

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

<b>Campus</b>	A.A. MILNE ES
<b>Principal</b>	BRONCHELLE JOHNSON
<b>Grades Served</b>	PK- 5 <sup>th</sup>
<b>Enrollment</b>	504

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 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>	<b>Advanced</b>	<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.		

### Specific Actions

### Goals and Priorities

<i>low</i>	<b>Advanced</b>	<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.		

### Connection to District Plan

### Indicators of Success

<i>low</i>	<b>Advanced</b>	<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.		

### Systems Thinking

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

<i>low</i>	<b>Advanced</b>	<i>high</i>
<p>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.</p>		

<i>low</i>	<b>Advanced</b>	<i>high</i>
<p>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.</p>		

<i>low</i>	<b>Advanced</b>	<i>high</i>
<p>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.</p>		

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

<b>K e y A c t i o n # 1</b>	<p><b>Key Action for SPED:</b></p> <p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p>
	<p><b>Needs Assessment with Data and Rationale:</b></p> <p>Less than 5% of tier III students met their achievement goal on the 2023 STAAR Test</p>
	<p><b>Goals and Priorities:</b> 25% of tier III students will meet their achievement goal on the 2024 STAAR Test</p>
	<p><b>Indicator of Success:</b></p> <p>Tier III students will each increase by 10% percentage points in Reading Achievement by December 2023 and 15% points by May</p> <p>Tier III students will each increase by 10% percentage points in Math Achievement by December 2023 and 20% points by May</p>
	<p><b>Specific Actions:</b></p> <p><b>School leaders</b></p> <ul style="list-style-type: none"> <li>● Refine the implementation of our current intervention plan to ensure quality tier III instruction is provided to special education students and students who are going through the special education referral process.</li> <li>● Monitor the growth of our Tier III students weekly using their '23 STAAR Data</li> <li>● Develop a support plan for each student receiving tier III instruction with the interventionist</li> <li>● Adjust the observation feedback for interventionists to ensure that it focuses on student growth and direct instruction versus overall campus goals</li> </ul> <p><b>School Staff</b></p> <ul style="list-style-type: none"> <li>● <b>Incorporate Reading By Design and HB3 Reading strategies into daily intervention plan</b></li> </ul>

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

**Connection to District Plan:**

Improve SPED and SEL Services

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

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**Key Action for HQI:**

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

**Needs Assessment with Data and Rationale:**

Student achievement in Math were below the 50% goal on the 2023 STAAR Test

**Goals and Priorities:** 70% of students will meet their achievement goal on the 2024 STAAR Test

**Indicator of Success:**

- Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor
- Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning.
- Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery
- 70% of the teacher observations
- 50% of Teachers will be proficient or higher by December

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

*the objective?)*  
Implement Eureka Math curriculum with fidelity.

Establish daily and weekly walkthrough schedules for all teachers

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

Submit timely feedback to teachers to ensure that there are clear action steps

Align PLC focus to the Action Goals 1-4-

Invest in Professional Development that aligns to the campus Action Goals

Establish a vertical lesson planning protocol that is consistent throughout the 6-week cycle

Refine PLC questions that drive our work during our team collaboration sessions

Notice what problems a successful teacher continually grapples with. Survey teachers to understand the problem fully.

Provide support and resources to keep emerging teacher leaders immersed in these difficult problem-solving activities, especially with their less-informed peers.

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

Internalize lessons prior to planning sessions to maximize the time on task when collaborating

Include the teachers in identifying campus needs during the pre-service planning

Move Beyond Department Chairs to grow strong teachers across the team (managerial tasks and committees)

Survey team to determine their individual areas of expertise

Plan using our content specific learning spaces

**Connection to District Plan:**

Improve the Quality of Instruction

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

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**Key Action for Discretionary Item:**

All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

**Needs Assessment with Data and Rationale:**

Less than 40% of students met the achievement threshold on the 2023 STAAR Test

**Goals and Priorities:**

75% of students will meet their achievement goal on the 2024 STAAR Test

**Indicator of Success:**

Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response

Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output

Aligned: assessment and all learning activities are aligned to the objective

Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective

Detailed: includes enough detail that another teacher could pick up the plan and use it effectively

Aligned execution: executed in alignment with lesson plan

70% of the teacher observations

50% of Teachers will be proficient or higher by December

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



80% of Teachers will be proficient by May 2023

**Specific Actions:**

**School leaders**

- Implement science-based reading curriculum with fidelity (Amplify, Guided Reading)
- Conduct effective PLCs that focus on strong Tier 1 instructional practices by identifying reading and writing essential standards and success criteria through the PLC process to maximize collective teacher efficacy.
- Target individual student needs through Response to Intervention to increase student performance.
- Provide professional development to ensure all classroom teachers have an understanding of the phonemic awareness, phonics, fluency, vocabulary, comprehension and are implemented in all classrooms.
- Train teachers on implementing Sheltered Instruction strategies to increase language acquisition of English Language Learners.

**School Staff**

- Teach strong Tier 1 instructional practices by identifying reading and writing essential standards and success criteria identified through the PLC process.
- Differentiate individual student needs and instructional strategies through Response to Intervention to increase student performance.
- Utilize district curriculum and professional development to ensure that all components of science based reading (phonemic awareness, phonics, fluency, vocabulary, comprehension). and are implemented in all classrooms.
- Teachers implement Sheltered Instruction strategies to increase language acquisition of English Language Learners Sheltered Instruction teachers make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support.

**Connection to District Plan:**

Improve PK-4th Grade Reading Instruction

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

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**Key Action for Discretionary Item:**

Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Needs Assessment with Data and Rationale:**

The reflected data on the 2022-2023 assessments supports that there is a need to improve instruction and consistency across all grade levels and content areas.

**Goals and Priorities:**

100% of teachers will consistently internalize and present research based content daily in all ore subject areas

**Indicator of Success:**

Assessment calendars include windows for data analysis

Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions

Coaching and support of teachers is informed by data

Proficiency on classroom observation

Student results on interim assessments will show 20% growth compared to 23-24 test results

100% Consistency with classroom instruction in math and reading to ensure that the curriculum is implemented with fidelity

**Specific Actions:**

**School leaders**

- Establish daily and weekly walkthrough schedules for all teachers
- Submit timely feedback to teachers to ensure that there are clear action steps
- Align PLC focus to the Action Goals 1-4-
- Invest in Professional Development that aligns to the campus Action Goals
- Establish a vertical lesson planning protocol that is consistent throughout the 6-week cycle

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

- Refine PLC questions that drive our work during our team collaboration sessions
- Notice what problems a successful teacher continually grapples with. Survey teachers to understand the problem fully.
- Provide support and resources to keep emerging teacher leaders immersed in these difficult problem-solving activities, especially with their less-informed peers.

**School Staff**

- Internalize lessons prior to planning sessions to maximize the time on task when collaborating
- Include the teachers in identifying campus needs during the pre-service planning
- Move Beyond Department Chairs to grow strong teachers across the team (managerial tasks and committees)
- Survey team to determine their individual areas of expertise
- Plan using our content specific learning spaces

**Connection to District Plan:**

Improve the Quality of Instruction