clerk will set up meetings with the appropriate parties. Attendance Clerk will man front office tardy station from 8:35 AM - 9:00 AM, Front office will take over after 9:00AM. On a weekly basis, Attendance Clerk will filter tardy report and provide leadership team with student pattern list.</li> <li>Starting September 1, all general education teachers will collect absence excuse notes from students and turn them into leadership team on Fridays.</li> <li>Starting September 12, L. Figuredo (Attendance Clerk) will use RAPTR system to track tardies for the 2023-2024 system. By September 11, R. Romero (Campus Technologist) will create Student IDs for all currently enrolled students to help track student tardies.</li> </ul>
	<p><b>Connection to District Plan:</b> Connected to HISD's focus on attendance. Maria Narvaez (ED of Support) will help reinforce and support our campus's work on Attendance.</p>

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Key Action #4	<p><b>Key Action for Discretionary Item:</b> Promote and develop student reading proficiency across all grade levels.</p>
	<p><b>Needs Assessment with Data and Rationale:</b> Our 2023 STAAR Data shows that 61% of our students Approached or Above on their 2023 STAAR Reading Assessment. The district was at 64% and the State was at 72%. This trend and gap between the campus, district, and state is also present looking back 3 years. Additionally, looking at historic TELPAS data, only 11% of our testers scored Advanced High in 2023, and 12% in 2022. With our lower scores and our high Emergent Bilingual population, our campus wanted to identify Reading and Literacy as a target area for support and improvement.</p>
	<p><b>Goals and Priorities:</b></p> <ul style="list-style-type: none"> <li>Students will close the Reading academic achievement gap between the campus and the district for the 2023-2024 school year. Additionally, our campus will close the Reading academic achievement Gap between the campus and state by 2024-2025.</li> <li>All teachers will be implementing High Quality Instruction in their classrooms as evidenced by the Spot Observations.</li> <li>Our campus will align themselves on Reading (RAP, ACE, etc) &amp; Annotation strategies in all classrooms.</li> <li>Our students will improve writing and literacy scores as evidence by STAAR and TELPAS writing rubrics</li> </ul>
	<p><b>Indicator of Success:</b></p> <ul style="list-style-type: none"> <li>60% of our students in 3rd-8th grade will approaches and above on the 2023 Winter TEA Interim Examination 2024 Reading STAAR. This percentage will increase to 65% by the Spring 2024 STAAR Examination.</li> <li>Based on results from the December 2022 TEA Reading Interim Assessment where only 20% of 3rd - 8th students MET grade level, 25% of our students will MET on the December 2023 administration. Additionally, based on results from the March 2023 TEA Reading Interim Assessment where 26% of 3rd - 8th students MET grade level, 32% of our students will MET in our March 2024 administration.</li> <li>60% of students will receive a "one" on their Writing Literacy Score component as evidenced by</li> </ul>

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the STAAR rubric by December 2023. This percentage will increase to 70% by STAAR 2024.

#### **Specific Actions:**

##### **School leaders**

- Leadership team will conduct professional development during the beginning of the year PD surrounding I-Ready and Summit K-12 RLA Mastery resources. Additionally, leadership will host BOY PLC to set expectations for Reading spot observations.
- Starting September 11, D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will review Summit K-12 usage reports in advance of weekly PLCs to ensure teachers are using the required resources with integrity and responding to the target needs of their students.
- Starting September 11, D. Castillo (Principal), R. Davis (Pre-Kinder- 2), J. Dubbelde (3-5), C. Hua (MS), T. Davies (MS), P. Gonzales (Pre-Kinder- 2), G. Barrientos (3-5) will review and internalize monthly I-Ready data reports to support teachers in identifying their Tier III student groups and developing their plan for intervention.
- Appraisers will conduct spot observations to ensure 80% of our teachers are using campus selected instructional strategies (RAP, ACE, annotations, etc) during their RLA instructional blocks by October 2023. This percentage will be 100% by January.

##### **School Staff**

- Teacher leaders will identify instructional strategies that will be used consistently across all grade levels during August PD Week.
- Starting August 28, Teachers will ensure they are up to date with all required Science of Reading professional development and other reading programs as required by the district. Teachers will internalize and demonstrate proficiency of Science of Reading curriculum as evidenced by walkthroughs.
- Starting August 28, Teachers will begin implementing specific instructional strategies in their lessons: Summit K-12 (speaking and writing), RAP, ACE, etc. 80% of our teachers will be using identified instructional strategies during their RLA blocks when administrators conduct spot observations by October and 100% by January.
- Starting September 11, Teachers with students who are not meeting current Summit K-12 usage goals, will evaluate their current intervention plan and adjust their plan to close usage deficits. Teachers with students who are meeting current Summit K-12 usage goals, will utilize data to respond and adjust frequency of Summit K-12 program.
- Starting September 11, Teachers will conduct monthly writing prompts and utilize the STAAR and TELPAS writing rubrics to help support scoring.
- Starting October 9, Teachers will review roster recommendations and initiate parent contact to create intervention schedules based on the needs of the child. Teacher's will also implement differentiated instruction according to student tier/level.

##### **Connection to District Plan:**

- Connected to HISD's focus on Science of Reading and Literacy improvement. Nalsy Perez (Elementary Curriculum) and Katrina Cushenberry (Curriculum) will help reinforce and support our campus's work on Reading and Literacy.

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**Commented [GSM17]:** State the when in this section.  
See rubric.

**Commented [GSM18]:** Who will you consult with in central office to lend continuous support (see rubric)