Bonner Elementary School 2024-2025 Action Plan

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Principal

District philosophy and guiding framework:

Core Beliefs	Vision	Theory of Action

Needs related to improving the quality of instruction:
- Grow **teacher capacity and leadership density**.
- **Improve academic achievement** in reading, math, and science
- **Close the learning gaps** for students in **special populations** (Gifted and Talented, Emergent Bilinguals, and Special Education students)

Needs related to all student achievement STAAR data (2023-2024) DOMAIN I:

2024 STAAR Accountability:
Overall Rating: B
Domain 1: Student Achievement 70/C
Domain 2: Academic Growth 81/B
     Relative Performance 79/C
Domain 3: Closing Gaps 79/C

Grade Levels Average Performance/Core Areas:
- 3rd-5th grade students scored **43%** on STAAR Reading Meets and **15%** Masters
- 3rd-5th grade students scored **48%** on STAAR Math Meets and **16%** Masters
- 3rd-5th grade students scored **8%** on STAAR Science Meets and **1%** Masters

Special Programs:
- 3rd-5th Gifted and Talented students scored an average of **79%** Reading Meets and **53%** Masters and an average of **86%** Math Meets and 15% Masters
- 3rd-5th grade Emergent bilinguals scored an average of **37%** on STAAR Reading/Math Meets and **13%** Masters
- 1st-5th TELPAS Composite Scores for 2023-2024 was **53%**
- 3rd-5th grade Special education inclusion students scored an average of **23%** Approaches on STAAR Reading/Math and **11%** Meets and **0%** masters.

System evaluation (Philosophy, processes, implementation, capacity)
- NES LSAE model implementation effectiveness
- PLC systems and structure
- Build leadership density of all leaders

Processes:
- Grow teacher **capacity** and **leadership** density: SPOTS, on the spot coaching, and feedback, TTESS, NES model: LSAE, extended demo Fridays.
- **PLC process:** internalization of lessons, system for data collections, analysis, and next steps/actions

Implementation:
- **NES LSAE model** implementation effectiveness
- **NES curricula/assessments** (DOL, NWEA, Dibels, Interims, Mid Unit/Unit Assessments, and CLI) fidelity of implementation
- **IEPs accommodations** and **best practices for special population** students (special education, gifted and talented, and emergent bilinguals)

Capacity:
- Build a high performing culture by having high expectations, supporting and changing adult behaviors through immediate feedback and crucial conversations.
- Utilize data in a timely manner to adjust instruction and impact student achievement.
- New special education coordinator and grade level chairs/Proficient I-II teachers' empowerment to support grade level teams.
- Academic involvement and immediate/clear communication with parents.

Key Actions:
1. **Improve academic achievement** in **reading** and **writing**
2. **Improve academic achievement in math**
3. **Improve academic achievement in science**
4. **Close the learning gaps** for students in **special populations** (Gifted and Talented, Emergent Bilinguals, and Special Education students)

KEY ACTION ONE	**Key Action: Improve academic achievement** in **reading and writing.**

	Indicators of success (Measurable results that describe success.)
	
	● By May 2025, an average of 80% of PK students will meet EOY benchmark scores on all subtests related to literacy in EOY CIRCLE assessment, as aligned with teacher performance measures from an average of 66% from 2024.
	
	(PK 3 years old: English Letter Names 20 out of 52; Spanish 20 out of 54; Book and Print Knowledge English/Spanish: 7 out of 11)
	
	PK 4 years old: English Letter Names: 40 out of 52; Spanish 40 out of 54; English letter sounds 20 out of 52; and Spanish 20 out of 54; Book and Print Knowledge English/Spanish: 7 out of 11)
	
	    o By end of January 2024, an average of 40% of PK students will meet MOY benchmark scores on all subsets related to literacy.
	
	(PK 3 years old: English Letter Names 15 out of 52; Spanish 15 out of 54; Book and Print Knowledge English/Spanish: 5 out of 11)
	
	PK 4 years old: English Letter Names: 25 out of 52; Spanish 25 out of 54; English letter sounds 15 out of 52; and Spanish 15 out of 54; Book and Print Knowledge English/Spanish: 4 out of 11)
	
	● By May 2025, 90% of kinder, first, and second graders will be at or above benchmark levels on Reading DIBELS.
	
	    o By December 2024, 45% of kinder first, and second graders will be at or above benchmark levels on Reading DIBELS.
	
	● 60% of 2nd-5th grade students will show 1.5 year's growth by May 2025 as measured by the Reading NWEA MAP Assessment.
	
	    o By December 2024, 2nd-5th grade students will show 0.7 growth from as measured by the Reading NWEA MAP Assessment
	
	● By May 2025, the number of students in grades 3rd-5th Reading STAAR scoring Meets/Masters in STAAR will increase as follows:

From 43% Meets in 2024 to 53% in 2025

From 15% Masters 2024 to 20% in 2025

● By May 2025, the percentage of students in grades 3rd-5th Writing STAAR scoring at 5 and above will increase in extended constructed responses as follows

From 29% to 39% in 3rd grade

From 41% to 51% in 4th grade

From 9% to 20% in 5th grade

● By May 2025, 70% of the scores on spot observations on reading/writing teachers by campus administrators or by an independent review team (IRT) will be proficient or higher;

○ 50% of the scores on spot observations conducted by the campus administrators on ELAR teachers will be proficient by December 2024.

● By May 2025, 60% of the 3rd-5th grade students' biweekly/monthly extended constructed responses will show a score of a 5 or above.

○ By MOY 60% of the 3rd-5th grade students' biweekly/monthly extended constructed responses will show a score of a 4 or above.

● By May 2025, 80% of students using Amira or other required district technology reading intervention programs (i.e.: IXL) will experience growth as per program metrics.

○ By December 2024, 40% of students using Amira or other required district technology reading intervention programs will experience growth as per program metrics.

Specific School Leaders' Actions:

● Leaders will provide ongoing Professional Development of NES Expectations and maximizing the LSAE block.
● Implement the T-TESS and the NIES system to support the growth of all staff on campus.

- Leaders will facilitate PLCs to internalize unit/lessons, rigor, and best practices in the SPOT form.
- Monitor DOL and campus formative data trackers to monitor student progress and adjust support for students.
- Grow teacher capacity to provide the highest quality of instruction across all areas through systemic SPOT observations (minimum of 6 weekly), coaching on the spot, 5 minute- reminders, TTESS process, and demo Thursdays for rehearsals (demonstrations), and feedback.
- Implement Pre-K SPOT guidance document with all administrators and teachers to clarify all instructional expectations and calibrate for student success.
- Monitor intervention technology programs (i.e.: Summitk12, Amira, and IXL) every week/two weeks and incentivize growth/lessons passed.
- Facilitate PLC meetings to use the TEA writing rubric for short and extended constructed response and analysis of writing samples.
- Leaders will collect writing responses weekly and provide feedback to teachers.

Specific Staff Actions:
- Attend on-going professional development and implement the NES model and LSAE model/MRS strategies with fidelity.
- Create **Reading/Writing** SMART student learning objective and professional development goals aligned to the campus goals that are supported and monitored throughout the year via the T-TESS process/ timeline and measure the impact of that goal on student achievement.
- Present and provide feedback to peers during Thursdays demo lessons to improve the teaching craft.
- Reflect on and implement campus/district administrators' SPOT instructional feedback to help improve the delivery of instruction.
- Plan and internalize lessons daily in planning/PLC meetings.
- Use daily DOL, NWEA, DIBELS, Circle and other formative data trackers as applicable to inform and adjust **Reading/Writing** instruction/support for students.
- Planning backwards: Solving the DOL in advance and identifying the misconceptions.
- Attend professional development on the NIES (i.e.: Learning Coaches, Office Staff, Teacher Assistants, and Teacher Apprentices) to understand evaluation systems and for continuous growth.
- Implement intervention programs for reading (i.e.: IXL, Amira) and track progress over time.
- Implement the RACE (**reading/writing** SCR and ECR) strategy with students in each reading/writing lesson and bring them to PLC for analysis and discussion using the TEA short constructed and extended constructed response rubric/posters. Publish student typed work on hallway bulletin board.
- Maintain a portfolio of student written work to track growth over time.

	Key Action One: **Improve academic achievement** in **reading and writing.**
Staff Devel.	Who: PK-5th Teachers, Teacher Apprentices, Teacher Aides, Elective Teachers, & Learning Coaches, Campus administrators
	What: When our teachers are part of a high performing culture and team, those expectations transfer to our students. When teachers continue learning and growing, so will our students. Improving quality of instruction is at the heart of improving students' outcomes. Strong tier 1 quality instruction is necessary to ensure All of our students learn at high levels every day. Our focus is to instill high quality first instruction in our teachers where they are data-driven, and the lessons are rigorous and aligned to the Texas Standards. Through PLC and Professional Developments, SPOTS, on the spot coaching, we will continue to refine our skills to ensure we are closing learning gaps and providing the support for all our students.
	When: Continuously throughout the school year: SPOTs, on the spot coaching, PD preservice and PLCs, Extended planning sessions, Demo Thursdays, peer observations.
	Where: Bonner Elementary School

Budget	Proposed item	Description	Amount
	Staff development	Preservice training: Characteristics of the HISD Teacher, High Performing Teams, Quality Instruction, High Performing Teams, The Dos' and Don't of Instruction, Multiple response strategies, SPOT, T-TESS domains and process, ELAR District trainings, Campus PLCs, Demo Thursdays	$2,000.00
	Materials/ resources	Dry erase white boards, markers, response cards, chart paper, highlighters, expos, erasers, reflection demo lesson copies, pen/paper	$54,000.00
	Purchased services		
	Other		
	Other		
		TOTAL	$56,000.00
	Funding sources: General Funds 1991010001		

KEY ACTION TWO	**Key Action-Improve academic achievement in Math.**

	Indicators of Success- Math:
	
	● By May 2025, an average of 90% of all PK students will meet benchmark scores on all subtests related to Math in EOY Math CIRCLE Assessment from 82% in 2024 and as aligned with teacher performance measures (EOY Counting Sets: PK 3 Years old- 4 out of 5; 4 years old- 5 out of 5).
	
	   o By January 2025, an average of 45% of all PK students will meet benchmark scores on all subsets related to Math in MOY CIRCLE Assessment (MOY Counting Sets: 3 Years Old- 3 out of 5/ 4 Years Old 4 out of 5)
	
	● By May 2025, 60% of K-5 students will show 1.5 year's growth as measured by the Math NWEA MAP Assessment.
	
	   o By December 2024, 40% 2nd-5th grade students will show 0.7 growth from as measured by the Math NWEA MAP Assessment.
	
	● By May 2025, 70% of teachers will be proficient I or above on the spot observations conducted by the campus administrators or by an independent review team (IRT).
	
	   o By December 2024, 50% of the scores on spot observations conducted by the campus administrators or by an independent review team (IRT) on Math teachers will be proficient I or higher;
	
	● By May 2025, 70% of 3rd -5th grade students will complete 90 lessons in Zearn.
	
	   o By MOY administration, 3rd-5th grade students will complete 45 or more lessons in Zearn.
	
	● By May 2025, the number of students in 3rd-5th Math scoring Meets/Masters in STAAR will increase as follows:
	
	   From 48% Meets in 2024 to 58% in 2025
	   From 16% Masters 2024 to 21% in 2025

Specific Actions – School Leaders

- Leaders will provide ongoing Professional Development of NES Expectations and maximizing the **Math** LSAE block.
- Facilitate T-TESS goal setting with teachers using **Math** NWEA (K-4th core teachers) and track those goals throughout the year.
- Leaders will facilitate **Math** PLCs to internalize unit/lessons and Demo Thursdays to include opportunities for Math lesson internalizations, rehearsals (demonstrations), and feedback.
- Actively monitor DOL and campus **Math** formative data trackers to monitor student progress.
- Grow **Math** teacher capacity to provide the highest quality of instruction across all areas through systemic SPOT observations (minimum of 6 weekly), coaching on the spot, 5 minute- reminders, TTESS process, and demo Thursdays.
- Actively monitor intervention of **Math** technology programs (i.e.: Zern, IXL) every week/two weeks and incentivize growth/lessons passed.
- Ensure **Math** teachers identify their group of students as per metrics: NWEA/Math CLI to create groups to accelerate and enrich by class and have created a plan of action to address learning gaps that consists of data conversations during planning/PLC time throughout the year.
- Implement an at-risk/RTI process for monitoring the performance of 100% of its at-risk student population in **Math**.·Review student performance data as an administration team and implement tailored interventions to address specific needs.
- Implement an elective rotation for **Math** acceleration for students in 3rd-5th grades.
- Facilitate the schedule and use of intervention programs in the classrooms to support **Math** Response to Intervention students in tiers 2-3 (i.e.: Zearn, IXL…)
- Develop and implement a PLC meeting calendar strategically that allows for unit and lesson internalization, data analysis/action steps, and differentiation of instruction.

Specific Actions – Staff

- Create **Math** SMART student learning objective and professional development goals aligned to the campus goals that are supported and monitored throughout the year via the T-TESS process/ timeline and measure the impact of that goal on student achievement.
- Attend on-going **Math** professional development and implement the NES **Math** curricula and MRS strategies with fidelity.
- A **Math** elective rotation teacher will provide acceleration to students in grades 3-5
- Engage in PLCs through **Math** lesson/unit internalization, data tracking, and planning of best practices as per SPOT form.

	- Unpacking the TEK (Identifying the academic vocabulary, verbs, and the skill) - Planning backwards: Solving the DOL in advance and identifying the misconceptions - Reflect on and implement campus/district administrators' SPOT instructional feedback to help improve the delivery of **Math** instruction to impact achievement. - Analyze daily DOLs and other achievement data (i.e.: NWEA accordingly) to identify trends, customize lessons, and needs to adjust support for students in **Math.** - Present and provide feedback to **Math** peers during Thursdays demo lessons to improve the teaching craft. - Implement intervention time and instructional technology programs as per expectations of use (i.e.: Zern)

	Key Action Two: Improve academic achievement in Math
Staff Devel.	Who: Math, Art of Thinking, Elective Teachers, Teacher Apprentices, Teacher Assistants, Learning Coaches, and Campus Administrators
	What: When our teachers are part of a high performing culture and team, those expectations transfer to our students. When teachers continue learning and growing, so will our students. Improving quality of instruction is at the heart of improving students' outcomes. Strong tier 1 quality instruction is necessary to ensure All of our students learn at high levels every day. Our focus is to instill high quality first instruction in our teachers where they are data-driven, and the lessons are rigorous and aligned to the Texas Standards. Through PLC and Professional Developments, SPOTS, on the spot coaching, we will continue to refine our skills to ensure we are closing learning gaps and providing the support for all our students.
	When: Classroom Instruction, Professional Learning Community, and Professional Development
	Where: Bonner ES

Budget	Proposed item	Description	Amount
	Staff development	Math Curricula Professional Development during pre-service days, daily planning/internalization sessions, SPOT feedback,	$0
	Materials/ resources	ELAR/Math/Science slide decks, White Boards, Expo Markers, Response Cards, Manipulatives, Instructional technology intervention programs, students' laptops	$9,200.00

	Purchased services		
	Other		
	Other		
		TOTAL	$9,200.00
	Funding sources: General Funds 1991010001		

KEY ACTION THREE	**Key Action: Improve academic achievement in Science**
	Indicators of success
	
	● By May 2025, students in grades 3rd-5th will increase academic achievement in STAAR Science by:
	
	   ● Increasing from a 8% to a 25% in Meets.
	
	   ● Increasing from a 1% to a 11% in Masters.
	
	· By May 2025, 70% of the scores on spot observations conducted on Science teachers by the campus administrators or by an independent review team (IRT) will be proficient or higher
	
	   o By December 2024, 50% percentage of the scores on spot observations conducted on Science teachers by the campus administrators or by an independent review team will be proficient or higher.
	
	● By May 2025, 60% of K-5 students will show 1.5 year's growth as measured by the Math NWEA MAP Assessment.
	   ○ By December 2024, 0.7 annual growth from the BOY to the MOY

	● Who: Math, Math Elective Teachers, Teacher Apprentices, Teacher Assistants, and Learning Coaches, Campus administrators

Specific Leader's Actions:
- Provide a **Science** elective rotation teacher to provide enriching and hands-on Science lessons to all K-5th grade students.
- Engage in **Science** lesson internalization, DOL, data tracking, and implementation of PLC process.
- Facilitate the creation of **Science** SMART student learning objective and professional development goals aligned to the campus goals that are supported and monitored throughout the year via the T-TESS process/ timeline and measure the impact of that goal on student achievement.
- Study the Science curricula to be able to assist Science teachers.
- Analyze daily DOLs and other achievement data (i.e.: NWEA accordingly) to identify trends, customize lessons, and needs to adjust support for students in **Science**.
- Present and provide feedback to **Science** peers during Thursdays demo lessons to improve the teaching craft.
- Reflect on and implement campus/district administrators' SPOT instructional feedback to help improve the delivery of **Science** instruction.
- Leaders will provide ongoing Professional Development of NES Expectations and monitor the implementation of the **Science** instructional block and curricula through SPOT observations.
- Facilitate T-TESS goal setting with teachers (2-4th core teachers) using **Science** NWEA data.
- Grow **Science** teacher capacity to provide the highest quality of instruction through systemic SPOT observations, coaching on the spot, 5 minute- reminders, TTESS process, and demo Thursdays.
- Leaders will facilitate **Science** PLCs to internalize unit/lessons and Demo Thursdays to include opportunities for **Science** lesson internalizations, rehearsals (demonstrations), and feedback.
- Unpacking the TEK (Identifying the academic vocabulary, verbs, and the skill)
- Actively monitor DOL and campus **Science** formative data trackers to monitor student progress.
- Review 2nd-5th grade student **Science** NWEA and other formative data as an administration team and implement tailored interventions to address specific needs.
- Implement an at-risk/RTI process for monitoring the performance of 100% of its at-risk student population in **Science** in 5th grade. Implement an elective rotation for **Science** acceleration for students in 3rd-5th grades.
- Ensure **Science** teachers identify their group of students as per metrics: NWEA to create groups to accelerate and enrich by class by September and have created a plan of action to address learning gaps that consists of data conversations during planning/PLC time.
- Develop a PLC meeting calendar strategically that allows for **Science** unit and lesson internalization, data analysis/action steps, and differentiation of instruction.

Specific Staff Actions:

- A **Science** elective rotation teacher will provide hands-on and enriching **Science** instruction to students in grades K-5
- Create **Science** SMART student learning objective and professional development goals aligned to the campus goals that are supported and monitored throughout the year via the T-TESS process/ timeline and measure the impact of that goal on student achievement.
- Attend on-going Science professional development and implement the NES **Science** curricula and MRS strategies with fidelity.
- Engage in PLCs through **Science** lesson/unit internalization, data tracking, and planning of best practices as per SPOT form.
- Reflect on and implement campus/district administrators' SPOT instructional feedback to help improve the delivery of **Science** instruction to impact achievement.
- Planning backwards: Solving the DOL in advance and identifying the misconceptions
- Analyze daily DOLs and other achievement data (i.e.: NWEA accordingly) to identify trends, customize lessons, and needs to adjust support for students in **Science.**
- Present and provide feedback to **Science** peers during Thursdays demo lessons to improve the teaching craft.

	Key Action Three: Improve academic achievement in Science
Staff Devel.	Who: Science, Art of Thinking, Elective Teachers, Teacher Apprentices, Teacher Assistants, Learning Coaches, and Campus Administrators
	What: When our teachers are part of a high performing culture and team, those expectations transfer to our students. When teachers continue learning and growing, so will our students. Improving quality of instruction is at the heart of improving students' outcomes. Strong tier 1 quality instruction is necessary to ensure All of our students learn at high levels every day. Our focus is to instill high quality first instruction in our teachers where they are data-driven, and the lessons are rigorous and aligned to the Texas Standards. Through PLC and Professional Developments, SPOTS, on the spot coaching, we will continue to refine our skills to ensure we are closing learning gaps and providing the support for all our students.
	When: Classroom Instruction, Professional Learning Community, and Professional Development
	Where: Bonner ES

Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Preservice training: Characteristics of the HISD Teacher, High Performing Teams, Quality Instruction, High Performing Teams, The Dos' and Don't of Instruction, Multiple response strategies, SPOT, T-TESS domains and process, Science District trainings, Campus PLCs, Demo	$0.00

		Thursdays	
	Materials/ resources	Dry erase white boards, markers, response cards, chart paper, highlighters, expos, erasers, reflection demo lesson copies, pen/paper, Science experiments/hands on consumables	$1,500.00
	Purchased services		
	Other		
	Other		
		TOTAL	$1,500.00
	Funding sources: General Funds 1991010001		

KEY ACTION FOUR	**Key Action: Close the learning gaps** for students in **special populations** (Gifted and Talented, Emergent Bilinguals, and Special Education students)
	Indicators of success: **Special Education:** ● By May 2025, the number of inclusion students in 3rd-5th math scoring Meets/Masters in STAAR will increase as follows: -From 53% approaches to 63% -From 42% meets to 52% meets -From 3% to 13% masters ● 70% of spot observations on Special Education teachers will be proficient by December 2024 and 90% proficiency by May 2025 in Domain 2 - Instruction ● 100% compliant on ARD meetings and other district monitoring criteria for every grading cycle as per district rubric. ● Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of internal campus six weeks audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool on random selection of files. ● By the end of the 2024-2025 school year each special education teacher will receive at least one classroom observation weekly-biweekly and feedback will align to the feedback provided to the previous week's coaching action feedback.

Emergent Bilinguals:

- By May 2025, 65% or more emergent bilingual students will grow 1 composite level on TELPAS from 53% from 2024 to impact domain 3 of closing gaps of the State accountability.

- 70% of emergent bilinguals in grades 2-5 using the SummitK-12 program will show one level of growth by May 2025.

  o 60% of emergent bilinguals in grades 2-5 using the SummitK-12 program will show 0.5 growth.

Gifted and Talented:

- By 2025, the number of identified Gifted and Talented students scoring at the Masters will increase as follows:

  From 53% Masters in 2024 Math to 70% in 2025

  From 60% Masters in 2024 Reading to 70% in 2025

Specific School Leaders' Actions:
Special Education Compliance:
- The principal or designee will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
- By the end of 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear and measurable goals tailored to each student's unique needs, as verified through random six week's reviews.
- Set expectations for the implementation of the compliance and processes for special education at the beginning of the year with all teachers through preservice, PLCs during the year, and staff meetings.
- Distribute IEPs to all service providers, including general education teachers so they can analyze the IEPs and understand how to apply the accommodations and supports in the classroom.
- Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- 100% of internal campus six weeks audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool on random selection of files.
- Ensure teachers participate in the Standards-Based IEP Process training through TEA Learns.
- By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard).

- Ensure special education teachers are utilizing Goalbook to create measurable goals.
- Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during SPOTS each six weeks.
- By the end of the first semester, the principal or designee ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.
- Ensure special education teachers set up IEP goals in Easy IEP progress track.
- Establish a system to ensure progress reports are distributed with report cards.

Special Education Instruction:
- Identify all special education students in an inclusion setting to better track them while in classrooms using the Bonner special education google tracker.
- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s) using a structured calendar/SPOT tracker and coaching cycle.
- Align teacher and staff schedules to the student's IEP.
- Observe and ask for work samples during PLCs to document the use of accommodations and/or modifications.
- Utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide when conducting SPOTS and coaching teachers.
- Create schedule of classroom observations/feedback by and for the Special Education Chair to support in classrooms with inclusion students.

Emergent Bilinguals:
- Facilitate Professional Development on Best Practices for Emergent Bilinguals (Content-Based Language Instruction) by the end of the first quarter.
- Facilitate the schedule/implementation of SummitK-12 in dual classrooms, classrooms with emergent bilinguals and the technology rotation block and the analysis of SummitK-12 data in PLCs.
- Make the most informed decisions through the LPAC committee about the language of assessments for students based upon the language students are strongest on and the language received for instruction.
- Facilitate the implementation of *TELPAS Talks and Goal Setting* for students in grades 2nd-5th to understand the importance of TELPAS and to empower students to reach goals with their English language (September/October).
- Using the spot form and multilingual department specialty guidance document, monitor designated supports/linguistic accommodations, and scaffolds (i.e.: sentence frames, visuals, bilingual partner, dictionaries, cross-linguistic connections, preview-view-review…) for Emergent bilinguals according to their proficiency level in all classrooms to ensure access to the content.

Gifted and Talented:
- Increase referrals of GT students by promoting identification information and sessions to parents twice a year.
- Facilitate professional development/planning/internalization on the use of rigor (depth of knowledge) and world-connections as per the SPOT form by the end of the first quarter.
- Monitor engagement of GT students at Tier 1 and at Levels S2, A, and E in team centers using the Team Center Tracker and Aggressive Monitoring Lap tool.
- Implement project based learning for students at the E levels.
- Ensure project-based learning to showcase student creative ideas annually in the GT

	showcase.
	Specific Actions Staff: ● Utilize Goalbook to create measurable goals. ● Update PLAAFP statements in IEP if adjustments are decided by the ARD committee. ● Set up IEP goals in Easy IEP progress track. ● Enter accommodations and modifications in PowerSchool. ● Implement special education accommodations during instruction. ● Apply feedback provided during SPOT observations within the coaching cycles. ● Distribute progress reports with report cards. ● By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard) and the Standards-Based IEP Process training through TEA Learns. ● Utilize data trackers and analyze students' work samples during PLCs to document the use of accommodations and/or modifications. ● Implement best practices and Specialty guidance recommended by Multilingual and Special Education Departments. ● Internalize lessons and adjust for rigor, accommodations, scaffolds and world-connections.

	Key Action Three: Key Action Three: Close the learning gaps for students in **special populations** (Gifted and Talented, Emergent Bilinguals, and Special Education students)
Staff Devel.	Who: All PK-5th Grade Teachers who teach students with an IEP, GT, or EBS, teacher apprentices, teacher assistants, learning coaches, campus administration
	What: Our focus is to ensure special programs students are successful, that students with an IEP show growth in both their IEP goals and the STAAR assessments. Emergent bilinguals continue to acquire the English language while accessing more content to be successful in the STAAR test. We will begin by training all staff on the implementation of accommodations and content-based language instruction, depth of knowledge, in the general education classroom. We have a plan for progress monitoring, monitor in-class support, and track data for students.
	When: Continuously throughout the school year
	Where: Bonner Elementary School

Budget	**Proposed item**	**Description**	**Amount**
	Staff development	SPED overview, IEP/Accommodations, ARD training, LPAC training, PLCs	$0