

# **2024-2025 Action Plan**

**Sanchez Elementary School**

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September 20, 2024

# School Action Plan – Needs Assessment

## District philosophy and guiding framework:

Core Beliefs	Vision	Theory of Action
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### Needs related to student achievement data

- DIBELS - 21% of Kinder and First-grade students are at or above grade level according to DIBELS/mCLASS MOY results
- DIBELS Lectura - 66% of Kinder and First-grade students are at or above grade level according to DIBELS/mCLASS MOY results
- NWEA Reading -47% of 2nd-5th met their NWEA Reading (English) goals of achieving 0.6 year growth by MOY
- NWEA Reading -49% of 2nd-5th met their NWEA Reading (Spanish) goals of achieving 0.6 year growth by MOY
- STAAR Reading: 32% of students at Meet Grade Level
- STAAR Math: 38% of students at Meet Grade Level
- NWEA Math -56% of K-5th met their NWEA Math (English) goals of achieving 0.6 year growth by MOY
- SPED (Audit report card) - Quality of IEPs: Include information from a variety of data sources, 20%
- SPED (Audit report card) - Quality of IEPs: Evidence of accommodations documented in Power school, 40%

### Needs related to improving the quality of instruction (Spots/IRT/T-TESS)

- **Independent Review Team Results:**
  - IRT 1-Average of 9.50
  - IRT 2- Average of 5.00
  - IRT 3-Average of 11.00
  - IRT 4-Average of 11.50
- Based on IRT 3:
  - 1 out of 6 classrooms used data from the aggressive monitoring tracker to adjust their instruction
  - 1 out of 6 classrooms used effective, clarifying questions to probe students
  - 4 out of 6 teachers missed an opportunity to address misconceptions
- Based on IRT Data:
  - The average of Domain II (Instruction) is 4.20 points (IRT #1).
  - The average of Domain II (Instruction) is 1.75 points (IRT #2).
  - The average of Domain II (Instruction) is 4.83 points (IRT #3).
- Improve reading instruction focusing on phonics, fluency, and comprehension in Kinder and 1st grade
- Improve structure of lesson planning and internalization with embedded effective MRS
- Improve PLC structure to include effective instructional practices
- Close the learning gaps for students in special populations (EBs, Sped. Education, Dyslexia, and 504)
- Enrichment to help high achieving students show growth in NWEA MAP Assessments

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

- LSAE/Team Center Transitions
- Demo Day structure
- PLC Planning Structure and lesson internalization
- Grade Level Team Planning Structure
- School Systems
  - Hallway Transitions
  - Tracking system to implement before school and afterschool
  - Intervention instruction system based on DOL data
- Campus PDs where teachers have opportunities to share their best instructional practices
- Effective communication system with stakeholders

### KEY ACTION ONE

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

**Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.**

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

- By January of 2025, 45% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.
- By May 2025, 60% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & 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?)*

- Conduct quality SPOT observations in a timely manner (minimum of 6 per week in recorded in the system)
- Conduct on-the-spot coaching daily for each teacher with immediate feedback using the HQI Card
- Adjust the HQI Card after each IRT visit and coach teachers on new adjustments
- Administrators model for each other on effective practices
- Administrators calibrate on a weekly basis with EDF
- Create documentation for all calibrations
- Practice and inspect daily classroom procedures and instructional expectations

- Create checklist for daily classroom inspections
- Embed data on HQI Card (ex: 5 out 10 points possible)
- Continues HQI Card for continuous and adaptive coaching
- Instructional rounds at NES exemplar campuses in the district
- Create schedule to observe Demo Day lessons live in the classrooms

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

- Participate in PLCs focused on alignment, scaffolds, and sheltered instruction strategies
- Attend all district and campus PD
- Actively participate in Demo Days
- Internalize lesson slides and activities by following Sanchez' Lesson Planning Protocol
- Implement Spot Observation feedback the following class/day
- Analyze student data in a timely manner to plan for reteaching or intervention instruction

	<b>Key Action One:</b>		
<b>STAFF DEV.</b>	Who:		
	What:		
	When:		
	Where:		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources:		

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

**The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.**

Improve support of SPED department to classroom teachers to identify and focus on the instructional needs of their SPED students based on their IEP's and grade level standards to have a greater impact on student achievement and mastery of grade level objectives and in summative and formative assessments.

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

- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
- 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.

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

- Schedule, review, monitor at least 25% of all campus IEPs quarterly with the rubric and checklist (October, December, February, April)
- Create a checklist for ARD Campus Administrator to complete during ARDs to ensure quality IEPs.
- Assess all IEPs of returning students during the summer of 2024 and conduct ARD meetings to bring them to proficiency
- Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation
- Train SPED chair on quality IEPs that align to the child's level of academic achievement and functional performance
- Schedule Teacher Assistants and Teacher Apprentice to attend all scheduled PLCs for 2024-2025
- Follow the professional development schedule provided by the district for all SPED Teacher Assistants and SPED Teacher Apprentice
- Monitor special education outcomes, root causes, and next steps for support
- School leaders will conduct bi-weekly check-ins with the campus Sp.Ed. chair to discuss observations and feedback taking place as it relates to students receiving Special Education services.
- Create a Special Education organizational chart that clearly defines the day-to-day roles,

responsibilities, and schedules of all members that support the special education team

- Strategically assign homerooms to students receiving special education services to promote a more efficient model of delivering in-class support, resource, and dyslexia services
- Create a monthly parent newsletter from special education department
- Create an instructional checklist for each special education program (ECSE, SLL, resource, and dyslexia)
- Conduct a SPED training for teachers as needed on campus professional development day
- Review and improve campus systems aimed to track and document the implementation of a student's accommodations and supplemental aids used in the classroom

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

- General education teachers attend a monthly PLC with the caseload manager to ensure IEPs are being strictly met, including any and all accommodations and modifications needed with curriculum, assessments, and/or daily assignments
- Know their students with IEPs and effectively and consistently implement the IEP daily as required by law
- Complete all required paperwork for ARD meetings and documentation of IEP implementation in a timely manner
- Attend ARD meetings as requested
- Conduct a minimum of two teacher-parent conferences (fall/spring) to discuss student progress and student expectations.
- Special Education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study every 2 weeks
- Case managers will develop a system for collecting and analyzing IEP goal data on a monthly basis

	<b>Key Action Two:</b>		
<b>STAFF DEV.</b>	Who:		
	What:		
	When:		
	Where:		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources:		



**Key Action** *(Briefly state the specific goal or objective.)***Improve Student's Reading, Math, and Writing Proficiency Across Grade Levels****Indicators of success** *(Measurable results that describe success.)*

- By June 2025, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading and Math.
- Reading STAAR: In the 2024-2025 school year, the percentage of students achieving Meets grade level in STAAR will increase 5% points in both Reading and Math.
- By June 2024-2025 the percentage of students scoring 6 points or higher in constructive responses in Reading STAAR 2025 will increase from 5 % to 25%.
- By May 2025, 90% of students in grades K-4 will complete at least 90 grade level Zearn lessons and 90% of students in grade 5 will complete at least 60 grade level Zearn lessons.

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

- Provide daily on the spot coaching once per day
- Provide specific Spot Observation feedback with actionable steps for each teacher
- Create Zearn/Amira block expectations for all students
- Create a Zearn/Amira notebook for each student
- Create a Zearn/Amira classroom tracker
- Create a Zearn/Amira campus incentive program to begin first week of school
- Create before and after school plan for IXL\*, Zearn, and Amira program
- Provide RACE Strategy PD for all content teachers
- Promote student writing by awarding a Writer of the Month starting in September

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

- Plan a daily SCR in all core content from September through April and use the RACE strategy
- Provide feedback on SCR at least once a week
- Use the rubric provided by TEA to assess student SCR's and ECR's
- Implement the consistent use of a response card for students thinking to be recorded and reviewed
- Assign appropriate Zearn lesson activities

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|--|--|
|  | <ul style="list-style-type: none"><li>• Track student data (DOL, FA) using the Google Teacher Tracker</li><li>• Track student data by homerooms on classroom data wall</li><li>• Set individual student goals by conducting goal-setting meetings for BOY and MOY</li><li>• Monitor Zearn/Amira lesson usage on a weekly basis</li></ul> |
|--|--|

	<b>Key Action Three: Improve Student's Reading, Math, and Writing Proficiency Across Grade Levels</b>		
<b>STAFF DEV.</b>	Who:		
	What:		
	When:		
	Where:		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources	Countdown to STAAR, STAAR Master, IXL	\$20,000
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources: Title I		

**Key Action** *(Briefly state the specific goal or objective.)***Campus improves English proficiency for Emergent Bilingual students****Indicators of success** *(Measurable results that describe success.)*

- NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
- By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.
- 40% of Emergent Bilingual students in K-1st will demonstrate at least one year's growth in DIBELS by May 2025.

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

- School leaders attend sheltered instruction training
- Train teachers on the implementation of Summit K-12 (pre-assessments for Personalized Learning Plan - PLP)
- Train teachers on PLA (Person, Location, Action) strategy to practice on Summit K-12 and use it on TELPAS.
- Improve Content Language Instruction practices on campus with designated Sheltered Instruction
- Train/Support Dual Language (Kinder - 3rd Grade) and Early Exit (4th and 5th Grade) Program as measured by TEA's Program Implementation Rubrics through the Multilingual Department PD - compliance training

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

- Ensure that lesson slides have scaffolds (word parts, cognates, visual support, sentence stems, word banks) as needed for any Emergent Bilingual student
- Attend sheltered instruction professional development by campus or district
- Monitor and track Summit K-12 completion
- Set TELPAS goals for each Emergent Bilingual student
- Analyze Emergent Bilingual data along with content area data quarterly with LPAC administrator
- Review designated supports for Emergent Bilinguals
- Ensure "at bats" are implemented in slide deck for authentic engagement with content

- Use research-based engagement strategies in all content areas, such as white board and think-pair-share to ensure full knowledge of content
- Make in the moment adjustments, as needed, based on data gathered from student engagement strategies
- Participate in LPAC committee meetings BOY, MOY, and EOY
- Complete Linguist Accommodation Forms for each Emergent Bilingual student for BOY, MOY, and EOY

	<b>Key Action Four:</b>		
<b>STAFF DEV.</b>	Who:		
	What:		
	When:		
	Where:		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources:		

**Key Action** *(Briefly state the specific goal or objective.)***Successfully implement the LSAE model- in core instruction****Indicators of success** *(Measurable results that describe success.)*

- By the end of January 2025, 100% of eligible core teachers will transition students to LSAE no later than the 45-50 minute mark of the instructional period. (Spot Observation-Supporting Practices)
- 100% of core teachers will conduct lessons that reflect L's and S1's receiving more direct instruction/extension of the lesson (Spot Observation-Supporting Practices)
- By the end of January 2025, the campus will consistently score 20/22 on the NES System Check as observed by Monthly campus/district walks.

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

- Track Transition times from DOL to LSAE (brief with little to no loss of learning time)
- Ensure teachers score and track DOLs on DOL clipboard
- Identify digital timer or time stamps on lesson slides to ensure appropriate pacing of the lesson
- Create Learning Coaches and Teacher Apprentice expectations for in class-support and team centers
- Embed attending PLCs expectations and Demo Days for all Learning Coaches and Teacher Apprentices
- Delegate team center responsibilities such as:
  - TeamCenter structure & organization
  - Team Center schedule updates
  - Team Center materials/supplies
- Create a daily checklist for Learning Coaches and Teacher Apprentices to complete before they leave to be ready for the next day
- Ensure Learning Coaches and Teacher Apprentices attend PLCs, grade level meetings, Demo Days, campus & district professional development

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

- Attend training for LSAE
- Attend training on spot observation form

- Implement daily coaching in the moment feedback and written feedback from spot observations
- Learning Coaches and Teacher Apprentices attend PLCs, grade level meetings, Demo Days, campus & district professional development
- Ensure slides are time stamped and/or timer is being used to pace lesson
- Practice lesson ahead of going live to ensure proper pacing
- Prepare materials ahead of time to ensure effective and efficient transitions
- Score and track Demonstration of Learning within the allotted time
- Track time/schedules according to master schedule
- Prepare materials for following day



	<b>Key Action Five:</b>		
<b>STAFF DEV.</b>	Who:		
	What:		
	When:		
	Where:		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	Funding sources:		