

# **2024-2025 Action Plan**

**Grissom Elementary School**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

## Needs Related to Student Achievement

	<b>2019 Rating</b>		<b>2022 Rating</b>		<b>2023 Rating</b>		<b>2024 Rating</b>		<b>2025 Projected</b>
<b>GRISSOM ES</b>	74-C		82-B		59-F		69-D		80-B
	<b>2021 STAAR</b>		<b>2022 STAAR</b>		<b>2023 STAAR</b>		<b>2024 STAAR</b>		
<b>READING</b>	% APP	48	% APP	61	% APP	57	% APP	60	
	% MEET	17	% MEETS	30	% MEETS	21	% MEETS	29	
	% MASTERS	6	% MASTERS	12	% MASTERS	6	% MASTERS	12	
<b>MATH</b>	% APP	32	% APP	51	% APP	58	% APP	54	
	% MEET	6	% MEET	21	% MEET	26	% MEET	28	
	% MASTERS	2	% MASTERS	8	% MASTERS	5	% MASTERS	7	
<b>SCIENCE</b>	% APP	27	% APP	53	% APP	57	% APP	54	
	% MEET	5	% MEET	24	% MEET	26	% MEET	22	
	% MASTERS	0	% MASTERS	9	% MASTERS	8	% MASTERS	7	

### NEEDS RELATED TO IMPROVING THE QUALITY OF INSTRUCTION:

- Increase capacity of leadership team to effectively coach teachers to master the NES model.
- Increase the effectiveness of the PLC process to increase student achievement for all students to include lesson and unit internalization.
- Close the learning gaps for our special populations: special education, 504, at risk and bilingual students.
- Provide teachers with on the spot coaching to immediately address and ensure great first instruction
- Teacher PD and coaching through the process of anticipating misconceptions and planning ahead for supports and extension to ensure all students are growing

# School Action Plan Template

KEY ACTION ONE	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Based on the campus needs assessment from the 2023-2024 school year, we will reinforce high quality RLA instruction in grades PreK-5.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>• The median score of student growth for the NWEA Reading MOY assessment will be at or above the 60<sup>th</sup> percentile.</li> <li>• STAAR Assessment Goal will be to increase as follows: Meets to 50% from 28% Masters to 20% from 11%</li> <li>• DIBELS Assessment 60% of kindergarten students will earn a composite score of 122 or higher by MOY 60% of 1<sup>st</sup> grade students will earn a composite score of 155 or higher by MOY</li> <li>• CIRCLE Reading 85% of Pre-Kindergarten student will reach proficiency on the literacy portion of the CIRCLE assessment.</li> <li>• Students will show a weekly DOL average of 70% mastery or higher by February 7<sup>th</sup></li> </ul>
	<p><b>Specific Actions—School Leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Instructional leaders and teachers will analyze student work samples in weekly PLCs.</li> <li>• Instructional leaders team will provide on-the-spot coaching and feedback to teachers on the delivery of high-quality tier-one instruction daily and document through the SPOT observation form.</li> <li>• Targeted Instructional Cycles using SPOT check forms. <ul style="list-style-type: none"> <li>○ Informal walkthrough in every class to identify trends.</li> <li>○ Address areas of growth through PLC, modeling, and on the spot coaching.</li> <li>○ Assess progression on identified areas of growth/trends using DOL and spot check data.</li> </ul> </li> </ul>

	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>Actively participate in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Teachers will receive feedback through coaching and the spot form on effective implementation of professional development acquired skills and practices.</li> <li>Teachers will participate in demo days and receive feedback on the delivery of high-quality instruction.</li> <li>Teachers will monitor/track mastery of standards on DOL and unit assessments</li> <li>Instructional leaders will train teachers to interpret data to inform instructional practices and support needed for student growth and achievement.</li> </ul>
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	<b>Key Action One: Improve the quality of instruction in Reading</b>		
<b>Staff Devel.</b>	<b>Who:</b> Instructional Staff		
	<p><b>What:</b> This training session offers participants a comprehensive exploration of district and campus expectations, focusing on key elements essential for effective teaching and learning. Throughout the training, participants will engage in various activities and discussions to deepen their understanding and enhance their instructional practices. By the end of the session, participants will:</p> <p>Take a Deep Dive at District and Campus Expectations: Participants will gain insight into the overarching expectations set by the district and their respective campuses, ensuring alignment with instructional goals and priorities.</p> <p>Review HISD “Do’s &amp; Don’ts”: Participants will review and discuss specific guidelines and best practices outlined by the Houston Independent School District (HISD), emphasizing strategies for effective classroom management, student engagement, and academic achievement.</p> <p>Backwards Planning: Participants will learn about the backwards planning approach, a strategic method for designing instruction by starting with the desired learning outcomes and working backward to develop lesson plans and assessments.</p>		
	<b>When:</b> August Monthly PD sessions and Monthly Professional Development		
	<b>Where:</b> Grissom Elementary		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	This training session offers participants a comprehensive exploration of district and campus expectations, focusing on key elements essential for effective teaching and learning.	

		Throughout the training, participants will engage in various activities and discussions to deepen their understanding and enhance their instructional practices.	
	Materials/resources	Sticky notes, folders, paper, laptops, white boards, expo markers, anchor charts, projector bulbs, pointers	50,000
	Purchased services		0.00
	Other		
	Other		
	<b>TOTAL</b>		50,000
	Funding sources: Title I 211000000		

## KEY ACTION TWO

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

Based on the campus needs assessment from the 2023-2024 school year, we will reinforce high quality math instruction in grades PreK-5.

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

- The median score of student growth for the NWEA Math MOY assessment will be at or above the 60<sup>th</sup> percentile.
- STAAR Assessment Goal will be to increase as follows:
  - Meets to 50% from 28%
  - Masters to 20% from 8%
- 85% of pre-Kindergarten students will reach proficiency on the math portion of the EOY CIRCLE assessment.
- Students will show a weekly DOL average of 70% mastery or higher by February 7<sup>th</sup>.

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

- The instructional leadership team will provide on-the-spot coaching and feedback to teachers on the delivery of high-quality tier-one math instruction daily and document through the SPOT observation form.
- Teachers will participate in demo days and the leadership team will provide feedback on high-quality math instruction.
- Instructional leaders will train teachers to interpret data to inform instructional practices and support needed for student growth and achievement.

	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>Actively participate in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Teachers will receive feedback through coaching and the spot form on effective implementation of professional development acquired skills and practices.</li> <li>Teachers will participate in demo days and receive feedback on the delivery of high-quality instruction in reading. The leadership team will use the spot observation form and on the spot coaching to provide feedback during Demo days</li> </ul>
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	<p><b>Key Action Two:</b> To improve the quality of instruction in Math which will lead to increase in students Math growth and achievement data</p>		
Staff Devel.	Who: Teachers, Co Teachers, Paraprofessionals, Students, Building Leaders		
	What: To improve student growth and achievement data and to implement targeted intervention aimed at supporting all students to achieve at least one grade level growth by		
	When: ongoing		
	Where: Grissom Elementary		
Budget	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	This training session offers participants a comprehensive exploration of district and campus expectations, focusing on key elements essential for effective teaching and learning. Throughout the training, participants will engage in various activities and discussions to deepen their understanding and enhance their instructional practices.	

	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		0.00
	Funding sources:		



# KEY ACTION THREE

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

Increase student achievement for Special Education Students.

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

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- The principal or assistant principal will ensure timely and full attendance at 100% of the ARD meetings as evidenced by the ARD minutes and ARD participation.
- 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.
- Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of finalization as demonstrated by campus record keeping.
- 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 steps.

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

- Campus SPED Department Chair and principal will attend training on special education updates for the upcoming school year.
- Step 2- Principal and Department chair will train all teachers and staff on campus expectations and compliance.
- Department Sped chair and Leadership Team will track steps 1 and 2 by using monthly campus agendas. All trainings will be tracked through training sign-in sheets.
- Step 3- Principal and SPED Dept. Chair team will conduct Inservice training to explain 1. Coaching/feedback cycle, 2. Implementation follow ups.
- Step 4- Spot Checks conducted by the Principal and Department chair to look for:
  - Use of accommodation labels to identify support used to assist students with academic tasks.
  - Documentation of accommodations in gradebook (Must document in gradebook what accommodation was used for a particular assignment)
  - Work samples of students with accommodations. (Each student with accommodations will have a folder with work samples that show what accommodation was used. Label with accommodation listed should be attached to work sample)
  - Dept. chair will utilize SPED accommodation tracker to ensure accommodation/modification alignment in lesson plan
- Accommodations will be checked by-weekly by department chair and tracked using the Grissom accommodation tracker.
  - Provide Feedback to instructors.
  - Deliver constructive/corrective criticism to assist instructors with implementation of lessons.
- Leadership Team will track delivery of implementation using the on the spot coaching and spot observations will be tracked through bi-analytics monthly tracker.

PLC – coach/support teachers on how to ensure TEKS/objectives are aligned with accommodations.

	<p><b>Specific actions – staff</b> (What specific action steps will the staff take to accomplish the objective?)</p> <ul style="list-style-type: none"> <li>• Ensure teachers/staff provide differentiated interventions and support using workstations and student-centered lessons to master IEP goals and objectives.</li> <li>• Implement rigorous lessons to encourage the use and/or development of critical thinking.</li> <li>• Provide PLC's and collaborate with general education and special education teachers to monitor and/or modify instruction.</li> <li>• Attend a student's SEL needs by partnering with Behavior Tech, counselor, and paraprofessionals to address specific needs of individual students.</li> <li>• Bi-weekly meetings with Special education staff to identify effective methods to serve student needs.</li> <li>• Ensure both general education and special education teachers are collaborating with parents on the needs and progress of students (Progress Track and Progress Reports).</li> </ul> <p>Provide additional instruction to address a student's individual academic needs (tutorials, one on one instruction and small group instruction).</p>
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	<b>Key Action Three:</b>
<b>Staff Devel.</b>	<p><b>Who:</b> Department Sped Chair, Sped Teachers, General Ed Teachers, Apprentices and Leadership Team</p>
	<p><b>What:</b>  This training aims to equip learners with essential knowledge and skills related to the administration of Individualized Education Programs (IEPs) and the provision of accommodations and modifications for students with special needs. By the end of the training, participants will:</p> <p>Understand ARD (Admission, Review, and Dismissal) Expectations: Participants will gain a comprehensive understanding of the ARD process, including the roles and responsibilities of key stakeholders, timelines, and legal requirements.</p> <p>Understand How to Document Accommodations: Learners will learn how to effectively document accommodations for students with disabilities, ensuring compliance with legal mandates and best practices.</p> <p>Understand the Purpose and Use of Modification Folders: Participants will explore the purpose and significance of modification folders in supporting students with diverse learning needs. They will learn how to create and utilize modification folders effectively to meet students' individualized needs.</p> <p>Identify Special Education Instructional Models: Participants will be introduced to various instructional models and strategies tailored to meet the unique learning needs</p>

	of students with disabilities. They will learn how to select and implement appropriate instructional approaches based on students' strengths, preferences, and IEP goals. Through a combination of theoretical knowledge, practical examples, and interactive activities, this training will empower participants to better support students with special needs and ensure their academic success in inclusive educational settings.		
	When: SY 24-25		
	Where: August Monthly PD sessions and Monthly pd		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	This training aims to equip learners with essential knowledge and skills related to the administration of Individualized Education Programs (IEPs) and the provision of accommodations and modifications for students with special needs.  Session 2: Models of co-teaching	0.00
	Materials/resources	Binders and supplies for accommodations and supports for students	1000
	Purchased services		
	Other	Snacks, folders, labels	200.00
	Other		
	<b>TOTAL</b>		1200.00
	Funding sources:		

## KEY ACTION FOUR

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

Increase achievement for students identified as Emerging Bilingual (EB).

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

- Emerging bilingual students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.
- STAAR Assessment Goal will be to increase as follows:  
Meets to 50% from  
Masters to 20% from
- The percentage of students who progressed one proficiency level on TELPAS will increase from 29% in 2024 to 40% in 2025.
- 50% of emerging bilingual students in pre-k will reach proficiency on the math portion of the CIRCLE assessment.
- 50% of emerging bilingual students in pre-k will reach proficiency on the reading portion of the CIRCLE assessment.

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

- Create a tracking system to regularly review EB students IEPs, 504 plans, LPAC minutes and intervention plans to ensure effective implementation.
- Consistently monitor student progress to identify students who may need an adjustment to their specialize plans.
- Targeted Instructional Cycles using SPOT check forms.
  - Informal walkthrough in every class to identify trends.
  - Address areas of growth through PLC, modeling, and on the spot coaching.
- Assess progression on identified areas of growth/trends using DOL and spot check data.

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

- Teachers will embed language proficiency strategies such as PTLA, Stop and Jot, and the 3 Moments in lessons. Implementation will be evident in their SPOTs.
- Teachers will ensure 100% Emergent Bilingual students have daily access to the appropriate designated supports, accommodations, content language and content language supports as evidenced by their IEP, 504 plan or as designated by the LPAC.
- Teachers will ensure that the data in the data binder has subgroup data easily identified and monitor student progress and identify students who may need an adjustment to their plan based on the data.
- A data protocol will be used for teachers to participate in data conferences and share progress data on all subgroups.

	<b>Key Action Four:</b> Increase achievement for students identified as Emerging Bilingual (EB)		
Staff Devel.	Who: Principal, Assistant Principals, Multilingual Department		
	What: This training aims to equip learners with essential knowledge and skills related to servicing students identified as emerging bilinguals (EB). By the end of the training, participants will:  Understand the importance of content language supports during instruction: Participants will explore the difference language supports can make during instruction by participating in an ice breaker centered on understanding language.  Become familiar with the PTLA strategy: Participants will gain a comprehensive understanding of the PTLA strategy, practicing the strategy whole group and embedding the strategy into their lesson plans		
	When: SY 2024-2025		
	Where:		
Budget	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Paper, Sticky notes, scenarios, puzzle for accommodations and vocabulary.	
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		0.00
	Funding sources:		

## KEY ACTION FIVE

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

Improve the quality of instruction in science for improved students' outcomes.

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

- The median score of student growth for the NWEA SCIENCE MOY assessment will be at or above the 60<sup>th</sup> percentile.
- STAAR Assessment Goal will be to increase as follows:  
Meets to 25%  
Masters to 10%
- Students will show a weekly DOL average of 70% mastery or higher by February 7<sup>th</sup>.

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

- The instructional leadership team will provide on-the-spot coaching and feedback to teachers on the delivery of high-quality tier-one science instruction daily and document through the SPOT observation form.
- Teachers will participate in demo days and the leadership team will provide feedback on high-quality science instruction.
- The instructional leadership team will create a culture of data-driven conversations for leaders-to-teachers, teachers-to-teachers, and teachers-to-students.
- Instructional leaders will train teachers to interpret data to inform instructional practices and support needed for student growth and achievement.
- Targeted Instructional Cycles using SPOT check forms.
  - Informal walkthrough in every class to identify trends.
  - Address areas of growth through PLC, modeling, and on the spot coaching.
    - Assess progression on identified areas of growth/trends using DOL and spot check data

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

- Actively participate in ongoing professional development opportunities related to high-quality instruction and increasing student outcomes. Teachers will receive feedback through coaching and the spot form on effective implementation of professional development acquired skills and practices.
- Teachers will participate in demo days and receive feedback on the delivery of high-quality instruction in reading. The leadership team will use the spot observation form and on the spot coaching to provide feedback during Demo days