

# **2024-2025 Action Plan**

**Pilgrim Academy**

**Christopher Hua**

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

## Needs related to student achievement data.

### [Reading STAAR Review]

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	76%	67%	88%	0%	50%	100%	100%	68%
At Meets GL Standard or Above	40%	41%	39%	50%	0%	50%	0%	100%	40%
At Masters GL Standard	14%	11%	14%	25%	0%	25%	0%	0%	14%

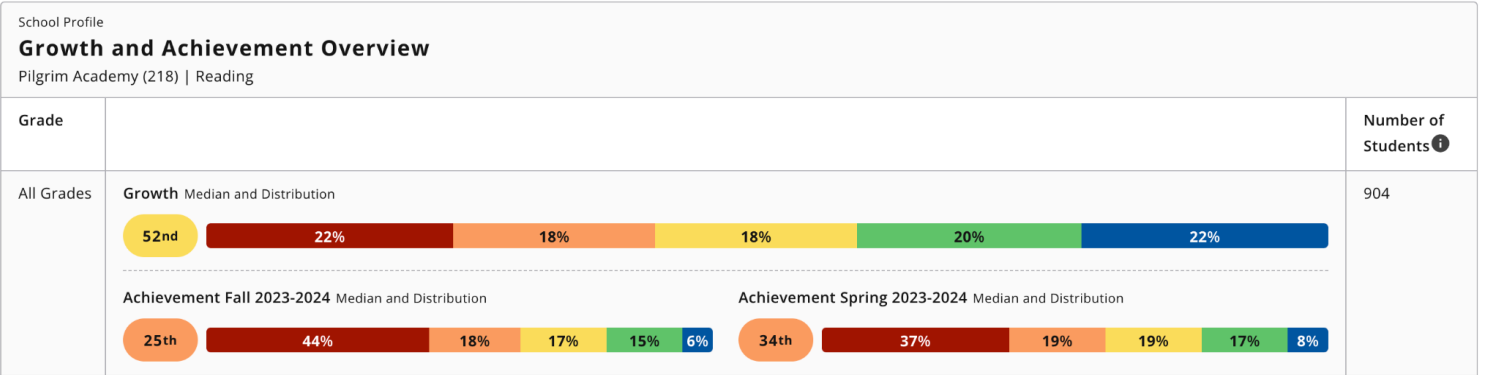
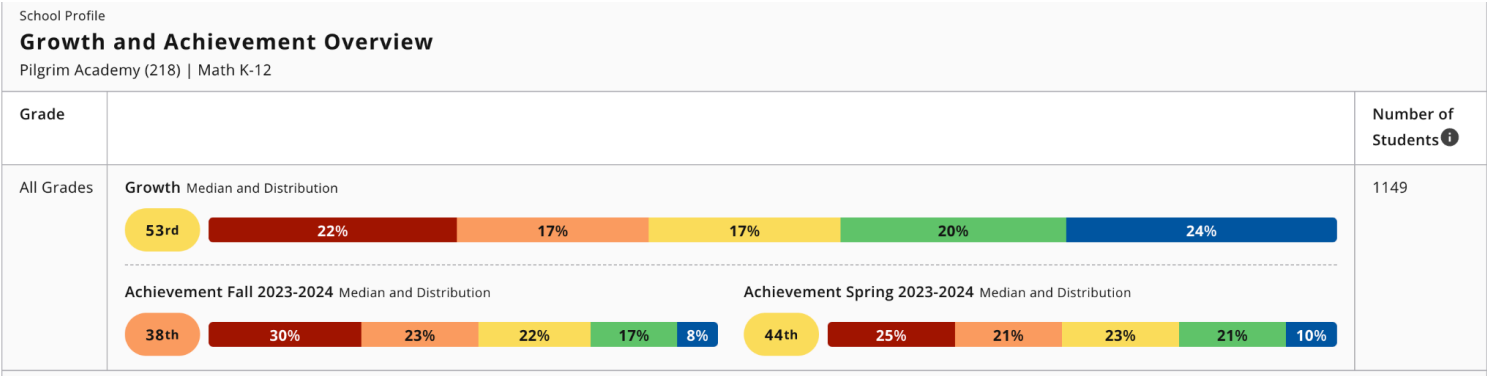
Our 2023-2024 STAAR Data shows that 68% of our students Approached or Above on their 2023-2024 STAAR Reading Assessment. Our campus has historically performed worse than both the district and the state in the Approaches, Meets, & Masters Categories of the STAAR Reading Assessment. With this information in mind, our campus has decided to place an emphasis on increased writing, annotation strategies, SCE/ECR, and strategies such as R.A.C.E and R.A.C.E.S

### [Mathematics STAAR Review]

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	75%	65%	76%	88%	100%	50%	100%	100%	75%
At Meets GL Standard or Above	43%	28%	44%	50%	0%	25%	0%	100%	43%
At Masters GL Standard	16%	13%	16%	31%	0%	25%	0%	0%	16%

Our 2023-2024 STAAR Data shows that 75% of our students Approached or Above on their 2023-2024 STAAR Math Assessment. Our campus has historically performed worse than both the district and the state in the Masters Categories of the STAAR Math Assessment. With this information in mind, our campus has decided to place an emphasis on HQI with a focus on instructional domain’s “engage & deliver” and “monitor & adjust” to increase our mastery %.

[NWEA MAP Assessment]



Our 2023-2024 MAP Math Data shows that our students grew from the 38th achievement percentile in the Fall to the 44th achievement percentile in the Spring. This resulted in a Growth percentile of 53. Our 2023-2024 MAP Reading Data shows that our students grew from the 25th achievement percentile in the Fall to the 34th achievement percentile in the Spring. This resulted in a Growth percentile of 52. Although our students demonstrated great growth in both Math and Reading, our Achievement Percentile is still well below the national average. With this information in mind, our campus has decided to place an emphasis on HQI with a focus on instructional domain’s “engage & deliver” and “monitor & adjust” to increase our mastery %.

[TELPAS]

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2024 TEPAS Progress									444		
2024 TEPAS Total									868		
2023 TEPAS Progress Rate									53%		
<b>Total Points</b>										<b>3</b>	<b>4</b>

Looking at historic TELPAS data, 348 Students grew one level of proficiency resulting in a gain of 40.2%. With our high Emergent Bilingual population, our campus wanted to identify Reading and Literacy as a target area for support and improvement. With this information, our campus has decided to place an emphasis on increased reading, writing, speaking & listening on our campus through the use of MRS techniques, a focus on HQI Intervention such as Summit K-12, and strategies to support EB learners.

### [SPECIAL EDUCATION]

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	68%	69%	53%	65%	66%	50%	54%	70%	59%	60%	-	58%	83%
At Meets GL Standard or Above	40%	40%	30%	36%	37%	21%	31%	42%	30%	24%	-	23%	33%
At Masters GL Standard	14%	14%	14%	11%	13%	2%	15%	15%	8%	11%	-	11%	17%
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	75%	76%	60%	75%	76%	58%	62%	76%	70%	70%	-	68%	83%
At Meets GL Standard or Above	43%	43%	28%	41%	43%	30%	38%	45%	31%	41%	-	40%	50%
At Masters GL Standard	16%	17%	5%	14%	16%	8%	15%	17%	11%	14%	-	14%	17%

Using 2023-2024 Reading STAAR data, our Campus Reading Academic Achievement (% at Meets Grade Level or Above) was at 21%. Additionally, using 2023- 2024 Math STAAR data, our Campus Math Academic Achievement (% at Meets Grade Level or Above) was at 30%. Based on these data, we have decided to place an emphasis on improving our mainstreamed Special Education population for the upcoming school year.

### Needs related to improving the quality of instruction.

Our 2023-2024 STAAR & NWEA MAP shows that our Campus Mastery level and achievement percentile is well below the district, state & national average. 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 instructional domain’s “engage & deliver” and “monitor & adjust.”

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

Our primary objective for the upcoming school year centers on delivering High Quality Instruction. We aim to

enhance the learning experience of our numerous EB students by incorporating increased reading, writing, and utilization of EB supports across all courses. Achieving this goal will entail a comprehensive approach involving various professional development sessions, SPOT observations, adherence to Summit K-12 requirements, and implementation of Multi Response Strategies.

## Pilgrim Action Plan

KEY ACTION OBJECTIVE	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Ensure High Quality Instruction in grade PK-8
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"><li>· As measured by campus Spot observations, 70% of teachers will receive four or five points (Mostly demonstrated as written) or higher in Engage &amp; Deliver by December 2024; that percentage will increase to 90% in May 2025.</li><li>·As measured by campus Spot observations, 70% of teachers will receive three points (Mostly demonstrated as written) or higher in Monitor &amp; Adjust by December 2024; that percentage will increase to 90% in May 2025.</li><li>·As evidenced by IRT spots by District personnel, 70% of the performance scores will be in the proficient 1 category or higher by December 2024; that percentage will increase to 90% by May 2025.</li><li>·Students scoring at the Meets level on the Math STAAR testing in Grades 3-8 will increase from 43% in 2023-2024 to 50% in 2025.</li><li>· Students scoring at the Meets level on the Reading STAAR testing in Grades 3-8 will increase from 40% in 2023-2024 to 50% in 2025..</li></ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ol style="list-style-type: none"><li>1. Leadership team will calibrate over the Summer on the Spot Rubric to ensure alignment and calibration across the leadership team.</li><li>2. Leadership team will create a campus tracker to monitor Teacher spot scores for “engage &amp; deliver” and “monitor &amp; adjust.”</li><li>3. Leadership team will create a focus on improved Tier I instruction as evidenced from the Spot Rubric. To ensure this, the leadership team will create and conduct a professional development schedule surrounding the Spot Observation rubric. This will include a specific PLC for each sentence for “Engage &amp; Deliver” and “Monitor &amp; Adjust”. These trainings will take place during August pre-service and throughout the year.</li><li>4. Leadership team will create and conduct a professional development schedule surrounding campus selected instructional strategies (RAP, ACE, annotations, etc). These trainings will take place during August pre-service and throughout the year.</li><li>5. Teachers will be tiered based on previous years SPOT averages and years of experience to ensure appropriate</li></ol>

systems of support. First year teachers and teachers who received an average of 3 or below in Domain II Instruction (last year) will be required to meet with a Tier II leader once a week for [lesson internalization](#), until their spot averages for Engage & Deliver and Monitor & Adjust are at “mostly demonstrated as written”.

6. School leaders will create specific expectations for intervention time/blocks for accountability. (i.e. ensure small groups are occurring, data driven pull outs, 30 min maximum/not first thing in AM).
7. The Leadership Team will create PLC protocols for teachers over Domain I: Planning. Lesson planning expectations, internalization protocols, frequency, and AT-BAT schedule will be discussed. Teachers will be trained on this expectation during August PD.
8. Provide on-the-spot coaching and specific written feedback weekly using the spot observation form.
9. Internalization of lessons by School Leaders prior to lesson internalization meetings

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

1. Teachers will attend PLCS surrounding “engage & deliver” and “monitor & adjust” to build teacher capacity. After each training, teachers will be required to implement strategies covered into their next lesson.
2. Teachers will begin implementing specific instructional strategies (MRS, HQI, Tier I instructional strategies) in their lessons. 80% of our teachers will be using identified instructional strategies during their instructional blocks when administrators conduct spot observations by October and 100% by January.
3. Teacher leaders will arrive to all lesson internalization meetings with Tier II leaders with required “entry tickets” and complete any “exit tickets” within a 48 hr period.
4. Teacher will adjust instruction as necessary/in a timely manner as a result of feedback from the observer.
5. 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 during intervention according to student tier/level. This will include small groups, creation of tier III designated supports for students.
6. Internalization of lessons by Staff prior to lesson internalization meetings

**Key Action One:**

Who: Principal, All Tier II Leaders/HISD Curriculum Department.

What:

1. Leadership team will calibrate over the Summer on the Spot Rubric to ensure alignment and calibration across the leadership team.
2. Leadership team will create a campus tracker to monitor Teacher spot scores for “engage & deliver” and “monitor & adjust.”
3. Leadership team will create a focus on improved Tier I instruction as evidenced from the Spot Rubric. To ensure this, the leadership team will create and conduct a professional development schedule surrounding the Spot Observation rubric. This will include a specific PLC for each sentence for “Engage & Deliver” and “Monitor & Adjust”. These trainings will take place during August pre-service and throughout the year.
4. Leadership team will create and conduct a professional development schedule surrounding campus selected instructional strategies (RAP, ACE, annotations, etc). These trainings will take place during August pre-service and throughout the year.
5. Teachers will be tiered based on previous years SPOT averages and years of experience to ensure appropriate systems of support. First year teachers and teachers who received an average of 3 or below in Domain II Instruction (last year) will be required to meet with a Tier II leader once a week for lesson internalization, until their spot averages for Engage & Deliver and Monitor & Adjust are at “mostly demonstrated as written”.
6. School leaders will create specific expectations for intervention time/blocks for accountability. (i.e. ensure small groups are occurring, data driven pull outs, 30 min maximum/not first thing in AM).
7. The Leadership Team will create PLC protocols for teachers over Domain I: Planning. Lesson planning expectations, internalization protocols, frequency, and AT-BAT schedule will be discussed. Teachers will be trained on this expectation during August PD.
8. Provide on-the-spot coaching and specific written feedback weekly using the spot observation form.

When: August PD & throughout the year

Where: Cafeteria, Library, MS Lounge

<b>B u d g e t</b>	Proposed item	Description	Amount
	Staff development		
	Materials/resources	Instructional strategy table anchor charts. Writing Rubrics, STAAR Master Books	\$ 25,620
	Purchased services	Summit K-12 Mastery	\$ 2,750
	Other		
	Other		

t	TOTAL		\$ 28,370
	Funding sources:		



KEY ACTION	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> Improve Special Education Instruction and Service Delivery
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ol style="list-style-type: none"> <li>1. As evidenced by our 2024 Fall and 2025 Spring Folder Review, our campus will receive an A with zero folders having less than 80% in all identified categories.</li> <li>2. 55% of students with IEPs in grades 3-5 will increase their Conditional Growth Index from 45% in 2024 to above the 50<sup>th</sup> percentile in 2025 on NWEA MAP in reading.</li> <li>3.</li> <li>4. 50% of students with IEPs in grades 6th-8th will increase their Conditional Growth Index from 41% in 2024 to above the 50<sup>th</sup> percentile in 2025 on NWEA MAP in reading.</li> <li>5. Students scoring at the Meets level on the reading STAAR test in Grades 3-8 will increase from 21% in 2024 to 25% in 2025.</li> <li>6. Students scoring at the Meets level on the math STAAR test in Grades 3-8 will increase from 30% in 2024 to 35% in 2025.</li> </ol>
STIONS	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ol style="list-style-type: none"> <li>1. The leadership team, H. Irani (SpEd Chair), and E. Elhage (SpEd Clerk) will conduct professional development surrounding IEP implementation, accommodation, and support during August PD.</li> <li>2. Leadership will create a Special Education tutoring program centered around Sped-certified teachers and lower (K-2) teachers.</li> <li>3. Leadership will create 6 Week Special Education Cycle tutorial calendars to accommodate students &amp; teachers based on student learning levels and proficiency.</li> <li>4. Leadership will review data reports during PLCS to determine future intervention.</li> <li>5. Appraisers and H. Irani (SpEd Chair), will create updated IEP folders and provide all gen. ed teachers a copy of each folder during August PD. These IEP folders will be updated as needed throughout the</li> </ol>

year.

6. Appraisers and H. Irani (SpEd Chair), will Monitor IEP accommodation implementation in gen. ed classrooms as evidenced by walkthroughs.
7. H. Irani (SpEd Chair) will send an updated weekly calendar of ARDS to ensure all parties are notified and available for attendance.
8. Provide on the spot coaching for teachers pertaining to “monitor and adjust” line “ Teacher differentiates instruction based on student needs” on the spot form. This feedback should specifically pertain to special education accommodation implementations.
9. Host effective PLC’s for effective planning and implementation of accommodations and modifications for special education students.
10. Internalization of lessons by School Leaders prior to lesson internalization meetings

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

1. Resource and general education teachers will review student IEPS, BOY and STAAR data to determine intervention frequency during August PD
2. Based on data, general education teachers will strategically group students and begin accelerated instruction by mid-September.
3. 100% of teachers will document accommodations for Special Education Students through PowerSchool
4. General education teachers will meet with appraisers to review walkthroughs and implement feedback pertaining to IEP implementation/Spot Form feedback.
5. General education teachers will ensure appropriate supplemental aids, services, and other supports/modifications will be created to support students with IEPS in meeting IEP goals.
6. Analyze assessment data in PLC to assist in guiding lesson planning and instruction.
7. Internalization of lessons by Staff prior to lesson internalization meetings

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	<b>Key Action Two:</b>
	Who: Principal, Tier II leaders, Sped Chair, Sped Department.
	<p>What:</p> <ol style="list-style-type: none"> <li>1. The leadership team, H. Irani (SpEd Chair), and E. Elhage (SpEd Clerk) will conduct professional development surrounding IEP implementation, accommodation, and support during August PD.</li> <li>2. Leadership will create a Special Education tutoring program centered around Sped-certified teachers and lower (K-2) teachers.</li> <li>3. Leadership will create 6 Week Special Education Cycle tutorial calendars to accommodate students &amp; teachers based on student learning levels and proficiency.</li> <li>4. Leadership will review data reports during PLCS to determine future intervention.</li> <li>5. Appraisers and H. Irani (SpEd Chair), will create updated IEP folders and provide all gen. ed teachers a copy of each folder during August PD. These IEP folders will be updated as needed throughout the year.</li> <li>6. Appraisers and H. Irani (SpEd Chair), will Monitor IEP accommodation implementation in gen. ed classrooms as evidenced by walkthroughs.</li> <li>7. H. Irani (SpEd Chair) will send an updated weekly calendar of ARDS to ensure all parties are notified and available for attendance.</li> <li>8. Provide on the spot coaching for teachers pertaining to “monitor and adjust” line “Teacher differentiates instruction based on student needs” on the spot form. This feedback should specifically pertain to special education accommodation implementations.</li> <li>9. Host effective PLC’s for effective planning and implementation of accommodations and modifications for special education students.</li> </ol>
	When: August PD and select dates throughout the year

Budget	Where: Cafeteria, Library, and Middle School Lounge		
	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources:		

KEY ACTION	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Strengthen the leadership density of Pilgrim Academy</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>•By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-toDay Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric.</li> <li>•Tier II leaders will facilitate lesson Internalization PLCs. As a result, 70% of teachers will receive a score of 5 and 3 in the Engage and Deliver and Monitor and Adjust components of the Spot Observation form, respectively, by December 2024. This percentage will increase to 90% by May 2025.</li> <li>•By October 2024, 50% of PLCs will be teacher-led, focused on improving student achievement through data internalization and high-impact instructional strategies. This percentage will increase to 75%, including planning sessions, by February 2025.</li> <li>•100% of Tier II leaders will complete the required mentor observation, coaching, and feedback cycle for their selected Year One or Year Two appraisees. (Appraisers will complete one cycle per week until the appraisees achieve a minimum total Spot Observation score of 10, afterwards, appraisers will follow the regular observation/feedback cycle).</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> <li>1. Develop a Lesson Internalization schedule that allows Tier II leaders to facilitate the internalization of specific parts of the lesson cycle during PLCs.</li> <li>2. Develop a lesson Internalization Cycle that teachers will follow to facilitate the lesson internalization process during PLCs.</li> <li>3. Develop and model effective PLC lesson internalization to ensure high quality instruction</li> <li>4. Guide teachers learning on how to improve student achievement through data internalization and high impact instructional strategies.</li> <li>5. Develop rubric for data internalization process and successful use of high impact instructional strategies.</li> <li>6. Elect/Train/Guide teacher leaders in effective planning, with gradual release of PLC to teacher leaders</li> <li>7. Meet with Tier II leaders to determine Year One/Year two mentees.</li> <li>8. Determine requirements surrounding observation, coaching, and feedback cycle from Tier IIs to appraisees.</li> <li>9. Internalization of lessons by School Leaders prior to lesson internalization meetings.</li> </ol>

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

1. Teachers will follow Lesson Internalization schedules provided from Tier IIs.
2. Teachers will arrive at Lesson Internalization PLCS with necessary entry tickets/artifacts.
3. Teachers will follow lesson Internalization Cycle created from Tier II leaders
4. Teachers will lead effective PLC lesson internalization as modeled by Tier II leaders
5. Teachers will gradually lead PLCS surrounding data internalization and high impact instructional strategies.
6. Teachers will follow rubric for data internalization process and implement high impact instructional strategies in their classroom with integrity.
7. Year One/Year two mentees will meet with Tier II leaders to follow observation, coaching, and feedback cycle
8. Year One/Year two mentees will implement any coaching/feedback provided from Tier II by next observation.
9. Internalization of lessons by Staff prior to lesson internalization meetings

**Key Action Three:**

Who: Principal, All Tier II Leaders/Gen Ed Teachers

What:

1. Develop a Lesson Internalization schedule that allows Tier II leaders to facilitate the internalization of specific parts of the lesson cycle during PLCs.
2. Develop a lesson Internalization Cycle that teachers will follow to facilitate the lesson internalization process during PLCS.
3. Develop and model effective PLC lesson internalization to ensure high quality instruction
4. Guide teachers learning on how to improve student achievement through data internalization and high impact instructional strategies.
5. Develop rubric for data internalization process and successful use of high impact instructional strategies.
6. Elect/Train/Guide teacher leaders in effective planning, with gradual release of PLC to teacher leaders
7. Meet with Tier II leaders to determine Year One/Year two mentees.
8. Determine requirements surrounding observation, coaching, and feedback cycle from Tier IIs to appraisees.

When: August PD and throughout the year

Where: MS Lounge and Grade level chairs classroom

<b>B u d g e t</b>	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		0
	Funding sources:		

KEY ACTION	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Ensure a high performance culture amongst staff at Pilgrim Academy</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>·100% will meet staff attendance requirements of no absences beyond 10 days and no unpaid days throughout the end of December 2024. 100% of staff will meet attendance requirements of no absences beyond 15 days and no unpaid days throughout the end of the 24-25 school year. Exemptions are permitted for staff members with extenuating personal medical circumstances.</li> <li>·100% of Tier II leaders will meet AM &amp; PM spot observation requirements on a weekly basis throughout the 24-25 school year.</li> <li>•100% of STAAR teachers will meet campus expectations of a minimum of 3 AM or PM weekday tutorial sessions from October 2024 - December 2024. This expectation will include a minimum of at least 11 Saturday tutorial sessions during January 2024 - April 2024.</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> <li>1. Campus leaders will review employee value propositions with staff during August PD Week.</li> <li>2. Campus leaders will work with the office manager and secretary to keep track of teacher absences and update teachers of their absences at select key numbers (3,6,9,12,15).</li> <li>3. Campus leader will create AM/PM spot observation tracker for Tier II leaders to follow.</li> <li>4. Tier II leaders will update AM/PM spot observation tracker during daily “stand up meetings.”</li> <li>5. Campus leader will follow up with Tier II leaders on a daily basis to ensure completion of Spot Observations into Spot APP.</li> <li>6. Campus leaders will disseminate expectations to STAAR teachers surrounding tutorials.</li> <li>7. Campus leaders will work with teachers to analyze data and student rosters to determine appropriate student groupings</li> <li>8. Campus leaders will create tutorials tracking system for STAAR teachers</li> <li>9. Internalization of lessons by School Leaders prior to lesson internalization meetings</li> </ol>



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

1. Teachers will review employee value propositions during August PD Week.
2. Teachers will ensure they keep track of their absences/appointments to meet attendance requirements.
3. STAAR Teachers will follow expectations surrounding tutorials.
4. STAAR Teachers will work with Tier II leaders to analyze data and student rosters to determine appropriate student groupings
5. STAAR Teachers will fill out tutorials tracking systems to determine availability.
6. STAAR Teachers will create tutorial schedules with updated tutorial rosters on a 6 weeks basis.
7. Internalization of lessons by Staff prior to lesson internalization meetings

	<b>Key Action Five:</b>		
	Who: All Staff		
	What:		
	<ol style="list-style-type: none"> <li>1. Campus leaders will review employee value propositions with staff during August PD Week.</li> <li>2. Campus leaders will work with the office manager and secretary to keep track of teacher absences and update teachers of their absences at select key numbers (3,6,9,12,15).</li> <li>3. Campus leader will create AM/PM spot observation tracker for Tier II leaders to follow.</li> <li>4. Tier II leaders will update AM/PM spot observation tracker during daily “stand up meetings.”</li> <li>5. Campus leader will follow up with Tier II leaders on a daily basis to ensure completion of Spot Observations into Spot APP.</li> <li>6. Campus leaders will disseminate expectations to STAAR teachers surrounding tutorials.</li> <li>7. Campus leaders will work with teachers to analyze data and student rosters to determine appropriate student groupings</li> <li>8. Campus leaders will create tutorials tracking system for STAAR teachers</li> </ol>		
	When: August PD and throughout the year		
	Where: Campus		
<b>B u d g e t</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		0
Funding sources:			

<b>KEY ACTION FIVE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>  Successfully implement sheltered instruction strategies and develop instructional capacity in said strategies to support academic growth among students labeled as Emergent Bilingual.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>  ·The number of students who grow one proficiency level will meet the recommended target metric of 49. This would be an increase of 21.89% growth from the 2023-2024 gain of 40.2.” ·100% of all EBS will move at least 1 level up in one of the TELPAS criteria (listening, speaking, reading, writing) ·The percentage of Intermediate Bilingual students who will reclassify into a higher composite classification will increase from 40% to 60% by May 2025 · The percentage of Advanced Bilingual students who will reclassify into a higher composite classification will increase from 25% to 40% by May 2025 · By December 2024, 60% of Emergent Bilingual Students will meet their individualized growth target in 2-8 NWEA MAP Reading. By May 2024, 70% of Emergent Bilingual Students will meet their individualized growth target in 2-8 NWEA Map Reading · By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA -DIBELS: By June 2025, campus will see a 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24. -NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading. - By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish</i>

*the objective?)*

Leadership team will create and conduct a professional development schedule surrounding Summit K-12 usage and the correlation between Summit K-12 and the improvement in TELPAS scores. These trainings will take place during August pre-service and throughout the year.

Leadership team will create and conduct a professional development schedule surrounding campus selected instructional strategies (RAP, ACE, annotations, etc). These trainings will take place during August pre-service and throughout the year.

Leadership team will create and conduct a professional development surrounding different language levels and criteria necessary to move one level up in TELPAS.

Leadership team will partner with Multilingual to create a one pager around effective EB strategies in the classroom.

Leadership team will partner with Multilingual to ensure proper TIER I scaffolds and instruction are being implemented in the classroom to support EBs. Leadership will conduct weekly SPOTs centered around these instructional strategies to ensure teachers are implementing each strategy with integrity.

Admin team 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.

School leaders will create incentives around Book Reports and Library Book Check outs.

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

Teachers will attend PLCS surrounding Summit K-12 After each training, teachers will be required to implement strategies covered into their next lesson.

Teachers will begin implementing specific instructional strategies in their lessons. 80% of our teachers will be using identified instructional strategies during all contents when administrators conduct spot observations by October and 100% by January.

Teacher leaders will implement sheltered instructional strategies as advised by multilingual department. These strategies may include specific modeling, enhanced graphic organizers, visual aids, etc that will be used consistently across all grade levels.

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.

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.

Teachers will implement book report incentives in classrooms.

**Key Action Five:**

**Staff**  
**Deve**  
**I.**

Who: Principal, Tier II leaders, Multilingual Department

	<p>Leadership team will create and conduct a professional development schedule surrounding Summit K-12 usage and the correlation between Summit K-12 and the improvement in TELPAS scores. These trainings will take place during August pre-service and throughout the year.</p> <p>Leadership team will create and conduct a professional development schedule surrounding campus selected instructional strategies (RAP, ACE, annotations, etc). These trainings will take place during August pre-service and throughout the year.</p> <p>Leadership team will create and conduct a professional development surrounding different language levels and criteria necessary to move one level up in TELPAS.</p> <p>Leadership team will partner with Multilingual to create a one pager around effective EB strategies in the classroom.</p> <p>Leadership team will partner with Multilingual to ensure proper TIER I scaffolds and instruction are being implemented in the classroom to support EBs. Leadership will conduct weekly SPOTs centered around these instructional strategies to ensure teachers are implementing each strategy with integrity.</p> <p>Admin team 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.</p> <p>School leaders will create incentives around Book Reports and Library Book Check outs.</p>		
	When: August PD and select dates		
	Where: Cafeteria, Library, and Middle School Lounge		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services	Summit K-12 Mastery	\$2,750
	Other		
	Other		
	TOTAL		\$2,750
	Funding sources:		

## **2024-2025 Student Achievement Goals**

As a result of the preceding actions, student academic proficiency will increase. Specifically, Pilgrim Academy establishes the following student achievement goals:

### **Goal 1 – High Quality Instruction**

Students scoring at the Meets level on the Math STAAR testing in Grades 3-8 will increase from 43% in 2023-2024 to 50% in 2025.

Students scoring at the Meets level on the Reading STAAR testing in Grades 3-8 will increase from 40% in 2023-2024 to 45% in 2025.

### **Goal 2 – Special Education**

Students scoring at the Meets level on the reading STAAR test in Grades 3-8 will increase from 13% in 2024 to 20% in 2025.

Students scoring at the Meets level on the math STAAR test in Grades 3-8 will increase from 19% in 2024 to 25% in 2025.

55% of students with IEPs in grades 3-5 will increase their Conditional Growth Index from 45% in 2024 to above the 50<sup>th</sup> percentile in 2025 on NWEA MAP in reading.

50% of students with IEPs in grades 6th-8th will increase their Conditional Growth Index from 41% in 2024 to above the 50<sup>th</sup> percentile in 2025 on NWEA MAP in reading.

### **Goal 3 – Emergent Bilingual**

The number of students who grow one proficiency level will meet the recommended target metric of 49. This would be an increase of 21.89% growth from the 2023-2024 gain of 40.2.”

DIBELS: By June 2025, campus will see a 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.

NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.