

# **2024-2025 Action Plan**



**Davila Elementary School**

**Avisay Cerda**

# 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

- NWEA Reading - 61% of 2nd-5th met their NWEA Reading goals of achieving 0.6 year growth by MOY
- DIBELS - 72% of Kinder and first-grade students are at or above grade level according to DIBELS/mCLASS results.
- STAAR Reading (English) - 61% scored Meets in the STAAR Reading test
- STAAR Reading (Spanish) - 24% of 3rd-grade students scored Meets in the STAAR Reading Spanish version of the test.
- STAAR Science - 21% of students scored Meets in the STAAR Science for both the English and Spanish versions of the test.
- IRT average score 11.6

## Needs related to improving the quality of instruction

- Based on spot observations and 60-minute observation:
  - 11 out of 19 teachers implement MRSs effectively to ensure 100% participation and check for understanding
  - 11 out of 19 teachers adjust and scaffold instruction effectively during direct instruction
- Improve reading instruction focusing on phonics, fluency, and comprehension in K-2 English
- Improve structure of lesson planning and internalization with embedded effective MRSs (pacing calendar that dedicates times to readiness standards and common assessment to assess the effectiveness of instructional strategies)
- Improve team planning structure and PLC structure
- Improve campus PDs where teachers have opportunities to share their best 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)

- Power Hour Model and Implementation (close gaps for low achievers and enrichment for high achievers).
  - Implementation of IXL digital resources to support MAP growth
- Team planning structure and PLC structure (data protocols, lesson internalization, at bats)
- Data Tracking system to implement small group and intervention instruction based on DOL and FA data
- Campus PDs focused on HQI where teachers have opportunities to share their best instructional practices
- Effective communication system campus-wide

## **Key Action: 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, 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.
- By May 2025, 80% of Core teachers will score 8/10 or higher in Domain II (Engage & Deliver and Monitor & Adjust) 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 including on-the-spot coaching and timely feedback for ALL teachers
- Implement and monitor a coaching plan for teachers based on the feedback received after each IRT visit (4 times per year)
  - Implement and monitor the use of weekly coaching HQI cards
- Modeling observation of peers with effective practices. Practice and inspect daily classroom procedures and instructional expectations
- Engage teachers in PLC aligned with student data and identify areas of support by individual and content area.
- Tier teachers based on spot observation scores and create a system of support for continuous professional growth
- Modeling lesson internalization during PLCs and planning sessions

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

- Engage in feedback and discussions during PLCs and other collaborative meetings with colleagues and other school/district personnel regarding best practices, student data, and other instructional support/resources.
- Consistently track and utilize student data to provide interventions that meet the specific needs of students
- Consistently implement feedback from IRT, coaching, and spot observations
- Ask Questions, Ask for Support, Be open to new learning ideas, Support the efforts of others, Be honest about what you don't know
- Follow through with all next steps as directed by the administrator/appraiser
- Actively participate in campus PD focused on HQI and lesson internalization

	<b>Key Action One: Grow teacher's capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.</b>		
<b>STAFF DEV.</b>	Who: Administrators		
	What: Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.		
	When: Every Day		
	Where: In the Classroom, PLCs, PDs, Faculty meetings		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	August 1-9, 2024 September 3, 2024 October 3, 2024 November 8, 2024 January 6, 2025 February 14, 2025 May 2, 2025 PLC days Every Friday Coaching in the spot	\$10,000
	Materials/resources	Spot observation data Coaching sections Observing Tier 1 teachers PLC's Planning sessions coaches PDs Spot Observation Rubric	
	Purchased services	Summit K-12 (PD)	\$2,000
	Other	Teacher Made Winter Conference Region 4	\$820 \$600 \$1,000
	Other		
	<b>TOTAL</b>		<b>\$14,420</b>
	Funding sources: 1991010001		

**Key Action:**

**Reduce the achievement gap in Math and Reading among students receiving Special Education services.**

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

- 65% of students in grades 2 through 5 who receive special education services will meet their expected Winter growth (RIT score) on NWEA MAP in Reading by January 2025; that percentage will increase 5 percentage points by May 2025.
- 60% of students in grades K through 5 who receive special education services will meet their expected Winter growth (RIT score) on NWEA MAP in Math by January 2025; that percentage will increase 5 percentage points by May 2025.
- 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).

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

- Schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist
- 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
- Develop a calendar of specific dates for progress monitoring for the Fall and Spring Semester. Collaborate with teachers during PLC to discuss data and interventions for individual special education students.
- Review and improve campus systems aimed to track and document the implementation of a student's accommodations and supplemental aids used in the classroom
- Create structured special education ECSE, SLL, and Dyslexia, Resource classrooms in the summer of 2024
- Schedule Teacher Assistants and Teacher Apprentice to attend all scheduled PLCs for 2024-2025
- Create a professional development schedule for all SPED Teacher Assistants and SPED Teacher Apprentice

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

- Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP

	<ul style="list-style-type: none"> <li>Attend PLC every 6 weeks with the caseload manager to ensure IEPs are being strictly met, including any accommodations and modifications needed with curriculum, assessments, and/or daily assignments</li> <li>Know their students' IEP and effectively and consistently implement the IEP daily as required by law</li> <li>Complete all required paperwork for ARD meetings and documentation of IEP implementation promptly</li> <li>Attend ARD meetings as requested</li> </ul>
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	<b>Key Action Two: Reduce the achievement gap in Math and Reading among students receiving Special Education services.</b>		
<b>STAFF DEV.</b>	Who: Classroom teachers and Resource teachers		
	What: Reduce the achievement gap in Math and Reading among students receiving Special Education services.		
	When: PD days and PLC's		
	Where: Davila ES		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	August 1-9, 2024 September 3, 2024 October 3, 2024 November 8, 2024 January 6, 2025 February 14, 2025 May 2, 2025 PLC days Every Friday Coaching in the spot	
	Materials/resources	IEP implementation training and tracking Accommodations implementation and input in PowerSchool Student Data Binders Supplemental Aids Folders Special Ed. Chairperson Progress monitoring	
	Purchased services	IXL- Reading, Math, Science Baker & Petsche Starfall	\$5,000 \$2,700 \$1,000
	Other	Tutorials Power Hour	\$2,000

	Other	Interventionists	\$3,000
		Manipulatives and sensory items	\$5,000
		Dyslexia Supplies	\$500
		Supplies	\$40,000
	TOTAL		\$59,200
	Funding sources: 1991010001, 2110000000, 19991010003, 1991010002		

**Key Action:****Improve Student's Reading and Writing Proficiency Across Grade Levels****Indicators of success** *(Measurable results that describe success.)*

- 65% of students in grades 2nd - 5th will meet their expected Winter growth (RIT score) based on NWEA MAP's prediction in reading by January 2025. 70% of students in grades 2nd - 5th will meet their expected Spring growth (RIT score) on NWEA MAP in reading by May 2025.
- By Spring 2025 STAAR Administration, the percentage of students performing at Reading meets or higher will increase 5 percentage points from the Spring 2024 administration.
- 70% of students in grades 3rd - 5th will score at least 2 in SCR answers during the RLA Benchmark in January 2025.
- 35% of students in grades 3rd - 5th will achieve a score of 6 or more in ECR answers on the 2025 reading STAAR (from 22% in 2024) .

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

- Create and monitor and campus wide writing plan
  - Train teachers in writing across the curriculum with Short Constructed Responses in all core content areas
- Coach K-2 teachers to provide phonic instruction systematically and explicitly
- Design an elementary master schedule to embed interventions to target students' needs during classroom instruction such as Power Hour
- Provide specific expectations/structures for Intervention times/blocks and accountability
- Strengthen the ELA curriculum to better support time and experience with reading and writing, especially in social studies and science contents
- Provide ongoing refresher for reading and writing progress each month during PD
- Create a data room wall where teachers will update student NWEA MAP and DIBELS data during PLC to analyze and monitor student progress
- Provide training implementing and monitoring online programs such as IXL, Summit K-12, and Reading A-Z and using data from these programs to create differentiated instruction
- The school leaders will provide opportunities for teachers to observe distinguished literacy teachers within the campus/district. Leaders will debrief with teachers to reflect on the best observed instructional practices and strategies that can be implemented within our campus
- Collect and rate writing samples every two weeks using TEA's STAAR writing rubric.

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

- Create pacing calendars that dedicate more time for the more challenging units with common assessments
- Internalize and plan lessons with embedded MRSs to improve students' thinking and writing skills
- Plan a daily SCR in all core content from September through April
- Provide feedback on SCR at least once a week
- Ensure at least one ECR a month is implemented in ELA and related to either social studies or science grade-level content
- 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
- Group students by their needs for intervention groups during Power Hour
- Monitor students' progress and usage of online programs such as IXL, Summit K-12, and Reading A-Z.

	<b>Key Action Three: Improve Student's Reading and Writing Proficiency Across Grade Levels</b>		
<b>STAFF DEV.</b>	Who: Administrators and teachers		
	What: Improve Student's Reading and Writing Proficiency Across Grade Levels		
	When: Daily		
	Where: In class and pull out intervention		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	August 1-9, 2024 September 3, 2024 October 3, 2024 November 8, 2024 January 6, 2025 February 14, 2025 May 2, 2025 PLC days Every Friday Coaching in the spot	
	Materials/resources	Reading by Design HMH STEM Scope Math Interventionists (Math/Reading/bilingual) R.A.C.E strategies	
	Purchased services	IXL-Reading StarFall Summit K-12 (RLA Mastery)	\$10,000 \$400 \$3,000
	Other	Tutorials Power Hour	\$40,000
	Other	Interventionist	130,000
	<b>TOTAL</b>		\$183,400
	Funding sources: 1991010001, 2110000000, 19991010003, 1991010002		

**Key Action:**

**Improving Reading academic achievement and instruction for Emergent Bilingual students**

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

- NWEA MAP: By May 2025, 60% of Emergent Bilingual students in 3rd through 5th will meet their expected Spring growth (RIT score) on Reading English NWEA.
- 75% of Emergent Bilingual students in K-1st will demonstrate at least one year's growth in DIBELS by May 2025.
- 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.

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

- Train teachers in “at bats” focused on Shelter Instruction practices to ensure students are getting the practice needed to develop the necessary skills to perform at meets and masters on any assessment
- Design an elementary schedule to support additional intervention for EB students during class instruction
- Strengthen ELA curriculum to better support time and experience by applying a skill to a story problem
- Train teachers on the implementation of Summit K-12 (pre-assessments for PLP), and implement a system that will hold teachers and students accountable for
- Implement a literacy-based approach to help develop a high level of independent speaking, reading, and writing skills

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

- If using the required curriculum, consistently ensure all student-facing materials are adjusted, before the first instruction, to fully and directly align with students' needs
- Ensure “at bats” are implemented in the slide deck for authentic engagement with content
- Use research-based engagement strategies in math, such as whiteboard and think-pair-share to ensure full knowledge of the content
- Provide visuals and other scaffolding techniques as part of the regular instruction
- Make in the moment adjustments, as needed, based on data gathered from student engagement

strategies

- Utilize a DOL data tracker to ensure mastery of content and to group students and plan small-group instruction and interventions
- Discuss and create visual anchor charts to set expectations for different multiple response strategies (example: how does partner talk look like and sound like)
- Plan lessons collaboratively to include multiple response strategies used in small group instruction time.

	<b>Key Action Four: Strengthening the academic achievement of all EB students in reading &amp; math</b>		
<b>STAFF DEV.</b>	Who: Administrators and teachers		
	What: <b>Strengthening the academic achievement of all EB students in reading and math</b>		
	When: Daily		
	Where: In class and pull out intervention		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	August 1-9, 2024 September 3, 2024 October 3, 2024 November 8, 2024 January 6, 2025 February 14, 2025 May 2, 2025 PLC days Every Friday Coaching in the spot	
	Materials/resources	Reading by Design STEM Scope Math HMH Interventionists	
	Purchased services	Summit K-12 (RLA Mastery) Reading Materials	\$3,000 \$10,000
	Other	Tutorials Power Hour	\$3,000
	Other	Interventionists	\$40,000
	<b>TOTAL</b>		\$56,000
	Funding sources:		

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

### **Improving Magnet program by ensuring STEM integration and increasing students recruitment and achievement**

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

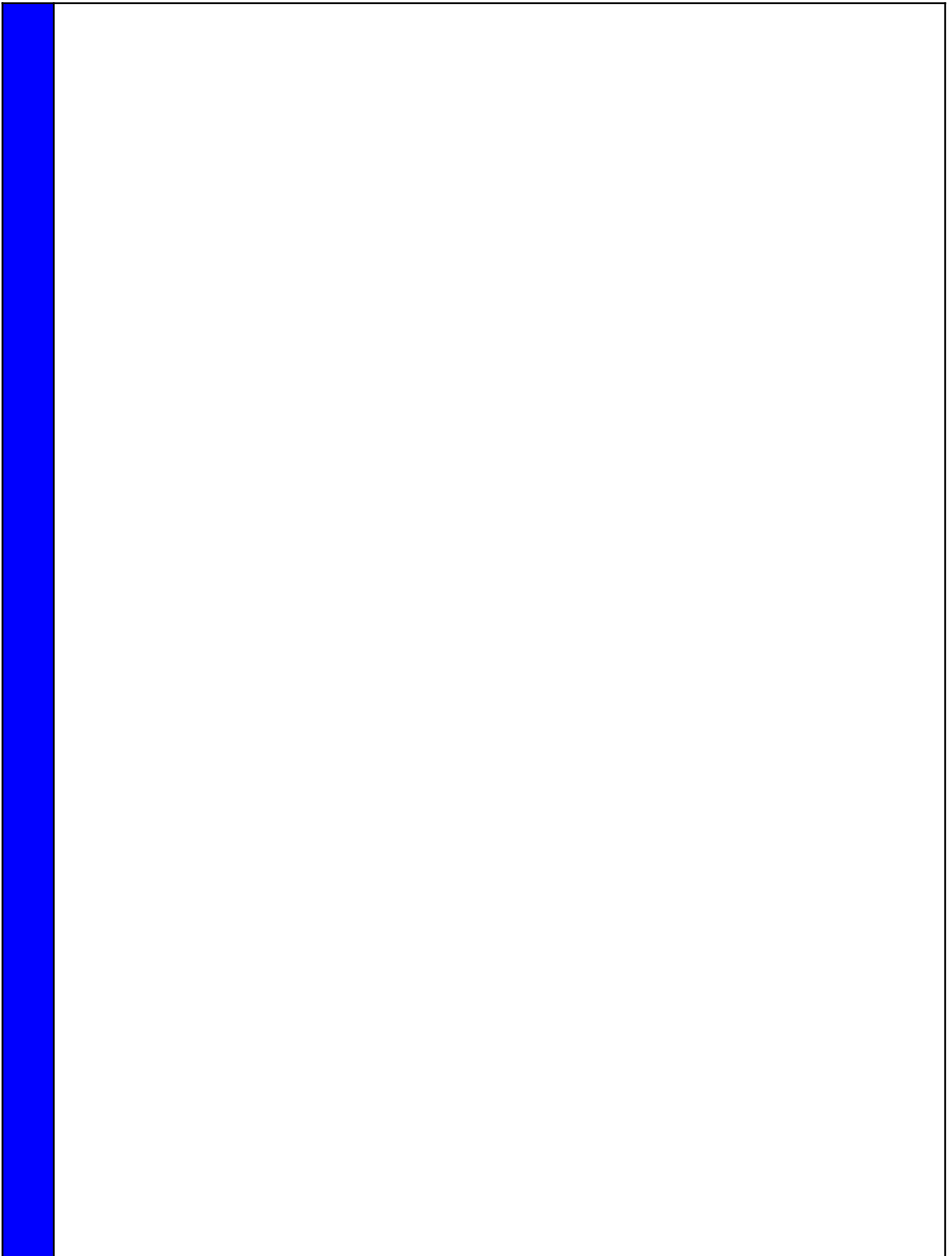
- Number of magnet students recruited will increase to 3.5% by October 30, 2024.
- 100% of teachers will be trained and will utilize the STEM room resources by October 30, 2024.
- Students will create grade level projects every six weeks and will present during their assigned week

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

- Stem Magnet Leader will meet with parents and recruit students in the community to join STEM Magnet program
- Facilitate teachers to create a pacing calendar for STEM projects
- Train and communicate to 5th grade teachers and staff the expectations of student STEM portfolios
- Provide PDs and other trainings
- Provide STEM resources and materials for teacher
- Meet with the STEM department for guidance and support
- Create a timeline for each grade level to create and present STEM projects
- Highlight one STEM career each week during announcement and enrichment activities
- Organize STEM Night to invite community members with STEM career to present
- Organize STEM clubs such as Robotic Club, Math Club, and/or Lego Club

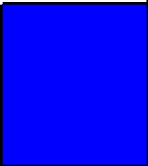
#### **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will create a pacing calendar for STEM projects
- Collaborate with grade level team and supporting staff to provide background knowledge and guidance for students to complete STEM projects
- Highlight one STEM career each week during announcement and enrichment activities
- Recruit family members or friends with STEM careers to participate in STEM Night
- Integrate STEM careers (real-world examples) in each lesson unit to expose students to different STEM careers



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	<b>Key Action Five: Improving Magnet program by ensuring STEM integration and increasing students recruitment</b>		
<b>STAFF DEV.</b>	Who: Magnet Coordinator, Counselor, Administrators, and teachers		
	What: <b>Improving Magnet program by ensuring STEM integration and increasing students recruitment</b>		
	When: Throughout the year		
	Where: District Magnet Events, community events, school events, approved field trip locations		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	August 1-9, 2024 September 3, 2024 October 3, 2024 November 8, 2024 January 6, 2025 February 14, 2025 May 2, 2025 PLC days Every Friday Coaching in the spot	
	Materials/resources	Reading by Design STEM Scope Math HMH Interventionists	
	Purchased services	IXL (Science) Summit K-12 (Science) Baker & Petsche	\$6,300 \$4,000 \$1,785
	Other	School Choice Fairs	\$2,000
	Other	Children Museum Nights Field Trips Promotional Items Supplies Name that Book Spelling Bee After School Program	\$5,700 \$10,000 \$10,000 \$10,000 \$1,000 \$200 \$30,000
	<b>TOTAL</b>		<b>\$80,935</b>



Funding sources: 1991020003, 1991010001, 2110000000, 19991010003