# 2024-2025 Action Plan

## Shadydale Elementary School

## Pandora Agnew

**School Action Plan – Needs Assessment**

**Needs related to student achievement data:**

* Shadydale Elementary School is projected to receive a “B” rating (86) for 2023-2024 school year, according to the TEA rating system.
* The data used for this needs assessment is derived from the results of the 2023-2024 STAAR tests.
  + STAAR Reading scores in grade 3 - increased by 3% from 24% to 27% passing at the Meets level.
  + STAAR Reading scores in grade 4 - increased by 10% from 19% to 29% passing at the Meets level.
  + STAAR Reading scores in grade 3 - increased by 18% from 24% to 42% passing at the Meets level.
  + STAAR Math scores in grade 3 - increased by 12% from 12% to 24% passing at the Meets level.
  + STAAR Math scores in grade 4 - increased by 4% from 20% to 24% passing at the Meets level.
  + STAAR Math scores in grade 5 - increased by 23% from 20% to 43% passing at the Meets level.
* 2023-2024 TELPAS Proficiency 23%
* NWEA MAP Beginning of Year (BOY ‘24 – ‘25) Math indicated that:
  + 38% of students were in the (1st-21st) percentile;
  + 18% in (21st - 40th) percentile;
  + 17% in (41st – 60th) percentile;
  + 17% in (61st – 80th) percentile;
  + 10% in (81st to 99th) percentile.
* NWEA MAP Beginning of Year (BOY ’24 – ‘25) Reading data indicated that:
  + 45% of students were in the (1st-21st) percentile;
  + 20% in (21st - 40th) percentile;
  + 12% in (41st – 60th) percentile;
  + 16% in (61st – 80th) percentile;
  + 7% in (81st to 99th) percentile.

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**System Evaluation:**

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Shadydale Elementary.

* **Identifying Baseline Data**: By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low test scores or poor attendance, aligning efforts directly with the standards the school needs to meet.
* **Setting Measurable Goals**: Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
* **Monitoring Implementation**: Regular monitoring ensures that turnaround strategies, like curriculum adjustments or teacher training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
* **Measuring Progress**: By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
* **Making Adjustments**: When evaluations show that strategies aren’t working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

**Needs related to improving the quality of instruction:**

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results, which grew from 8.09 (BOY IRT #1) to 11.38 (EOY IRT #4), the AIM platform (Lead Rating: Proficient II), and the HISD Spot App. The data derived from the quality of instruction indicate a need for professional development centered on providing effective support our special population students, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies and active monitoring.

**School Action Plan Template**

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| **K**  **E**  **Y**  **A**  **C**  **T**  **I**  **O**  **N**  **O**  **N**  **E** | **Key Action 1:**  The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in Powerschool.  **HISD Action Plan Alignment:** Key Actions: (3) Grow staff capacity to provide the highest quality instruction;(4) Strengthen principal and Executive Director leadership; (5) Improve instruction and service delivery for students with disabilities. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * From August 2024-June 2025, the principal will ensure 100% of IEPs include specific, clear, and measurable goals tailored to each student’s unique needs, as verified through random quarterly reviews. * From August 2024-June 2025, 100% of staff members receive the relevant portions of the IEP within three days of its finalization as demonstrated by campus record keeping. * 100% of every grading period (every six weeks) audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. * 100% of identified students will complete the evaluation process and be assigned to the correct placement based on their needs. * By September 23rd, the campus will establish an effective RtI process that increases the number of identified students and tiers students appropriately. Teachers will be trained on the process during the campus’ August PD and engage in refresher sessions throughout the year. * By the end of the 2024-2025 school year, the principal and assistant principal(s) will ensure that 100% of IEP progress reports are delivered without delay. * The percentage of “instructionally proficient” IEPs, as measured by a rubric and reviewed by an independent team from the Special Education Department, will increase to 100% by May 2025. |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Leadership team will explain the rationale and philosophy of systems thinking that will support with improving student achievement. * Ensure special education teachers participate in Standards- Based IEP Process training through TEA Learn. (Course will be found on OneSource) * Ensure special education teachers are utilizing Goalbook to create measurable goals. * Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool. * Leadership team conducts random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs. * Schedule and review at least 25% of all campus IEPs quarterly using the rubric and checklist. * Assess all IEPs of returning students during the summer of 2024 and conduct ARD meetings to bring them to proficiency. * Review and address gaps in monitoring compliance in EZ-IEP and the process for supporting newly enrolled students. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Implement the use of the HISD Special Education department rubric to assess the instructional proficiency of an IEP. * Engage with the SPED Department Chair and/or Resource teachers during PLCs at least once per week to ensure IEPs are being met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments. * 100% of special education teachers will complete the Standards- Based IEP Process training through TEA Learn by November 30th, 2024. * 100% of special education teachers will leverage Goalbook to ensure IEP goals are measurable and aligned to the student’s needs. * Complete PowerSchool training on how to input accommodations and modifications, as well as reflect 100% of accommodations on 100% of six week report cards. * Effectively and consistently implement the 100% of students’ IEPs daily as required by law. |

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|  | **Key Action One:** | | |
| **Staff Devel.** | Who: Special Education & General Education Teachers | | |
| What:  TWBAT accurately identify and create a plan to implement special education student needs, based on students’ IEPs. | | |
| When: Pre Service July/August 2024 | | |
| Where:  Shadydale ES | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development |  |  |
| Materials/resources |  |  |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | none |
| Funding sources: | | |

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| **K**  **E**  **Y A**  **C**  **T**  **I**  **O**  **N TWO** | **Key Action 2:**  Improve English proficiency for Emergent Bilingual students.  **HISD Action Plan Alignment:** (3) Grow staff capacity to provide the highest quality instruction; (4) Strengthen principal and executive director leadership; (7) Improve reading proficiency in grades K through 8. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By June 2025, the campus will improve from 27% to 40% of students who grow one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. * By January 2025, 40% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. This rate will increase to 60% by June 2025 EOY 2-5 NWEA MAP Reading. * By January 2025, 90% of EB students will reach or exceed their Domain 2 growth target on reading unit assessments 50% of the time. By June 2025, this rate will increase to 80% of the time. * 90% of EB Students will reach or exceed their Domain 2 growth target for Spring 2025 STAAR Reading exam *(criteria- must test in 2024 language)* |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Leadership team will explain the rationale and philosophy of systems thinking that will support with improving student achievement. * Effectively train all K-1 teachers on how to effectively administer the TELPAS exam and rate student outcomes by February 2025. * Coach 2nd-5th grade teachers on understanding the four TELPAS language domains and their impact on a student’s overall composite TELPAS score. * Ensure tracking system is in place to review disparities in academic performance among emergent bilingual students, based on DOL and unit assessments to help identify whether teachers are effectively closing gaps in student performance. * Coach teachers on effectively implementing MRS with a focus on listening, reading, writing, and speaking every day. * Track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or math unit assessments during our weekly leadership team meeting. * Create a clear EB performance tracker and ensure daily DOL and writing work is consistently monitored for EB students. * Coach teachers to mastery on how to effectively aggressively monitor and provide feedback to emergent bilingual students. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * 100% of K-1 teachers will accurately and effectively administer the TELPAS exam with no testing irregularities. * 100% of 2nd-5th grade teachers will prioritize the four language domains in their lesson planning by intentionally implementing the highest leverage MRS strategies, daily. * Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual students in all instructional spaces. * Execute daily aggressive monitoring path to prioritize emergent bilingual students’ quality of student work and overall English language proficiency. |

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|  | **Key Action Two:** | | |
| **Staff Devel.** | Who: Shadydale Teachers | | |
| What:  TWBAT identify the four TELPAS language domains and their impact on a student’s English language acquisition. | | |
| When: September 2024 | | |
| Where:  Shadydale ES | | |
| **B**  **u**  **d**  **g**  **e**  **t** | **Proposed item** | **Description** | **Amount** |
| Staff development |  |  |
| Materials/resources |  |  |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | none |
| Funding sources: | | |

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| **K**  **E**  **Y A**  **C**  **T**  **I**  **O**  **N T**  **H**  **R**  **E**  **E** | **Key Action 3:**  Improve math and reading proficiency in Kinder-5th grades.  **HISD Action Plan Alignment:** (3) Grow staff capacity to provide the highest quality instruction; (4) Strengthen principal and Executive Director leadership; (7) Improve reading proficiency in grades K through 8; |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By January 2025, 50% (43% at MOY 2024) of teachers will achieve the 61st growth percentile, or higher on the reading and math M.A.P. tests. By June 2025 this rate will increase to 75%. |
| * Students in 3rd-5th grades will move from 31% meets in June 2024 to 40% meets by June 2025, on the math STAAR exam. * Students in 3rd-5th grades will move from 33% meets in June 2024 to 42% meets by June 2025, on the reading STAAR exam. * By December 2024, K-2nd grade students will earn an average achievement score on reading and math assessments that will meet or exceed 50%, 60% of the time; this rate will increase to 80% of the time by June 2025. |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Leadership team will explain the rationale and philosophy of systems thinking that will support with improving student achievement. * Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR classrooms. * Lead teachers in weekly Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery * Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, ‘meets’ and ‘masters’, outcomes during our weekly leadership team meeting. * Coach teachers to proficiency in the lesson internalization protocol for math and reading, where the top priority is adjusting the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement. * Lead teachers in ongoing, weekly, training in math word problem solving “at bats” to ensure students are getting the practice needed to develop the skill needed to perform at meets and masters on any assessment. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Plan and execute a daily SCR in all core content classrooms from September 2024 to May 2025, and monthly ECR in ELAR * Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples * Intentionally plan 3rd teach lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments * Consistently ensure all student-facing materials are adjusted, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content * Model math research based instructional strategies focused on conceptual and procedural thinking when solving word problems |

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|  | **Key Action Three:** | | |
|  | Who: District Leadership Development Team (Curriculum) & Campus Leaders | | |
| What:  TWBAT plan and execute high quality SCR and ECR writing opportunities during 1st instruction. | | |
| When: September 26th & October 4th 2024 | | |
| Where: Shadydale ES | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development |  |  |
| Materials/resources |  |  |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | none |
| Funding sources: | | |

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| **K**  **E**  **Y**  **A**  **C**  **T**  **I**  **O**  **N**  **O**  **N**  **E** | **Key Action 4:**  The principal and assistant principals will consistently provide on-the-job coaching and feedback to teachers at least once a month.  **HISD Action Plan Alignment:** (3) Grow staff capacity to provide the highest quality instruction; (4) Strengthen principal and Executive Director leadership; and (5) Improve instruction and service delivery for students with disabilities. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * A structured weekly schedule will be developed and implemented to ensure each teacher, including special education teachers, receives at least one dedicated coaching session no less than bi-weekly. Coaching sessions will result in 1-2 action steps agreed upon between the teacher and administrator. * By the end of the 2024-2025 school year, each teacher, including special education teachers, will receive the equivalent of at least one classroom observation per week. Feedback will align with the previous coaching action step(s). * By June 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers, including special education teachers, implement actionable recommendations at least 80% of the time, thereby promoting effective application of feedback and continuous instructional improvement. |
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| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Leadership team will explain the rationale and philosophy of systems thinking that will support with improving student achievement. * Ensure teacher and staff schedules are aligned with students’ IEPs to facilitate effective on-the-job coaching. * Observe and collect work samples to document the use of accommodations and/or modifications. * Utilize Special Education specialty guidance from the HISD SY24-25 Spot Observation Guide. * Train teachers on NES engagement strategies (e.g., Think/Ink-Pair-Share, Table Talk, Modified Whiparound) during August professional development sessions using the district Spot Observation form. * Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form. * Engage in Mock IRT Walks with the Executive Director of Feeder as preparation for scheduled IRT Walks. * Weekly PLC Training: During weekly PLCs, train teachers on T-TESS Dimensions 2.1 through 2.5, tying these to instructional practices including anecdotal notetaking and the LSAE framework, as documented in the Spot Observation form/rubric. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Implement strategies and techniques provided in professional development (PD) and coaching to improve instruction. * Reflect on instructional feedback and improve the delivery of instruction as appropriate. * Conduct effective PLCs that focus on the impact of instructional practices on student achievement. |

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|  | **Key Action One:** | | |
| **Staff Devel.** | Who: All Lead Teachers (Special and General Education Staff) | | |
| What:  TWBAT accurately rate the quality of instruction using the 2024-2025 Spot Form | | |
| When: Pre Service August 2024 | | |
| Where:  Shadydale ES | | |
| **B**  **U**  **D**  **G**  **E**  **T** | **Proposed item** | **Description** | **Amount** |
| Staff development |  |  |
| Materials/resources |  |  |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | none |
| Funding sources: | | |