

# **2024-2025 Action Plan**

**Shearn ES**

**Peta Douglas**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data:

In the 2022-2023 school year, Shearn ES made academic achievement gains despite the change in STAAR assessment format and addition of new item types for RLA. Overall, the campus increased the percentage of students achieving at the approaches level or above by 9%, meets by 1% and masters by 4% across all subject areas. Significant gains were seen in Math with a 20% increase in students performing at the approaches level above. Additionally, even with the changes to the RLA test and the addition of writing, achievement at the approaches level increased by 5%. Data trends indicate that achievement is improving for Shearn ES but there is continued growth needed across all areas to meet the academic achievement targets set by the state. There is also a need to continue to improve practices surrounding English language acquisition, as Shearn did not meet the target for EB's achieving English language proficiency. During the 2023-2024 school year, students participated in the NWEA Map and Reading assessments in September and January. At the middle of the year, the campus had an average of 9 percentile points growth in achievement across all tested subjects in 3<sup>rd</sup>-5<sup>th</sup> grade. Campus unit and progress monitoring assessments indicate students are continuing to grow in all subject areas. For the 2024-2025 school year, Shearn ES will focus on raising student achievement across all grades and subjects.

## Needs related to improving the quality of instruction:

Shearn Elementary has shown improvement in the quality of instruction provided to students. For the 23-24 school year, Shearn focused on implementing high quality instructional materials in both Reading and Math, implementing Amplify Reading for the first time and continuing Eureka Math for the second year. Teachers were provided daily instructional coaching and learned to implement effective student engagement strategies across all content areas. In evaluation of current teaching practices, there is still a need for continued coaching in student engagement strategies, aggressive monitoring, language supports, scaffolding, and using data to drive instruction. For the 24-25 school year, campus leadership will provide professional development to teachers in these areas and define the 'Shearn Way' of implementing these practices across each core content instructional block that both align with research based instructional practices and Houston ISD's vision for high quality instruction.

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

During the 23-24 school year, Shearn has worked to develop leadership density and improve leader instructional practices. The current campus leadership team includes the Principal, Assistant Principal, and Teacher Specialist. As part of the improvement plan, the team has worked to maximize time during the school day so that the majority of campus leadership time during the instructional day is spent in classrooms coaching teachers in the moment. While each leader has specific roles and responsibilities, all team members engage in development related to developing teachers, campus logistics, strategic operations, and action planning. The principal provides on the spot coaching to each leadership team member. In addition, the team has worked to build teacher leader capacity through learning walks and opportunities for teacher collaboration through weekly vertical professional learning communities. Shearn leadership believes that building a culture of feedback across the campus is critical to improving student outcomes and must be built into daily systems and practices. In addition, Shearn ES has developed strong systems to support at risk students through social emotional learning, behavior support and intervention. This includes bi-weekly meetings to discuss student attendance, grades, safety, and counseling support.

# School Action Plan Template

<b>KEY ACTION ONE</b>	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve staff capacity to deliver high quality instruction in Reading to increase the number of students performing at or above grade level.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>On campus Spot observations, 75% of teachers will receive 4 points or higher in Instruction (Domain II) by December 2024; that percentage will increase to 90% in May 2025.</li> <li>By January 2025, 75% of teachers will score at least 3 points in domain 3.</li> <li>By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations.</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> <ul style="list-style-type: none"> <li>The leadership team and teacher leaders will define the ‘Shearn’ way/expectations for meeting each indicator on the spot observation form as aligned to the district vision.</li> <li>The leadership team will train teachers on the spot observation rubric and the Shearn campus ‘look fors’ including HISD specific student engagement strategies, aggressive monitoring, and scaffolding.</li> <li>The leadership team will establish a campus scope and sequence for weekly professional learning community topics.</li> <li>Teacher specialist will ensure that all Eureka learning objectives and demonstrations of learning are aligned and measurable.</li> <li>The Assistant Principal will ensure that all Amplify learning objectives and demonstrations of learning are aligned and measurable.</li> <li>Every month, the leadership team will facilitate data meetings with teachers to analyze student mastery on DOLs and unit assessments and monitor student progress toward meeting growth goals on STAAR and NWEA MAP.</li> <li>The leadership team will facilitate weekly PLCs where teachers in the same content area are able to collaborate for lesson internalization, instructional planning, and delivery across multiple grade levels.</li> <li>Teacher specialist will train teachers on how to track student mastery and progress through class and individual data trackers.</li> <li>The leadership team will facilitate monthly learning walks with teachers to provide opportunities for peer feedback on student engagement, aggressive monitoring, and scaffolding.</li> <li>The Principal, Assistant Principal, and Teacher Specialist will conduct weekly spot observations and real time coaching focused on the quality of student engagement and teacher implementation of aggressive monitoring and scaffolding.</li> <li>During the instructional day, the leadership team provides daily coaching and weekly modeling for teachers rated 4 or below on the Instruction Domain of the spot observation rubric.</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>Teachers will participate in professional development and effectively implement instructional strategies aligned to the spot observation indicators and providing high quality instruction to students.</li> <li>Teachers will participate in campus learning walks providing feedback to their peers on the strategies from PLC.</li> <li>Teachers will ensure they follow their daily instructional schedule and implement each component of the instructional block with fidelity, including required minutes on Zearn, Amplify Boost and IXL.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers will ensure all lessons include an aligned objective and demonstration of learning.</li> <li>As part of lesson internalization, teachers will include sentence stems with academic language and graphic organizers in their lessons and lesson slides, daily.</li> <li>After being provided instructional feedback on the spot observation form, teachers will implement changes to their delivery to ensure high quality instruction in their classrooms.</li> <li>Teachers will track student mastery at the class and individual level through the implementation of daily DOLs and end of unit assessments.</li> </ul>
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	<b>Key Action One:</b>		
<b>Staff Development</b>	Who: Teachers in grades Prek-5th		
	What: Professional development and training on the spot observation rubric and the Shearn campus ‘look fors’ including HISD specific student engagement strategies, aggressive monitoring, and scaffolding. This will include training teachers on how to create sentence stems to support students’ oral and written responses, utilizing a running roster to aggressively monitor for student participation and mastery, and creating visuals and graphic organizers that support students understanding of the lesson content. As part of these sessions, teachers will also engage in learning walks with their colleagues to provide peer feedback to raise the quality of teaching.		
	When: August Preservice; weekly PLCs		
	Where: Shearn ES Cafeteria, Room 19		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Staff development will begin during preservice PD days and continue during weekly PLCs.	\$0
	Materials/resources	Amplify and Eureka curriculum	\$0
	Purchased services	Zearn and Amplify Boost	\$0
	Other	IXL for Math and Science	\$8000
	Other	Materials for PD (anchor cart paper, post its, clipboards, sentence strips)	\$3,000
	<b>TOTAL</b>		\$ 11,000
Funding sources: General Fund and Title 1			

KEY ACTION TWO	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve staff capacity to deliver high quality instruction in Math to increase the number of students performing at or above grade level.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>On campus Spot observations, 75% of teachers will receive 4 points or higher in Instruction (Domain II) by December 2024; that percentage will increase to 90% in May 2025.</li> <li>By January 2025, 75% of teachers will score at least 3 points in domain 3.</li> <li>By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations.</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish objective?)</i></p> <ul style="list-style-type: none"> <li>The leadership team and teacher leaders will define the ‘Shearn’ way/expectations for meeting each indicator on the spot observation form as aligned to the district vision.</li> <li>The leadership team will train teachers on the spot observation rubric and the Shearn campus ‘look fors’ including HISD specific student engagement strategies, aggressive monitoring, and scaffolding.</li> <li>The leadership team will establish a campus scope and sequence for weekly professional learning community topics.</li> <li>Teacher specialist will ensure that all Eureka learning objectives and demonstrations of learning are aligned and measurable.</li> <li>The Assistant Principal will ensure that all Amplify learning objectives and demonstrations of learning are aligned and measurable.</li> <li>Every month, the leadership team will facilitate data meetings with teachers to analyze student mastery on DOLs and unit assessments and monitor student progress toward meeting growth goals on STAAR and NWEA MAP.</li> <li>The leadership team will facilitate weekly PLCs where teachers in the same content area are able to collaborate for lesson internalization, instructional planning, and delivery across multiple grade levels.</li> <li>Teacher specialist will train teachers on how to track student mastery and progress through class and individual data trackers.</li> <li>The leadership team will facilitate monthly learning walks with teachers to provide opportunities for peer feedback on student engagement, aggressive monitoring, and scaffolding.</li> <li>The Principal, Assistant Principal, and Teacher Specialist will conduct weekly spot observations and real time coaching focused on the quality of student engagement and teacher implementation of aggressive monitoring and scaffolding.</li> <li>During the instructional day, the leadership team provides daily coaching and weekly modeling for teachers rated 4 or below on the Instruction Domain of the spot observation rubric.</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>Teachers will participate in professional development and effectively implement instructional strategies aligned to the spot observation indicators and providing high quality instruction to students.</li> <li>Teachers will participate in campus learning walks providing feedback to their peers on the strategies from PLC.</li> <li>Teachers will ensure they follow their daily instructional schedule and implement each component of the instructional block with fidelity, including required minutes on Zearn, Amplify Boost and IXL.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers will ensure all lessons include an aligned objective and demonstration of learning.</li> <li>As part of lesson internalization, teachers will include sentence stems with academic language and graphic organizers in their lessons and lesson slides, daily.</li> <li>After being provided instructional feedback on the spot observation form, teachers will implement changes to their delivery to ensure high quality instruction in their classrooms.</li> </ul> <p>Teachers will track student mastery at the class and individual level through the implementation of daily DOLs and end of unit assessments.</p>
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	<b>Key Action Two:</b>		
<b>Staff Devel.</b>	Who: All reading teachers		
	What: Multiple days/sessions of professional development on: how to monitor daily attendance; the campus system for tracking student attendance at the class and individual level; creating systems for each grade level and use the data to drive instruction.		
	When: August Preservice, ongoing during weekly PLCs		
	Where: Shearn ES Cafeteria and Rm 19		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Staff development will begin during preservice PD days and continue during weekly PLCs.	\$0
	Materials/resources	Daily door attendance trackers	\$0
	Purchased services	None	\$0
	Other	Parent Educational classes	\$0
	Other		
	<b>TOTAL</b>		<b>\$0</b>
	Funding sources:		
	General Fund, Title 1		

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

Improve instruction and services provided to Special Education students.

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

- By May 2025, 60% of our SPED students will reach their individual IEP goals.
- By September 2024, 50% of the SPED students will be receiving extra in class support from SPED support teacher.
- By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations which will also help with HQI which will help SPED students.
- 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs.

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

- The principal and Special Education Department Chair will develop a consistent campus wide system for documenting services and accommodations provided to Special Education students.
- The HISD Special Education department will conduct campus wide professional development to train teachers on how to read, understand and implement special education students' IEPs and accommodations.
- The Assistant Principal and campus Special Education Chair will train teachers on how to effectively participate in an ARD meeting by bringing data relevant to academic progress and articulating student's growth towards their IEP goals.
- The Principal will ensure that the Special Education Department chair is meeting all compliance deadlines as required by law and HISD and measured by HISD weekly Special Ed compliance reports.
- The Principal will review Special Education folders every 6 weeks with the HISD Special Education folder review rubric.
- The campus leadership team will monitor that all staff are documenting the accommodations and modifications provided to students through weekly checks during general education instructional times.
- The Principal and Assistant Principal will ensure that accommodations have been recorded in PowerSchool before each progress report and report card cycle.
- Campus leadership and Special Education teachers will meet through regular PLCs to improve the quality of instruction provided to special education students and monitor timeliness and quality of ARDs.
- Campus leadership will train teachers on how to utilize supplemental aids and graphic organizers within general education instruction.
- Campus leadership will provide professional development to all instructional staff on how to differentiation for readiness level within Tier 1 instruction.
- As part of weekly spot observations, campus leadership will provide ongoing feedback to teachers on differentiation and scaffolding.

	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• All teachers and instructional staff will participate in professional development and training for how to read, understand, and implement an IEP.</li> <li>• The Special Education chair will create an ARD calendar prior on outlook to the start of the 24-25 school year that includes meeting dates as well as when prior written notice will be sent home.</li> <li>• The Special Education chair will ensure that each student’s PLAAFP includes information from a variety of data sources including both district and classroom assessments.</li> <li>• The Special Education chair will ensure that the general education teachers are providing students accommodations and documenting the support provided.</li> <li>• The Special Education resource and self-contained teacher will ensure that their students receive the correct services and accommodations according to their IEP.</li> <li>• General Education teachers will complete required paperwork and documentation for ARD meetings and participate in ARD meetings for Special Education students providing clear and specific data about student progress in their classroom.</li> <li>• Special education teachers will create and implement supplemental aids and graphic organizers to support resource and general education instruction for special education students.</li> <li>• General education teachers will provide supplemental aids and graphic organizers in their instruction as well as accommodations specific to each individual student’s IEP.</li> <li>• General education teachers will attend professional development related to differentiation and scaffolding and will customize their lessons to meet the needs of their students.</li> </ul>
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	<b>Key Action Three:</b>		
<b>Staff Devel.</b>	Who: All instructional staff		
	What: Shearn SpEd Dept Chair and Campus Leadership will train staff on how to read, understand and implement their student’s IEPs for the 24-25 school year. As part of this training, staff will also learn how to appropriately document students’ accommodations and modifications as well as how to prepare for and participate in an ARD meeting.		
	When: Preservice PD Days		
	Where: Shearn Elementary Cafeteria		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Professional development during preservice led by campus and district staff.	\$0
	Materials/resources		
	Purchased services		



	Other	Special Education TA	\$29,000
	Other		
	<b>TOTAL</b>		\$29,000
	Funding sources:		
	General Fund, Title 1		

KEY ACTION FOUR	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve student language acquisition and proficiency for EBs and At-Risk students.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>On campus Spot observations, 60% of teachers will receive 5 points or higher in Instruction (Domain II) by December 2024; that percentage will increase to 85% in May 2025.</li> <li>The percentage of students making one year of growth on TELPAS will increase to 55%.</li> <li>By end of the year, the campus will score at least a 7/10 in Domain II for the final Instructional Review Team Walk (IRT dashboard) and campus spot observations which will also help with HQI which will help SPED students.</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> <ul style="list-style-type: none"> <li>The campus leadership team will define Shearn campus expectations for routines and procedures related to student engagement.</li> <li>The principal and assistant principal will teachers on how to effectively implement HISD’s student engagement strategies with scaffolds for language acquisition.</li> <li>Campus leadership in collaboration with HISD curriculum department will train teachers on how to deliver high quality phonics, vocabulary, and grammar instruction.</li> <li>The principal and assistant principal will teachers train and coach teachers on how to create rigorous sentence stems with academic language for each lesson.</li> <li>The campus leadership team will conduct weekly observations with a focus on teacher provided scaffolds embedded into the core content areas.</li> <li>The campus leadership team will provide all teachers with feedback on the quality and use of sentence stems, graphic organizers and vocabulary development strategies.</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>Teachers will participate in professional development aligned to the science of reading, writing, vocabulary development and grammar and implement the strategies learned.</li> <li>Teachers will customize lessons to include prepared sentence stems for Turn and Talk, Ink, Pair Share, and Table Talk discussions.</li> <li>Teachers will implement response cards and short constructed responses into every core content block, daily.</li> <li>Teachers will provide sentence stems for students to use in every written activity within the instructional block.</li> <li>Teachers will ensure students engage in language-based intervention programs such as Amplify Boost and IXL.</li> </ul>

	<b>Key Action Four:</b>		
<b>Staff Devel.</b>	Who: All staff		
	What: Multiple days/sessions of professional development on improving student language acquisition through direct vocabulary instruction and supports such as sentence stems, graphic organizers and cross linguistic connections.		
	When: August Preservice, ongoing during weekly PLCs		
	Where: Shearn ES Cafeteria and Rm 19		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Professional development during preservice led by campus and district as well as throughout weekly PLCs.	\$0
	Materials/resources		\$0
	Purchased services		\$0
	Other		\$0
	Other		
	<b>TOTAL</b>		<b>\$0</b>
	Funding sources:		
	General Fund, Title 1		