

SY 24-25 School Action Plan

District Philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs Related to Student Achievement Data:
MAP Growth

Analysis of current student achievement data indicates that only 40% of emergent bilingual students met expected growth targets on the NWEA MAP assessment from BOY to MOY.

Analysis indicates that a significant portion of students in grades 2-5 are not meeting their individual growth targets in reading and math as measured by the NWEA MAP assessments from Boy to Moy

Needs Related to Improving the Quality of Instruction

Assessment data indicates inconsistencies in instructional practices, with a gap in the use of differentiated strategies and formative assessments.

Spot observations indicate inconsistencies in instructional practice with effectively scaffolding and differentiating instruction to meet the diverse needs of students.

System Evaluation (philosophy, processes, implementation, capacity)

PLC routines and protocol; lesson internalization, Demo, data analysis
Implementation of MRS

Key Action Implement targeted language support program

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

1. By June 2025, 55% of students will increase one level of proficiency, as defined in 23-24 SY composite to 24-25 SY composite on the Texas English Language Proficiency Assessment System (TELPAS).
2. By the end of the first semester, 50% of emergent bilingual students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.
3. By June 2025, 55% of emergent bilingual students will meet their individual growth target in grades 2-5 reading as measured by the NWEA MAP (Measures of Academic Progress) assessments.

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

1. Facilitate data-driven instructional planning to identify 23-24 SY English language proficiency levels to plan and inform instructional planning and intervention with teachers
2. Implement targeted professional development for language instruction on effective strategies for integrating English language development into daily instruction, understanding TELPAS scoring rubrics, and using formative assessments to monitor student progress in language acquisition
3. Conduct targeted classroom observations and coaching cycles specifically focused on language instruction practices that support reading, writing, speaking, and listening to assess how effectively teachers are incorporating language development strategies into their lessons

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

1. Embed writing practice into lessons through regular writing prompts, structured writing assignments, and targeted feedback focused on writing skills such as organization, grammar, and coherence.
2. Use diverse texts and provide instruction that includes guided reading practice, vocabulary-building exercises, comprehension strategies, and engagement in text discussions.
3. Incorporate activities that promote verbal expression, such as structured group discussions integrating speaking prompts to guide conversations and provide opportunities for students to practice speaking in both formal and informal settings.
4. Teachers will analyze formative and summative data and use it to inform planning for instruction (intervention and support)

Key Action OneStaff
Development

Who:k-5 teachers

What: Implement targeted language support program

When: Sept. weekly PLC, Oct PD, Dec PD, Jan PD

Where:Browning

Budget

Proposed Item**Description****Amount**

Staff development

- effective strategies for integrating English language development into daily instruction
- understanding TELPAS scoring rubrics
- using formative assessments to monitor student progress in language acquisition

Materials/Resources

Data sets, projector, data protocol, scoring rubrics, language accommodations, slide decks,

Purchased services

TOTAL

Funding Sources

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

Integrate writing across content areas

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

1. By June 2025, 72% of the students will reach the achievement targets in Reading/Writing as defined by TEA Domain III; 90% of the ELA teachers will attend the campus professional development training for writing in the content area and calibrating team.
2. Increased quality in writing samples from all content areas by 65% through implementing daily SCR strategies through all subjects, as assessed through standardized rubrics or writing assessments.
3. Evidence of student progress is demonstrated through improved scores on Demonstration of Learning (DOL), Module Assessments, and consistent teacher feedback documented in the student writing tracker.

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

1. Collaborate with teachers to design and implement interdisciplinary writing projects that require students to apply writing skills across different subjects.
2. Provide resources, such as writing prompts, rubrics, and professional development materials, to support teachers in integrating writing into their content areas.
3. Collect and review data on student writing assignments across content areas. Provide feedback to teachers
4. Review student performance data and implement interventions and support to address specific needs. Actively monitor formative data from instruction and teacher spots.

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

1. Plan a daily SCR in all core content from September through April
2. One ECR a week implemented in ELA related to either social studies or science grade level content
3. Use the rubric provided by TEA to assess student SCR's and ECR's and provide feedback on ECR once a week
4. Teachers will analyze formative data and use it to inform planning for instruction (intervention and support)

Key Action One

Who:PK-5 grade teachers

What:Integrate writing across content areas

When:Sep. PD, weekly PLC (analysis of student work),

Where:Browning

Proposed Item**Description****Amount**

Staff development

Write Tools PD, Writing across
the Content AreasMaterials/Resource
sSCR and ECR rubric, prompts
from SOR, AOT, Read/Write,
SS, Sci, Math, Data tracker

Purchased services

Other

Other

TOTAL

Funding Sources

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

Provide High Quality Instruction

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

1. By the end of the first semester, students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.
2. By June 2025, 60% will meet their individual growth target on 2-5 reading and math as measured by the NWEA MAP (Measures of Academic Progress) assessments.
3. By May 2025, 50% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust & Deliver) of the Spot, as measured by the monthly average spot score for the second semester.

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

1. Facilitate data-driven instructional planning to review and identify individual and group performance data, focusing on RIT score growth, Academic Growth Percentile, and benchmark achievement.
2. Provide targeted professional development sessions to address identified instructional needs and to inform instructional planning and intervention with teachers
3. Conduct targeted classroom observations and coaching cycles specifically focused on evaluating and improving clear learning objectives, effective questioning techniques, student engagement strategies, differentiated instruction, and formative assessment practices.

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

1. Teachers will analyze summative and formative data and use it to inform planning for instruction (intervention and support)
2. Teachers will implement evidence-based instructional strategies that target clear learning objectives, effective questioning techniques, student engagement, differentiated instruction, and formative assessment.
3. Internalize, modify and adjust all student-facing materials prior to first instruction, to align to class needs
4. Ensure “at bats” are implemented in slide deck for authentic engagement with content
5. Use research-based engagement strategies in math, such as white board and turn and talk to ensure full knowledge of content
6. Implement action steps from feedback provided by the appraiser.

Key Action One

Who:K-5 grade teachers

What: Provide High Quality Instruction

When:Pre-service, Sept. PD, weekly PLC (internalization and Demo)

Where:Browning

Proposed Item**Description****Amount**

Staff development

- Data analysis
- Internalization protocol
- Demo protocol
- DOL and tracker

Materials/Resource
sdata sets, slide decks, Demo
protocol,

Purchased services

TOTAL

Funding Sources

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

High Quality Pre-K Instruction

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

1. By the end of the first semester, Prek students who met expected growth from BOY to MOY CIRCLE will increase by 10% from the previous year.
2. By May 2025, 90% of all PreK students will meet benchmark scores on all subtests related to literacy and math in the EOY CIRCLE assessment, as aligned with teacher performance measures.
3. By May 2025, 60% of PreK teachers will score 8/10 or higher in Domain II (Monitor & Adjust & Deliver) of the Spot as measured by the monthly average spot score for the second semester.

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

1. Review the PreK Spot guidance document to clarify all instructional expectations.
2. Teachers will use the CIRCLE assessment data after each administration window to analyze scores and adjust instruction as needed.
3. Monitor teachers using the PreK curriculum slide decks and resources provided by the early childhood dept. to ensure delivery of high quality instruction aligns to the TX PreK guidelines.

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

1. Teachers will analyze data and use it to inform planning for instruction (intervention and support)
2. Teachers will implement evidence-based instructional strategies that target clear learning objectives, effective questioning techniques, student engagement, differentiated instruction, and formative assessment.
3. Internalize, modify and adjust all student-facing materials prior to first instruction, to align to class needs
4. Ensure “at bats” are implemented in slide deck for authentic engagement with content
5. Use research-based engagement strategies in math, such as white board and turn and talk to ensure full knowledge of content

Key Action One

Who: PreK teachers

What: High Quality Pre-K Instruction

When: Pre-service, weekly PLC (internalization and Demo)

Where: Browning

Proposed Item**Description****Amount**

Staff development

- Data analysis
- Internalization protocol
- Demo protocol
- DOL and tracker

Materials/Resources

data sets, slide decks, Demo protocol,

Purchased services

TOTAL

Funding Sources