2024-2025



ACTION PLAN

Cook Elementary

School Qwinyette Moore

# School Action Plan – Needs Assessment

| Needs related to student achievement data. |
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- Only 25% of students met their projected growth on the Middle of Year NWEA Spanish Reading  Assessment, highlighting a need for our campus to prioritize high-quality instruction for emergent  bilingual students.  On the End of Year NWEA Spanish Reading Assessment, 43% of students met their projected growth.
- On the Middle of the Year NWEA Assessment, 64% of all students achieved their projected growth in  Math. Consequently, our campus should focus on implementing scaffolded supports and explicit instruction in math.
- Among our SPED students, 54% achieved their projected growth in Math on the Middle of the Year NWEA Assessment, indicating a need for effective implementation of student accommodations during Tier  1 instruction.   On the End of Year Reading MAP Assessment, only 80% of our students who receive special education services received at least a 2-point RIT score increase. Also, only 59% of students in grades 2-5 met their projected growth on STAAR.
- While 54% of all students met their projected growth in Reading on the Middle of the Year NWEA  Assessment, there's still a need for additional support in fluency and comprehension.
- While 82% of our students receiving special education services met expected growth on the Math STAAR Assessment, only 64% met expected growth on the Reading STAAR Assessment.

| Needs related to improving the quality of instruction. |
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- In the IRT #2 Walks, the average Spot Score was 8.75, suggesting proficient instruction overall. However,  there's a specific need for support in differentiated instruction, as highlighted by the domain relating to  instruction.
- In the IRT #4 Walks, the average Spot Score was 10.67, suggesting proficient instruction overall.

However, there's a specific need for support in effective use of engagement strategies (such as MRS), as highlighted by the domain relating to instruction.

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

- In the Special Education MOY Folder Check, our campus achieved a score of 75%, with a notable deficiency identified in the quality of Individualized Education Programs (IEPs). As a result, our campus will focus on improving compliance standards.
- According to the student survey, 55% of students indicated that they perceive a lack of adherence to school rules among their peers, while 53% expressed a feeling of inadequate mutual respect among students. These findings highlight the need to foster a culture centered around high expectations.
- During the campus needs assessment, the committee highlighted communication challenges and emphasized the importance of fostering stronger relationships both within the school and with the wider community. Consequently, our campus should focus on building connections internally and externally to address these needs effectively.
- According to the staff culture and climate survey, 22% of staff members expressed that they didn't perceive a positive culture within the campus, while 24% indicated a lack of trust among teachers. It's evident that our campus should prioritize efforts towards enhancing staff cohesion through team-building initiatives.

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| **K E Y A C TI O N O N E** | **Key Action 1: Improve the quality of instruction for all students.** |
| | **Indicators of Success**<br>● On the Middle of Year NWEA MAP Spanish Reading Assessment, 30% of the students will meet their projected growth measure; on the End of Year NWEA MAP Spanish Reading Assessment, 45% of students will meet their projected growth measure.<br>● On the Middle of Year NWEA MAP Reading Assessment, 60% of students will meet their projected growth measure; 65% will meet their projected growth measure on the End of Year NWEA MAP Reading Assessment.<br>● On the Middle of Year NWEA MAP Math Assessment, 65% of students will meet their projected growth measure; 70% will meet their projected growth measure on the End of Year NWEA MAP Math Assessment.<br>● By December 2024, using the Spot Observation Form and T-TESS rubric, 70% of teachers will score proficient or higher; by May 2025 that number will increase to 80%. |
| | **Specific Actions – School Leaders**<br><br>1. Track campus DOL data daily and coach teachers around misconceptions after reviewing 1st block data.<br>2. Provide professional development on aggressive monitoring and ongoing coaching to support mastery of technique.<br>3. Engage teachers in student work analysis protocol to ensure teachers are getting granular with their support for scholars.<br>4. Develop and facilitate campus PLC (Professional Learning Community) structure focused on data analysis, action planning, instructional planning, and scaffolds/differentiating based on student |

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|   | needs.<br><br>5. Monitor teacher lesson plans (instructional slides) to ensure alignment with DOL, EB/SPED supports, higher-order thinking questions, scaffolds, and engagement strategies (MRS).<br><br>6. Calendaring our calibrated walks and spot observations to ensure alignment in feedback and to establish a routine of support. |
|   | **Specific Actions – Staff**<br><br>1. Teachers will aggressively monitor the classroom looking for misconceptions.<br><br>2. Teachers will utilize data from their lap sheets to adjust instruction to enhance student comprehension and mastery.<br><br>3. Teachers will identify appropriate scaffolds and supports that lead to student mastery of the skill.<br><br>4. The teacher will engage in "AT Bats" implementing the scaffolds.<br><br>5. Reflect on instructional feedback and implement actionable feedback to improve instruction.<br><br>6. Conduct effective PLCs that focus on data and building instructional support to make |

**Staff Devel**·Who: Cook Leadership Team

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| What:<br><br>● Ongoing professional development on effective use of aggressive monitoring, data-driven instruction, lesson internalization and effective planning.<br>● Tracking student data and engaging in daily reflection and action planning at the end of each day.<br>● Writing everyday in every class. |
| When: Weekly during PLCs |

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| **K E Y A C T I O N T W O** | **Key Action 2**<br><br>**Improve the special education department's quality of compliance and instructional support.** |
| | **Indicators of success**<br>● On the Middle of Year NWEA MAP Math Assessment 55% of special education students will meet their projected growth measure; on the End of Year NWEA MAP Math Assessment, 60% will meet their projected growth.<br>● On the Middle of Year NWEA MAP Reading Assessment, 55% of special education students will meet their projected growth measure; on the End of Year NWEA MAP Reading Assessment, 60% will meet their projected growth.<br>● By December 2024, ensure that 100% of IEPs meet the quality standards as outlined in the HISD special education rubric. By May 2025, we will remain in full compliance with 100% of IEPs meeting these standards. |
| | **Specific Actions – School Leaders**<br><br>1. Ensure special education teachers participate in the Standards-Based IEP Process training through TEALearns. (Course will be loaded in OneSource)<br>2. Ensure special education teachers are utilizing Goalbook to create measurable goals.<br>3. Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.<br>4. Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchooland during classroom walkthroughs. |

**Specific Actions – Staff**

1. Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP.
2. Special education staff will attend district and campus special education professional development and adjust practices based on information.
3. Based on the data analysis, collaborate with the IEP team to make informed decisions about continuing, modifying, or discontinuing specific interventions. Propose new strategies or support as necessary to better meet the student's needs.
4. Teachers will provide differentiated instruction to ensure all students can access the

curriculum.

5. The resource teacher will document support given to students and the level of support

provided to help the student access grade level content.

6. Complete all required paperwork for ARD meetings and documentation of IEP

implementation.

**Staff Devel**·Who: Special Education Teachers and Support Personnel

What:
- Ongoing professional development on writing quality IEPs, tracking progress, and differentiated instruction.

When: Quarterly on Campus

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| **K E Y   A C T I O N   T H R** | **Key Action 3**<br><br>**Foster a positive and inclusive campus culture that holds students and staff to high expectations.** |
| | **Indicators of Success**<br><br>● On the climate survey conducted in December 2024, at least 80% teachers will agree or strongly agree that the campus has a positive culture and environment. By May 2025, the rate will increase to 95%.<br>● On the student survey conducted in December 2024, at least 65% of students feel their peers follow the rules and show respect to each other. By May 2025, the rate will increase to 80%. |

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| **E**<br>**E** | **Specific Actions – School Leaders**<br><br>1. Develop and train staff on the campus multi-tiered system of support (MTSS) and PBIS (Positive Behavioral Interventions and Supports) as an initiative-taking way to support student behaviors.<br><br>2. Establish campus committees tailored to the specific needs and interests of our students and community.<br><br>3. Regularly monitor the level of collaboration and knowledge sharing within PLCs by reviewing meeting  attendance records, observing discussions, and assessing the implementation of shared best practices.  Provide feedback and support to teachers as needed to promote continuous improvement. |
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| | **Specific Actions – Staff**<br><br>1. Implement the MTSS and PBIS with fidelity and ask for support when needed.<br>2. Volunteer to lead or participate in committees related to areas of personal interest or expertise. Offer to  take on leadership roles, such as committee chair or coordinator, to help facilitate the establishment and  operation of committees.<br>3. Actively engage in PLC meetings by contributing to discussions, sharing insights, and exchanging ideas  with colleagues. Demonstrate a commitment to collaboration and knowledge sharing. |

Who: All staff.

What: Campus PBIS/MTSS Training

When: Beginning of year during campus onboarding and regular updates during monthly faculty meetings.