

DeAnda Elementary
School Action Plan
2024-2025



Eileen Puente
Principal

Needs Assessment:

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to improving the quality of instruction:

- Improve the quality of instruction in reading.
- Improve the quality of instruction in math and science.
- Close the learning gaps for students in Special Education.
- Close the learning gaps for Emergent Bilingual students.
- Maximize the PLC model and structure to strengthen the lesson internalization and demonstration of lesson delivery effectively to improve student outcomes.

Needs related to student achievement data (2021-2024):

- 3rd-5th grade students scored 76%, 83%, 82%, 82% approaches, 45%, 56%, 56%, 55% meets, and 27%, 28%, 26%, 29% masters on STAAR Reading.
 - ECR and SCR data demonstrates a need for improvement
 - In both 2023 and 2024, about 40% of students scored 0-2 on ECRs (41% in 2023 and 38% in 2024).
 - In 5th grade English, the percentage of students who scored 0-2 increased from 33% in 2023 to 49% in 2024.
- 3rd-5th grade students scored 72%, 80%, 81%, 83% approaches, 41%, 47%, 61%, 57% meets, and 24%, 21%, 31%, 27% masters on STAAR Math.
- 3rd-5th grade students scored 69%, 70%, 61%, 47% approaches, 19% meets, and 6% masters on STAAR Science. NWEA data currently has a one year trend.
- K-5th grade students met the 1.4 growth at the 42nd percentile on the EOY NWEA reading assessment.
- 2nd-5th grade students met the 1.4 growth at the 31st percentile on the EOY NWEA Math assessment.
- 2nd-5th grade students met the 1.4 growth at the 43rd percentile on the EOY NWEA Science assessment.
- 1st-5th grade students made 1 year of growth on TELPAS Composite at the 33rd percentile and has maintained that growth through the years not meeting the newly set standards for TELPAS of 49% and setting the standard of 51% will maintain the growth of EBs.
- In 2024, 59% of students receiving special education services scored at the approaches level, 31% scored meets, and 13% scored masters.

System evaluation (Philosophy, processes, implementation, capacity):

- PLC systems and structure through high performance culture.
- Build leadership density of all leaders through systems creation.

Key Actions:

Key Action #1: Improve the quality of instruction in reading and language arts

Key Action #2: Improve the quality of instruction in math and science

Key Action #3: The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool

Key Action #4: Campus improves English proficiency for Emergent Bilingual students

School Action Plan Template

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

Improve the quality of instruction in reading and language arts.

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

- By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 62% at EOY 2023-2024 to 75% in kindergarten and from 79% at EOY 2023-2024 to 90% in first grade.
 - By January 2025, the percentage of students who perform at/above benchmark on the MOY DIBELS assessment will improve to 50% in kindergarten and from 60% in first grade.
- By April 2025, 85% of ELA Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
 - By January, 80% of ELA Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
- By May 2025, 70% of students in the 2nd - 5th grade will consistently achieve 3/5 or above on a weekly response to writing based on the STAAR Rubric.
 - By October 2024, 50% of 2nd - 5th graders will score a 3/5 or above

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

- Leaders will provide ongoing Professional Development of Spot Observation expectations and maximizing the components of the reading and language arts block.
- Leaders will facilitate effective PLCs and PD sessions that focus on the customization and internalization of reading and language arts components that merge authentic literacy practices with district resources and include opportunities for rehearsals and feedback.
- Leaders will conduct frequent spot observations as an appraisal team to calibrate and analyze data to identify trends and plan Professional Development in response to data.
- Leaders will provide on-the-job coaching regularly to reading teachers and written feedback at least once a month for every teacher using the district-provided spot observation form.
- Leaders will provide and facilitate professional development utilizing key resources.
- Leaders will facilitate sessions in which teachers analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans; plans will be monitored for effective implementation.
- Leaders will provide training on the RACE strategy for teachers to implement in all content areas.

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

- Teachers will participate in ongoing Professional Development of Spot Observation expectations and maximizing the reading and language arts block.
- Teachers will participate in effective PLCs and PD sessions that focus on the customization and internalization of reading and language arts components that merge authentic literacy practices with district resources and include opportunities for rehearsals and feedback.
- Teachers will reflect on instructional feedback, on-the-spot coaching and improve the delivery of instruction as appropriate.
- PK-2nd grade teachers will utilize key resources.
- Teachers will utilize a progress monitoring plan to include DOLs and unit assessments.
- Teachers will analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans.
- Teachers will utilize RACE strategy with students in each content area for at least one extended constructed response per week, bringing writing samples to PLC for

discussion and action planning.

Key Action One: Improve the quality of instruction in reading

Who:

- Teachers and instructional leaders

What:

Pre-Service

- Leaders will provide Professional Development of Spot Observation expectations and maximizing the components of the reading and language arts block.
- Leaders will facilitate effective PD sessions that focus on the customization and internalization of reading and language arts components that merge authentic literacy practices with district resources.
- Leaders will provide and facilitate professional development utilizing key resources.

PLCs

- Leaders will provide ongoing Professional Development of Spot Observation expectations and maximizing the components of the reading and language arts block.
- Leaders will facilitate effective PLCs that focus on the customization and internalization of reading and language arts components that merge authentic literacy practices with district resources and include opportunities for rehearsals and feedback.
- Leaders will facilitate effective Professional Development in response to trends in teachers' Spot Observation data.
- Leaders will facilitate sessions in which teachers analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans; plans will be monitored for effective implementation.
- Leaders will provide training on the RACE strategy for teachers to implement in all content areas. Teachers will bring writing samples in which students have utilized the strategy and use samples to action plan next steps.

Staff Professional Development Days

- Teachers will collaborate in vertical alignment sessions with an outcome of aligning best practices and minimizing learning gaps.
- Teachers will create and implement effective workstations aligned to reading strands

(fluency, comprehension, vocabulary).

- Teachers will analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans.

When:

Pre-Service: August 1-9, 2024

PLCs: Weekly on Tuesdays/Wednesdays

Staff Professional Development: September 3, October 3, November 8, January 6, February 14, May 2, June 5

Where:

- DeAnda cafeteria
- DeAnda library
- PLC room
- Classrooms

B

Proposed item

Description

Amount

U

Staff development

D

Materials/resources

PD Resources (General Supplies)

\$1,600

G

Purchased services

Waggle ELA (K-5)

\$11,200

E

Other

Half-time Hourly Teacher for reading intervention

\$36,000

T

Other

TOTAL \$48,800

Funding sources: We will use general funds for the teacher and PD supplies and Title 1 funds for Waggle.

KEY	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Improve the quality of instruction in math and science.</p>
ACTIVITY	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● By April 2025, 85% of Math/Science Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. <ul style="list-style-type: none"> ○ By January, 80% of Math/Science Teachers will score 6/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations. ● By May 2025, 95% of 3rd-5th grade students will complete 100 Zearn digital lessons. <ul style="list-style-type: none"> ○ By December 2024, 95% of 3rd-5th grade students will complete 60 Zearn digital lessons. <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● Leaders will provide ongoing Professional Development of Spot Observation expectations and maximizing the components of the math and science instructional blocks. ● Leaders will facilitate effective PLCs and PD sessions that focus on the customization and internalization of math and science components, including Eureka math, that include opportunities for rehearsals and feedback. ● Leaders will conduct frequent spot observations as an appraisal team to calibrate and analyze data to identify trends and plan Professional Development in response to data. ● Leaders will provide on-the-job coaching regularly to math and science teachers and written feedback at least once a month for every teacher using the district-provided spot observation form. ● Leaders will facilitate sessions in which teachers analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans; plans will be monitored for effective implementation.

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

- Teachers will participate in ongoing Professional Development of Spot Observation expectations and maximizing the math and science blocks.
- Teachers will participate in effective PLCs and PD sessions that focus on the customization and internalization of math and science components, including Eureka math, that include opportunities for rehearsals and feedback.
- Teachers will reflect on instructional feedback, on-the-spot coaching and improve the delivery of instruction as appropriate.
- Teachers will utilize a progress monitoring plan to include DOLs and unit assessments.
- Teachers will analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans.

Key Action Two: Improve the quality of instruction in math and science.

Who: Ms. Moore (Teacher Specialist), Teacher Leaders, Leadership Team

What:

Pre-Service

- Leaders will provide Professional Development of Spot Observation expectations and maximizing the components of the math and science blocks.
- Leaders will facilitate effective PD sessions that focus on the customization and internalization of math and science components, including Eureka math, that include opportunities for rehearsals and feedback.

PLCs

- Leaders will provide ongoing Professional Development of Spot Observation expectations and maximizing the components of the math and science block.
- Leaders will facilitate effective PLCs that focus on the customization and internalization of math and science components, including Eureka math, that include

opportunities for rehearsals and feedback.

- Leaders will facilitate effective Professional Development in response to trends in teachers' Spot Observation data.
- Leaders will facilitate sessions in which teachers analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans; plans will be monitored for effective implementation.

Staff Professional Development Days

- Teachers will collaborate in vertical alignment sessions with an outcome of aligning best practices and minimizing learning gaps.
- Teachers will analyze their formative assessment data (DOLs, unit assessments, MAP NWEA) and create action plans.

When:

- Pre-Service: August 1-9, 2024
- PLCs: Weekly on Tuesdays/Wednesdays
- Staff Professional Development: September 3, October 3, November 8, January 6, February 14, May 2, June 5

Where:

- DeAnda cafeteria
- DeAnda library
- PLC room
- Classrooms

B U D G E T	Proposed item	Description	Amount
	Staff development		N/A
	Materials/resources	PD Resources (General Supplies)	\$1,200
	Purchased services		N/A
	Other	Half-time Hourly Teacher for math intervention	\$36,000
	Other		N/A
	TOTAL		\$37,200

	Funding sources: We will use general funds for the supplies and interventionist.
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K E Y A C T I O N T H R E E	<p>Key Action <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.</p> <hr/> <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● By EOY 2024 2025 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. <ul style="list-style-type: none"> ○ By MOY audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● 90% of our students receiving Special Education services will show adequate progress towards their IEP goals, as measured by either 3-weeks' progress notes; mCLASS/DIBELS and MAP Growth MOY and EOY assessments; and STAAR performance (for students in grades 3-5). ● By May 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs <ul style="list-style-type: none"> ○ By January 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● Leaders will participate in BOY meetings to ensure that students' IEPs are provided to all service providers, including general education teachers, and that teachers have the opportunity to analyze the IEPs and understand how to apply the accommodations and supports in the classroom. ● Leaders will participate in bi-weekly special education meetings to monitor IEP and ARD compliance, including progress monitoring compliance, as well as student growth and achievement. ● Leaders will regularly monitor the campus ARD calendar for compliance and participation. ● Leaders will conduct routine observations to monitor students' use of designated
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supports, including Special Education students.

- Leaders will provide training to teachers on and monitor documentation of accommodations in HISD Connect Power School.
- Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)
- Ensure special education teachers are utilizing Goalbook to create measurable goals.
- Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.
- Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
- Align teacher and staff schedules to the student's IEP.
- Observe and ask for work samples to document the use of accommodations and/or modifications.
- Utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide.

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

- Teachers will review students' IEPs and understand how to apply the accommodations and supports in the classroom.
- Teachers will implement students' IEPs with fidelity.
- Special education teachers will complete Progress Monitoring every 3 weeks with 100% accuracy.
- Teachers will provide students' designated supports, including Special Education students.
- Teachers will document accommodations in HISD Connect Power School at least once per week.
- Teachers will meet with the Special Education chairperson to review IEP goal progress and make necessary adjustments to instructional techniques.

Key Action Three: The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are

	documented in PowerSchool.		
	Who: Special Education Chairperson, Campus Leadership Team		
	What: Pre-Service <ul style="list-style-type: none"> • Leaders will participate in BOY meetings to ensure that students' IEPs are provided to all service providers, including general education teachers, and that teachers have the opportunity to analyze the IEPs and understand how to apply the accommodations and supports in the classroom. • Leaders will participate in bi-weekly special education meetings to monitor IEP and ARD compliance, including progress monitoring compliance, as well as student growth and achievement. • Leaders will provide training to teachers on and monitor documentation of accommodations in HISD Connect Power School. PLCs <ul style="list-style-type: none"> • Leaders will facilitate Professional Development of best practices for implementation of students' IEPs, accommodations, and modifications. Staff Professional Development Days <ul style="list-style-type: none"> • Leaders will provide ongoing Professional Development of best practices for implementation of students' IEPs, accommodations, and modifications. 		
	When: <ul style="list-style-type: none"> • Pre-Service: August 1-9, 2024 • PLCs: Weekly on Tuesdays/Wednesdays • Staff Professional Development: September 3, October 3, November 8, January 6, February 14, May 2, June 5 		
	Where: <ul style="list-style-type: none"> • DeAnda cafeteria • DeAnda library • PLC room • Classrooms 		
	B	Proposed item	Description
U	Staff development		N/A

D G E T	Materials/resources	PD Resources (General Supplies)	\$1,200
	Purchased services		N/A
	Other	Half-time Special Education teacher	\$36,000
	Other		
	TOTAL		\$37,200
	Funding sources: General funds, bilingual funds, special education funds		

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.)*

- By April 2025, 60% of Dual Language Teachers will score 8/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
 - By January 2025, 60% of Dual Language Teachers will score 5/10 or higher in Engage & Deliver and Monitor & Adjust as evidenced by Spot Observations.
- By May 2025, 100% of English Bilingual students (EBs) will complete 100% of their personalized lesson plan (PLP).
 - By December 2024, 100% EBs will complete 50% of their SummitK12 personalized lesson plan.

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

- Leaders will conduct routine observations to monitor students’ use of designated supports, including Emergent Bilingual students.
- Leaders will facilitate Professional Development on Best Practices for Emergent Bilinguals (CBLI) to include Cross-linguistic Connections, PVR, etc.
- Leaders will facilitate data PLC meetings to analyze the K-12 Summit assessment data at various checkpoints throughout the year and set specific targets for students and action steps to align with campus goals.
- Pull current student’s composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Identify which teachers are serving EBs during which class periods to ensure they are

observing teachers during instruction for EBs by reviewing class rosters.

- Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
- Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
- Establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB students.
- Ensure documentation, timelines, and coding align with federal and state guidelines.
- Review potential emergent bilingual list provided by multilingual department for identifying students who need to test EB identification assessment (PreLAS/LAS links) before district snapshot date

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

- Teachers will provide students' designated supports, including Emergent Bilingual students.
- Teachers will implement effective strategies for Emergent Bilingual students (CBLI) to include Cross-linguistic Connections, PVR, etc.
- Leaders will facilitate data PLC meetings to analyze the K-12 Summit assessment data at various checkpoints throughout the year and set specific targets for students and action steps to align with campus goals.
- Teachers will implement Summit K-12 lessons and monitor students' Summit K-12 usage (at least 45 minutes per week).

	Key Action Four: Campus improves English proficiency for Emergent Bilingual students.		
	Who: Special Education Chairperson, Campus Leadership Team		
	What: Pre-Service <ul style="list-style-type: none"> • Leaders will provide professional development on best practices for dual language instruction. PLCs <ul style="list-style-type: none"> • Leaders will facilitate Professional Development on Best Practices for Emergent Bilinguals (CBLI) to include Cross-linguistic Connections, PVR, etc. • Leaders will facilitate data PLC meetings to analyze the K-12 Summit assessment data at various checkpoints throughout the year and set specific targets for students and action steps to align with campus goals. Staff Professional Development Days <ul style="list-style-type: none"> • Leaders will provide ongoing Professional Development on Best Practices for Emergent Bilinguals (CBLI) to include Cross-linguistic Connections, PVR, etc. 		
	When: <ul style="list-style-type: none"> • Pre-Service: August 1-9, 2024 • PLCs: Weekly on Tuesdays/Wednesdays • Staff Professional Development: September 3, October 3, November 8, January 6, February 14, May 2, June 5 		
	Where: <ul style="list-style-type: none"> • DeAnda cafeteria • DeAnda library • PLC room • Classrooms 		
B	Proposed item	Description	Amount
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D G E T	Materials/resources	PD Resources (General Supplies)	\$1,200
	Purchased services		N/A
	Other	Half-time Special Education teacher	\$36,000
	Other		
	TOTAL		\$37,200
	Funding sources: General funds, bilingual funds, special education funds		