

**2024 - 2025**

**Memorial ES - Action Plan**

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# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

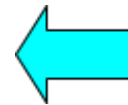
**Vision**

**Theory of Action**



## Needs related to student achievement data

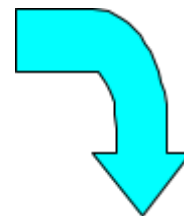
- There is a need to improve student growth in mathematics K-5 and ELA.
- There is a need to improve Science growth and achievement in grade 5.



**Parameters and metrics established by the District**

## Needs related to improving the quality of instruction

- Continued focus is needed to improve the execution of lessons through on-the-spot coaching. This includes student misconceptions.
- A deeper focus on lesson internalization through structured PLCs is needed.
- A strong focus on HQL.



## Key Actions

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

- There is a need to improve leadership density by providing training and opportunities for teachers to lead.

# 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><b>Improve mathematics performance in grades K-5.</b></p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>• The percentage of K-5 students on our campus will have a conditional growth index (CGI) index of 0.6 or higher on NWEA MAP in mathematics will increase from 70% in May 2024 to 73% in May 2025.</li> <li>• The average percentile growth of K-5 grade students in NWEA math will increase 3 percentile points (67 to 70)</li> <li>• Students in grades 3-5 taking math STAAR will move from 63% meets/masters in June 2024 to 66% meets/masters by June 2025.</li> <li>• By November 2024, 100% of math teachers will score partially demonstrated or higher in the instruction practices domain on the SPOT observation form; This will increase to mostly demonstrated or exemplar by June 2025.</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>• Provide Professional Development by offering opportunities to enhance content knowledge and training on effective teaching strategies, assessment and differentiation.</li> <li>• Analyze assessment data to make instructional decisions, target interventions and monitor progress.</li> <li>• Provide on-the-spot coaching.</li> <li>• Ensure teachers are using problem-based learning, hands-on activities, and cooperative learning.</li> <li>• Train teachers in “at bats” to ensure students are getting the practice needed to develop skills needed to perform at meets and masters on any assessment.</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>• Collaborative planning during PLCS.</li> <li>• Differentiate instruction by utilizing data to identify student strengths and weaknesses to tailor instruction and intervention.</li> <li>• Ensure “at bats” are implemented in slide deck for authentic engagement with content,</li> <li>• Integrate hands on activities, manipulatives, real world examples in Math lessons.</li> <li>• Address misconceptions, highlight areas of improvement and stamp instruction.</li> <li>• Use research-based engagement strategies to ensure full knowledge of content.</li> <li>• Internalize lessons to gain clarity, promote essential concepts and skills, and determine appropriate scaffolds and differentiation.</li> </ul>

	<b>Key Action One:</b>		
<b>Staff Devel.</b>	Who: Principal, Assistant Principal, Grade leaders and Teacher Leaders		
	What: Plan, execute and progress monitor professional development that is aligned to the goal of increasing math performance.		
	When: Beginning in summer Pre-Service, during PLC, before and after school.		
	Where: Memorial ES		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		\$2,500
	Purchased services		0
	Other		
	Other		
	<b>TOTAL</b>		\$2,500
	Funding sources: GF1		

<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>  <b>Improve ELA achievement in grades K-5.</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• The percentage of K-5 students on our campus will have a conditional growth index (CGI) index of 0.6 or higher on NWEA MAP in reading will increase from 69% in May 2024 to 73% in May 2025.</li> <li>• The average percentile growth of K-5 grade students in NWEA reading will increase 4 percentile points (67 to 71)</li> <li>• Students in grades 3-5 taking ELA STAAR will move from 68% meets/masters in June 2024 to 72% meets/masters by June 2025.</li> <li>• The percentage of K-1 students on our campus scoring at or above benchmark on the DIBELS assessment will increase from 84% in May 2024 to 87% in May 2025.</li> <li>• By November 2024, 100% of ELA teachers will score partially demonstrated or higher in the instruction practices domain on the SPOT observation form; This will increase to mostly demonstrated or higher by June 2025.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Provide Professional Development by offering opportunities to enhance content knowledge and training on effective teaching strategies, assessment and differentiation.</li> <li>• Analyze assessment data to make instructional decisions, target interventions and monitor progress.</li> <li>• Provide on-the-spot coaching.</li> <li>• Train teachers in “at bats” to ensure students are getting practice needed to develop skills needed to perform at meets and masters on any assessment.</li> <li>• Internalize lessons to gain clarity, promote essential concepts and skills, and determine appropriate scaffolds and differentiation.</li> </ul>

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

- Collaborative planning during PLCS.
- Differentiate instruction by utilizing data to identify student strengths and weaknesses to tailor instruction and intervention.
- Ensure “at bats” are implemented in slide deck for authentic engagement with content,
- Address misconceptions, highlight areas of improvement and stamp instruction./
- Use research-based engagement strategies to ensure full knowledge of content.
- Internalize lessons to gain clarity, promote essential concepts and skills, and determine appropriate scaffolds and differentiation.

	<b>Key Action Two:</b>		
	Who: Principal, Assistant Principal, Grade leaders and Teacher Leaders		
	What: Plan, execute and progress monitor professional development that is aligned to the goal of increasing ELA performance.		
	When: Beginning in summer Pre-Service, during PLC, before and after school.		
	Where: Memorial ES		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		\$2,500
	Purchased services		0
	Other		
	Other		
	<b>TOTAL</b>		\$2,500
	Funding sources:		

<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> <b>Grow staff capacity to provide the highest quality instruction.</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• Spot observations conducted in December by the IRT team will be Proficient I or higher; that percentage will increase to Proficient II in May 2025.</li> <li>• 80% of the teachers will be proficient or higher in the delivery of high-quality instruction measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Provide intentional professional development opportunities to focus on instructional strategies that will grow teacher capacity.</li> <li>• Train teachers on successful implementation of MRS strategies to increase student engagement.</li> <li>• Provide on the spot coaching and written immediate feedback to all staff members.</li> <li>• Plan and facilitate purposeful PLCs weekly to increase collaboration.</li> <li>• Monitor instruction and identify areas of improvement through weekly SPOT observations.</li> <li>• Train teachers on the SPOT observation form and walk with lead teachers once a month to increase their leadership lens.</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>• Implement administrative feedback from on-the-spot coaching.</li> <li>• Implement feedback from spot observations.</li> <li>• Implement the school district/school curriculum including the pillars of the IB program with 100% fidelity.</li> <li>• Engage fully in professional development, which includes peer-to-peer intervisitation.</li> <li>• Participate in weekly PLCs including completing pre-work for PLCs thus permitting PLCs to focus on lesson internalization.</li> <li>• Continuously monitor student progress and learning outcomes, reflect on instructional practices and make adjustments as needed to improve teaching effectiveness and student achievement.</li> <li>• Integrate technology tools and resources into instruction to enhance engagement, facilitate learning, and differentiate instruction.</li> <li>• Conduct effective PLCs that focus on data and specific interventions.</li> </ul>
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	<b>Key Action Three:</b>		
	Who: Principal, Assistant Principal, Grade leaders and Teacher Leaders		
	What: Plan, execute and progress monitor professional development that is aligned to the goal of increasing math performance.		
	When: Beginning in summer Pre-Service, during PLC, before and after school.		
	Where: Memorial ES		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		\$2,500

	Purchased services		0
	Other		
	Other		
	TOTAL		\$2,500
	Funding sources:		

<b>KEY ACTION FOUR</b>	<b><i>Key Action</i></b> <i>(Briefly state the specific goal or objective.)</i>
	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	<b><i>Indicators of success</i></b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>● By the end of the 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 quarterly reviews.</li> <li>● 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.</li> <li>● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.</li> </ul>
	<b><i>Specific actions – school leaders</i></b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>● Ensure special education teachers participate in the standards-based IEP training through TEA Learns.</li> <li>● Ensure special education teachers are utilizing Goalbook to create measurable goals</li> <li>● Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs .</li> <li>● Work with the Special Education Division team to provide teachers training on how to document accommodations and modifications in PowerSchool.</li> </ul>
	<b><i>Specific actions – staff</i></b> <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>● Participate in standards-based IEP process training through TEA Learns.</li> <li>● Utilize Goalbook to create measurable goals.</li> <li>● Participate in training on how to document accommodations and modifications in PowerSchool.</li> </ul>

	<b>Key Action Four:</b>		
	Who: Principal, Assistant Principal, SPED Chair and Teacher Specialist		
	What: Provide training to staff and monitor classroom accommodations and PowerSchool entries.		
	When: Staff Meetings, during PLC, before and after school.		
	Where: Memorial ES		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		\$2,500
	Purchased services		0
	Other		
	Other		
	<b>TOTAL</b>		\$2,500
	Funding sources:		

