# 2024-2025 Action Plan

## Elrod Elementary School

## Michael Hutchins

**Elrod Elementary School Action for 2024-2025**

**School Action Plan- Needs Assessment**

**Needs related to student achievement data**

Data from the Spring 2023 STAAR Interim Reading assessment for 3rd Grade Reading /Math score were among the lowest in the Meets/Masters Category, with only 26 % in Spanish Reading, 44% Spanish Math, 39% in English and Reading. On the Spring 2023’ STAAR, the school had 75% in Student Achievement, Spring 22’ STAAR 75% Student Achievement and on Spring 21’ STAAR Elrod had 58% Student Achievement during Covid year which was not rated. In 2021 only 24% of our 3rd Grade Sped. students scored in the Meets. Student progress will be monitored on MAP assessment, in Easy IEP, Weekly Assessments a, other formative assessments.

District philosophy and guiding framewor

**Theory of Action**

**Vision**

**Core Beliefs**

**y the District**

**Needs related to improving Instruction:** Our goals is to have teachers planning effectively with activities that are aligned to the district’s curriculum and embed rigorous activities that are aligned to STAAR like question**.** We need teachers to have students on Reading grade level by the 2nd Grade so when they take the STAAR next year, the percentage of student in the Meets Category will increase based on previous data. We will identify teachers that are not proficient during Spot Observations and implement on the spot coaching and development. HQI instruction though effective student engagement with 80/20 student/teacher talk is the expectation of all teachers. Teachers will continue to participate in Bi-weekly PLCs with mini-lesson and data talk to guide their instruction.

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|  | **System evaluation (**philosophy, processes, implementation, capacity)  To ensure the school’s action is connected to district’s plan we will ensure we support the culture that all students can learn, we are coaching teachers to be most effective, everyone is being held to high expectations, increasing parent engagement, planning with the end in mind, and eliminating the inequities with our students. This will all be supported with making sure the goals we set are intentional and tailored to our campus and community needs. Ongoing collaboration will take place among the campus administration and West District office administration for support. The principal will attend Principal’s meeting to stay up to date on meeting all district expectations and share with the staff at monthly meeting and Weekly Newsletters. We as an administrative team will meet often to internalize next steps based on data throughout the year and make immediate modifications as necessary considering we must move with a sense of urgency to prepare our students for 2035. |
| **KEY ACTION ONE** | **Key Action for HQI**  Implement High Quality Instruction using (HQI) using effective student engagement strategies. |
| **Indicators of success** |
| * By Spring 2025, the two highest IRT scores will be an average of at least 12, indication Proficient II. |
| * Reading and Math NWEA growth will increase by at least 5% from the BOY to EOY. * By Spring At least 90% of all 3rd-5th grade teachers will achieve an average of Proficient 1 on T- TESS Summative Rating. |
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| **Specific actions – school leaders**   * The Admin team will conduct weekly calibrated walks, providing immediate feedback and setting short term goals. * Teachers will receive one Spot Observation per month with immediate feedback. * Facilitate bi-weekly PLC meetings with all grade levels with STAAR teachers implementing mini-lessons. |
| **Specific actions – staff**   * Engage in weekly planning and internalization. * Consistent use of HQI as measured by Spot Observation. * Teachers will support the learning objective through scaffolding, monitoring, and adjusting the lesson as necessary. * Support 100% student participation in reading writing, thinking, and discussing during the lessons. |

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|  | **Key Action One:** | | |
| **Staff Devel.** | Who: Teachers and Administrators | | |
| What:  Bi-weekly PLC Meetings  Teacher Development Trainings  On the spot coaching  Team planning  Spot observations | | |
| When: Throughout the year | | |
| Where: Elrod Elementary | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Bi-weekly PLC meetings, monthly staff development, Teacher Development training | N/A |
| Materials/resources | Spot Observations  Teacher Resources  Amplify  Eureka | N/A |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | |  |
| Funding sources: | | |

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| **KEY ACTION TWO** | **Key Action for Sped**  Ensure high-quality instruction and proper implementation of IEPS for Special Education students.  . |
| **Indicators of success** |
|  By October, 100% of teachers will have student IEPS, accommodations and required supports, |
|  At least 80% of our students taking STARR Alt. will show growth from the BOY to EOY. |
|  By December, the Special Education Dept. on campus will maintain 98% or more in compliance for students that were enrolled in Elrod prior to October 31. |
| **Specific actions – school leaders** |
| * Conduct six-weekly check of SPED folders and ensure PowerSchool entries are updated for accommodations. * Hold weekly department meetings with he Special Education Resource teacher. * Monitor weekly submissions of lesson plans for diverse learners |
| **Specific actions – staff**   * Ensure lesson plans and accommodations- align with the IEP. * Implement individual goals and progress monitoring for SPED students. * Student will have individual goals and Progress Monitoring will be implemented throughout the year. * Provide small group instruction for Tier II and Tier III students. |

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|  | **Key Action Two:** | | |
| **Staff Devel.** | Who: Sped. Chair, Teachers, Interventions | | |
| What:  Small group instruction  Push Ins  Designated supports  Accommodations  PLC Meeting  Weekly meetings in Sped Dept. | | |
| When: Throughout the year | | |
| Where: Elrod Elementary | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | We will have bi-weekly PLC meetings | N/A |
| Materials/resources | Calculators, dictionaries, visuals, IEPs | $1,000 |
| Purchased services | N/A |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $1,000 |
| Funding sources: Title I | | |

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| **KEY ACTION THREE** | **Key Action for Reading**  Build a of excellence in reading and provide effective interventions for students. |
| **Indicators of success** |
| |  | | --- | | * Retain at least 85% of High -Quality teachers in grades 2-5. | | * Increase STAAR results by 5% from January Interim Assessment to Spring STAAR. | | * Provide consistent interventions support for grades 3-5 with at least two assigned interventionists   for Tier II and Tier III students. | |
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| Specific **actions – school leaders**   * Train teachers on MRS strategies to extend the learning through reading writing, thinking, and discussion. * Facilitate data analysis PLCs within 72 hours after all formative assessments. * Provide on-the-spot coaching and give bite-size feedback short term goals. |
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| **Specific actions – staff**   * Participate in Pre- Service and bi-weekly PLCs to internalize best practices. * Participate in six-weekly grade level planning to calibrate and internalize lesson plans. * Implement consistent progress monitoring and provide targeted interventions through small group instruction. |

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|  | **Key Action Three:** | | |
| **Staff Devel.** | Who: Teachers, Admin, Interventionist | | |
| What:  Small group instruction  Progress Monitoring  Tutorials  Saturday Camp | | |
| When: Throughout the year | | |
| Where: Elrod, District-Wide | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | PLC meeting, Teacher Development Training, Staff Development, Content Planning |  |
| Materials/resources | Reading Mastery | $4,155.00 |
| Purchased services | TLC Consultant | $26,730 |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $30,885 |
| Funding sources: Title I | | |

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| **KEY ACTION FOUR** | **Key Action**  Establish a high-performance culture to drive student achievement. |
| **Indicators of success** |
| * Grades 3-5 will receive two monthly Spot Observations with immediate feedback.   By the first Special Education audit Elrod will receive at least “B” and by the EOY, they will achieve an A.   * K-1, students will increase their composite score by at least 5% from the BOY to the EOY on the NEWA. |
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| **Specific actions – school leaders** |
| * Train teachers on MRS strategies and extend learning through reading, writing, thinking, and discussion. * Conduct data analysis PLCs and provide timely feedback after assessments. * Provide coaching and feedback aligned to- the Staff Handbook and campus expectations. |
| **Specific actions – staff**   * Attend Pre-Service training and differentiate lesson using student data and special population context. * Provide interventions and manage discipline for students performing below grade level. * Support English learners with linguistic accommodations, manipulative, and resource for language acquisition. |

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|  | **Key Action Four:** | | |
| **Staff Devel.** | Who: Teachers, Admin, Interventionist | | |
| What:  Bi-weekly PLC  Staff Development  Spot Observations  On the spot coaching  Teacher Development Trainings | | |
| When: Throughout the year | | |
| Where: Elrod and District-Wide | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development |  |  |
| Materials/resources | Amplify, IXL, Zearn, IEducate |  |
| Purchased services | IEducate  IXL | $8,137.10  $700 |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $8,8371 |
| Funding sources: Title I | | |