

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

<b>Campus</b>	Elrod Elementary
<b>Principal</b>	Michael Hutchins
<b>Grades Served</b>	PK3 - 5 <sup>th</sup>
<b>Enrollment</b>	709

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>
<p>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.</p>		

### Goals and Priorities

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

### Indicators of Success

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

### Specific Actions

<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>		

### Connection to District Plan

<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>		

### Systems Thinking

<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.

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**Key Action # 1**

**Key Action for Sped: We will have 60% of our 3rd Grade Resource students will score in the Meets Category on the Spring 2024 Reading STAAR assessment.**

**Needs Assessment with Data and Rationale:** Data from the Spring 2023 STAAR Reading assessment for 3<sup>rd</sup> Grade, 55% of our Sped student scored in the Meets Category. In Spring 2022, 42% of our 3<sup>rd</sup> Grade Sped students scored in the Meets, in 2021 only 24% of our 3<sup>rd</sup> Grade Sped. Students scored in the Meets. Student progress will be monitored by summative assessments on the Reading Mastery intervention program and from the Easy IEP. The goal is to have every teacher start the year with the IEP at a Glance for each Resource student in their class along with the designated supports. Our Sped. Chair will collaborate with teachers to monitor the progress on weekly assessment and district formative assessment. She will implement daily walkthrough to observe student and teachers using the designated supports and accommodations are being provided. Through daily walkthroughs and Spot n observation teachers with Resource students will be observed and provided feedback in regard to if expectations are being met for Resource students. Student progress will be monitored on MAP assessment, Imaging Learning and, in Easy IEP. Teachers will meet and attend weekly PLCs to discuss instructional strategies and address individual student needs including Resource students.

**Goals and Priorities:** To ensure that all teachers on the campus are proficient with addressing the needs of all students including those with learning disabilities. Although we see trend in the upward position, we want to continue this pattern and reach our ultimate goal, which is to have more students enter middle school on grade level in Reading. As a campus we will continue to foster culture believing that all children can learn and that, Poverty=Learning Disability is not true. Students will continue to engage in daily interventions in small group after the BOY assessment in the 1<sup>st</sup> Grade. The goal is to get more of the students by the 3<sup>rd</sup> Grade so when they take the STAAR, the percentage of student in the Meets Category will substantially increase from previous data. With consistency across each grade level of identifying teachers that are not proficient and beyond with high quality instruction and coaching and developing their skill, we create a stronger culture of high-quality instruction campus wide. We want to limit the number of students needing to attend interventions strengthening our teachers to be better with first instruction.

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

Indicator of Success:

Based on the data from the MAP, students will show a decrease in the number of students needing Urgent Interventions. The percentage of students that score in approaches will increase by the MOY and ultimately be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%.

Students progress will be monitored by the assessment given on the Reading Mastery intervention program that student will participate in daily with Certified Teachers, Contract Interventionist, iEducate tutors. The Sped Chair will also monitor student progress using Easy IEP, for the students that she and her assistant pull for interventions. All students will have a portfolio containing previous and current data from all assessment throughout the year.

**Specific Actions:**

- Goal setting for individual teachers and progress monitoring throughout the year.
- Check IEPs for every student and ensure designated supports have been distributed to all students.
- Create daily small group instruction schedule for all resource student that will be pulled from general ed classrooms.
- Use Spot on observations and provide immediate feedback either verbally or via email

**School leaders** (Principal, Asst. Principal, Tier II Leader, Special Ed Chair)

- Goal setting for individual teachers and progress monitoring throughout the year.
- Check IEPs for every student and ensure designated supports have been distributed to all students.
- Create daily small group instruction schedule for all resource student that will be pulled.
- from general ed classrooms.
- Use Spot on observations and provide immediate feedback either verbally or via email.

**School Staff** (Teachers, Interventionist, Tutors. IAT Coordinator, Teacher Assistants)

- Goal setting for individual teachers along with progress monitoring throughout the year.

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

- Check IEPs for every student and ensure that designated supports are provided to each student.
- Interventionist and tutors will implement daily small group instruction for all Resource students during pull outs.

**Connection to District Plan:** To ensure the school's action is connected to district's plan we will ensure we support the culture that all students can learn, we are coaching teachers to be most effective, everyone is being held to high expectations, increasing parent engagement, planning with the end in mind, and eliminating the inequities with our students. This will all be supported with making sure the goals we set are intentional and tailored to our campus and community needs. Ongoing collaboration will take place among the campus administration and West District office administration for support. The principal will attend Principal's meeting to stay up to date on meeting all district expectation and share with the staff at monthly meeting and Weekly Newsletters. We as an administrative team will meet often to internalize next steps based on data throughout the year and make immediate modifications as necessary considering we must move with a sense of urgency to prepare our students for 2035.

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

**Key Action for HQI**

**Fifth Grade students will increase the percentage from 25 to 30% of students to be in the Meets Category for the Spring 24 STAAR Science Assessment.**

**Needs Assessment with Data and Rationale:** The rigor in the daily science activities must be increased and the implementation of more student-centered learning including projects and science presentations must be embedded into the lesson. Daily activities must be aligned to STAAR like questions. Lower grade teachers must teach the science curriculum along with math. Based on the data from Spring STAAR for the last 3 years students the percentage has not made much increase. Spring 21- 24% Meets, Spring 22- 27% Meets Spring 2023- 25% Meets. We will use summative assessments and the data from IXL to monitor students' progress. Science and Reading teachers will continue to meet after school to participate in campus PD on how to integrate Science into the Reading curriculum. The scores will also be affected by the reaching the ultimate campus goal of increasing the percentage of students to score in the Masters Category on the Spring 2023 STARR by 5%.

**Goals and Priorities:** Our goal is to increase the percentage of students that score in the Meets Category on the Spring STARR in 3<sup>rd</sup> Grade reading from 24% to 30% considering the 5<sup>th</sup> Grade science STARR requires students to know higher level vocabulary and how to apply the knowledge when necessary. The cohort of students from 3<sup>rd</sup> Grade will continue to increase their reading skills which will impact their Reading level and impact their science scores. We will hold 100% of teachers in the lower grades to implement science during their science block. Students will continue to engage in daily interventions in small group after the BOY assessment in the 1<sup>st</sup> Grade. The goal is to get more of the students on Reading grade level by the 3<sup>rd</sup> Grade so when they take the STAAR, the percentage of student in the Meets Category will increase from previous data. With consistency across each grade level of identifying teachers that are not proficient and beyond with high quality instruction and coaching and developing their skill, we create a stronger culture of high-quality instruction campus wide. We want to limit the number of students needing to attend interventions strengthening our teachers to be better with first instruction.

**Indicator of Success:** Based on the data from the MAP, students will show a decrease in the number of students needing Urgent Interventions. The percentage of students that score in Approaches and Meets will increase by the MOY and be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%. We will also progress monitor our students as they engage in daily

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- Goal setting for individual teachers and progress monitoring throughout the year.
- Check IEPs for every student and ensure designated supports have been distributed to all students.
- Create daily small group instruction schedule for all resource student that will be pulled from general ed classrooms.
- Spot on observations and feedback.

intervention using Imagine Math which our students have used with fidelity in the past and had success. Through effective coaching and development throughout the week our teachers will become beyond proficient in all content areas that allow them to deliver high quality instruction based on their Spot Observation.

**Specific Actions:**

- Goal setting for individual teachers and progress monitoring throughout the year.
- Check IEPs for every student and ensure designated supports have been distributed to all students.
- Create daily small group instruction schedule for all resource student that will be pulled from general ed classrooms.
- Use Spot on observations and provide immediate feedback either verbally or via email.

**School leaders** (Principal, Asst. Principal, Tier II Leaders, Science Team Lead)

- Goal setting for individual teachers and progress monitoring throughout the year.
- Check IEPs for every student and ensure designated supports have been distributed to all students.
- Create daily small group instruction schedule for all resource student that will be pulled from general ed classrooms.
- Use Spot on observations and provide immediate feedback either verbally or via email.

**School Staff** (Teachers, Interventionist, Tutors, IAT Coordinator, Teacher Assistants)

- Goal setting for individual teachers along with progress monitoring throughout the year.
- Check IEPs for every student and ensure that designated supports are provided to each student.

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

- Interventionist and tutors will implement daily small group instruction for all Resource students during pull outs.

**Connection to District Plan:** To ensure the school's action is connected to district's plan we will ensure we support the culture that all students can learn, we are coaching teachers to be most effective, everyone is being held to high expectations, increasing parent engagement, planning with the end in mind, and eliminating the inequities with our students. This will all be supported with making sure the goals we set are intentional and tailored to our campus and community needs. Ongoing collaboration will take place among the campus administration and West District office administration for support. The principal will attend Principal's meeting to stay up to date on meeting all district expectation and share with the staff at monthly meeting and Weekly Newsletters. We as an administrative team will meet often to internalize next steps based on data throughout the year and make immediate modifications as necessary considering we must move with a sense of urgency to prepare our students for 2035.



**Key Action #3**

**Key Action for Discretionary Item:** In Math we will increase the percentage of Third Grade students scoring in the Meets Category from 31% to 36% by the STAAR 2024 assessment.

**Needs Assessment with Data and Rationale:** Based on the previous three years on the Math Spring STAAR, we have had an increase in percentage of 4% or more scoring in the Meets Category. In Spring '21-18%, Spring '22-27%, and in Spring '23- 31% of our students scored in the Meets Category. On Ren 360 data shows the percentage of students that score in the Meets have had increase on MOY and EOY. This year I am working with the IAT Liaison to crate a schedule to have any struggling reader and math students to be pulled instead of implementing push -ins. This will give the interventionist isolated space and time to address the individual deficiencies daily and be responsible for monitoring student progress throughout the year. I want our 2<sup>nd</sup> Grade teachers to start planning with our 3<sup>rd</sup> Grade teachers in the second semester to get some exposure the expectation on the next grade level. After 3<sup>rd</sup> Grade STAAR those high 2<sup>nd</sup> Grade students can start practicing with some 3<sup>rd</sup> Grade TEKS.

**Goals and Priorities:** Our goal is to increase the percentage of students that score in the Meets Category on the Spring STARR in 3<sup>rd</sup> Grade reading from 24% to 30% considering a lot of the questions on the test are word problems, we need our student to be proficient readers. Our goal is to ensure our EB students are getting the appropriate support to increase their vocabulary. The cohort of students from 3<sup>rd</sup> Grade will continue to increase their reading skills which will impact their Reading level and impact their math scores. We will hold 100% of teachers in the lower grades to implement math with rigor during their math block. Students will continue to engage in daily interventions in small group after the BOY assessment in the 1<sup>st</sup> Grade. The goal is to get more of the students on Reading grade level by the 3<sup>rd</sup> Grade so when they take the STAAR, the percentage of student in the Meets Category will increase based on previous data. With consistency across each grade level of identifying teachers that are not proficient and beyond with high quality instruction and coaching and developing their skill, we will create a stronger culture of high-quality instruction campus wide. We want to limit the number of students needing to attend interventions by strengthening our teachers to be better with first instruction.

**Indicator of Success:** Based on the data from the MAP, students will show a decrease is the number of students needing Urgent Interventions. will decrease and the percentage of students that score in approaches will increase by the MOY and be impact the percentage of students in the Meets on the Spring STAAR BY at least 5%. Through effective coaching and development throughout the

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week our teachers will become beyond proficient in all content areas that allow them to deliver high quality instruction based on their Spot Observation.

**Specific Actions:**

- Struggling students will be identified immediately after the MAP assessment and placed into groups.
- IAT Liaison will create a schedule for the tutors and campus interventionist to start pulling student based on data.
- Progress Monitoring will be implemented using Zearn and Imagine Math program throughout the year.
- Teacher will meet at weekly PLCs to plan and implement mini lessons to discuss best practices.
- There will be data analysis PLCs to look at data and make necessary adjustments.
- Students will have a portfolio to monitor their own progress.
- Parent involvement will be required to assist student with completing their homework with fidelity each day.

**School leaders** (Principal, Asst. Principal, Tier II Leaders,)

- Use Spot on observations and provide immediate feedback either verbally or via email.
- Facilitate weekly PLCs and provide any resources.
- Monthly Professional Development
- Daily classroom walkthroughs
- Goal setting conference for each teacher

**School Staff** (Teachers, Interventionist, Tutors, IAT Coordinator, Teacher Assistants)

- Goal setting for individual teachers along with progress monitoring throughout the year.
- Monitor daily small group instruction for all Resource students and make adjustment, as necessary.
- Daily interventions will take place intentionally by schedule.
- Arriving to work daily 100% charged and ready to teach.
- Effective planning and internalized the lesson to make for a smooth flow during the lesson cycle.
- Effective use of the MSR strategies in all content areas consistently throughout the day.

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