

2024-2025 Action Plan

Highland Heights Elementary School

Bettina McKinney, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

As a campus there is an area of opportunity to implement and/or become more consistent at the following items...

- Highland Heights is projected to receive an “A” rating for 2024-2025 according to TEA rating system. The data used for this needs assessment is derived from the results of the 2023-2024 STAAR tests.

STAAR Reading scores in grade 3 - increased by 1% from 19% to 20% passing at the Meets level.

STAAR Reading scores in grade 4 - increased by 13% from 20% to 33% passing at the Meets level.

STAAR Reading scores in grade 5 - increased by 22% from 20% to 42% passing at the Meets level.

STAAR Math scores in grade 3 - increased by 33% from 7% to 40% passing at the Meets level.

STAAR Math scores in grade 4 - increased by 29% from 15% to 44% passing at the Meets level.

STAAR Math scores in grade 5 - increased by 29% from 20% to 49% passing at the Meets level.

STAAR Math scores in grade 5 - increased by 17% from 20% to 37% passing at the Meets level.

- NWEA MAP Beginning of Year (BOY) Math indicated that:
 - 31% of students were in the (1st-20th) percentile
 - 14% in (21st-40th) percentile.
 - 20% in (41st-60th) percentile
 - 21% in (61st-80th) percentile
 - 14% in (81st to 99th) percentile
- NWEA MAP Beginning of Year (BOY) Reading data indicated that:
 - 27% of students were in (1st-20th) percentile
 - 17% in (21st-40th) percentile
 - 20% in (41st-60th) percentile
 - 23% in (61st-80th) percentile
 - 13% in (81st to 99th) percentile

Conduct student data conferences with administration, teachers, and parents for all grade level, on a 6-week basis.

Increase the number of structured data analysis and action planning PLCs that are led by teachers and supported by administration for General and Special Education teachers.

Needs related to improving the quality of instruction:

As a campus there is an area of opportunity to implement and/or become more consistent at the following items...

Increase student discourse during K-2 Math and Reading instruction.

Create, implement, and monitor a structure for K-1 Math intervention using research-based resources.

Create, implement, and monitor a structure for K-1 RLA high-frequency word practice/support.

Create, implement, and monitor a campus-wide Writing Plan for all grade levels, across all-content and elective areas.

Provide consistent opportunities of student practice that focus on Math operational skills and Math facts (ex. basic addition/subtraction, multiplication/division)

System evaluation (philosophy, processes, implementation, capacity)

As a campus there is an area of opportunity to implement and/or become more consistent at the following items...

Empower teacher leaders to enhance instructional delivery by leading professional development, modeling best practices, setting instructional standards, and offering peer feedback to support struggling teachers.

Plan and schedule academic achievement celebrations for the entire school year, outlining their purpose and logistical details.

Plan and schedule parental involvement opportunities for the entire school year, outlining their purpose and logistical details.

School Action Plan Template

K E Y A C T I O N O B J E C T I V E	Key Action
	Grow staff capacity to provide the highest quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none">• By January 2025, 85% of teachers (up from 80% MOY 2023) will score proficient on the Domain 2 descriptors of the Spot Observation form when observed by instructional appraisers; that percentage will increase to 95% (up from 90% EOY 2024) in May 2025.• By May 2025, the campus will receive an overall IRT average of 12.5 (up from 11.8 at EOY 2024) in the delivery of high-quality instruction as measured by the average of the 2 highest IRT visit ratings.• By May 2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none">• Train teachers on the district/Highland Heights instructional expectations during Pre-Service and professional development days.<ul style="list-style-type: none">○ Professional development is aligned with Highland Heights instructional expectations and includes aligned lesson activities and demonstrations of learning to daily learning objectives, effective use of multiple response strategies to ensure engagement for all scholars, monitoring/adjusting instruction immediately to address student misconceptions.• Use teacher leaders to train teachers on HISD specific student engagement strategies including but not limited to: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response and Quick response.

- Provide on the spot coaching regularly (almost daily) and written feedback at least bi-weekly for every teacher using the District spot observation form.
- Train teachers on the spot observation form and conduct peer observations monthly with teacher leaders and struggling teachers.

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

- Implement strategies and techniques provided in PD to improve instruction.
- Reflect on instructional feedback and improve the delivery of instruction as appropriate.
- Conduct effective PLCs that focus on data and specific intervention strategies.
- All staff will use planning time once, every 6 weeks to gain insight into how they can improve their own instructional practices.

Key Action One: Grow staff capacity to provide the highest quality instruction

Who: Lead Teacher and Campus Administration (Principal & APs)

What: Effectively Monitoring & Adjusting Instruction to Address Student Misconceptions;
Use of Effective MRS to Engage All Learners

When: Pre-Service, Staff Professional Development Days, PLCs

Where: Highland Heights ES

B u d g e t			
	Proposed item	Description	Amount
	Staff development	NA	NA
	Materials/resources	NA	NA
	Purchased services	NA	NA
	Other		
	Other		
	TOTAL		\$0
	Funding sources: NA		

K	Key Action
E Y	The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
A C T I O N	<p>Indicators of success</p> <ul style="list-style-type: none"> • 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, are verified through random quarterly reviews. • Throughout the 2024-2025 school year, 100% of staff members receive relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
T W O	<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"> • 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 2024 and conduct ARD meetings to bring them to proficiency prior to the first day of school for the 2024-2025 school year. • Conduct SPED teacher professional development on high- quality instruction as outlined in HISD’s key instructional characteristics and the spot observation. • Track student progress every 6-weeks • Ensure that Special Education teachers are utilizing Goalbook to create measurable goals. • Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.

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

- Implement the use of HISD Special Education department rubric to assess the instructional proficiency of an IEP.
- Hold a PLC bi-weekly with the caseload manager to ensure IEPs are being strictly met, including all accommodations and modifications needed with curriculum, assessments and/or daily assignments.
- Know their IEP students and effectively and consistently implement the IEP daily as required by law.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Attend ARD meetings as requested.
- Hold parent/student conferences to discuss progression towards IEP goals every 6-weeks

Key Action Two:

Who: Teachers who service SPED students; SPED Team

(Special Education Dept. Reps requested to provide support)

What: Analyzing & Annotating IEP @ a Glance; Effective ARD Documentation

When: Pre-Service; SPED PLC, Staff Professional Development Days

Where: Highland Heights ES

B u d g e t			
	Proposed item	Description	Amount
	Staff development	NA	\$0
	Materials/resources	NA	\$0
	Purchased services	NA	\$0
	Other		
	Other		
	TOTAL		\$0
	Funding sources: NA		

K E Y A C T I O N T H R E E	Key Action
	Campus improves English proficiency for Emergent Bilingual students.
	Indicators of success <ul style="list-style-type: none"> • TELPAS: By June 2025, campus will see a 12% increase (from 30% in 23-24) in percent of Emergent Bilingual students who grew by 1 year as compared to EOY SY23-24. • NWEA MAP: By June 2025, 70% (from 58% in 23-24) of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA Map Reading. • By May 2025, 75% of Emergent Bilingual 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 <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> • 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 ELPS internalized. • Facilitate meetings 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 leaders are observing teachers during instruction for EBs by reviewing class rosters. • Conduct weekly spot observations on teachers serving EB students. • Train teachers across all content areas to use Short Constructed Responses aligned with the STAAR scoring rubric for assessing proficiency in writing. • Provide on-going refresher for EB supports in math, reading and writing each month during PD and weekly during PLC.

- Train teachers in “at bats” to ensure that students are getting the practice needed to develop the skill needed to perform at the meets and masters level on any assessment.
- Train staff on how to properly monitor and adjust instructional approaches (in the moment) based on student engagement data.

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

- Plan a daily Short Constructed Response (SCR) in all content areas and electives from September through April
- Provide feedback on SCR at least once a week
- Use the rubric provided by TEA to assess student SCR and ECRs
- Implement the consistent use of a response card for student’s thinking to be recorded and reviewed in all content areas.
- Consistently ensure that all student-facing materials are adjusted, prior to first instruction, to fully and directly align to class needs
- Ensure “at bats” are implemented in slide deck for authentic engagement with content
- Use research based engagement strategies in all content areas.
- Make in the moment adjustments, as needed, based on data gathered from student engagement strategies

Key Action Three:

Who: All teachers and administrators

What: Professional Development & Planning

- SCR & ECR Exemplars based on grade level and content using the STAAR scoring rubric
- Monitor & Adjust Instruction based on student feedback

	When: Pre-Service, Staff Professional Development & PLC		
	Where: Highland Heights ES		
Budget	Proposed item	Description	Amount
	Staff development	NA	\$0
	Materials/resources	NA	\$0
	Purchased services	NA	\$0
	Other	NA	\$0
	Other	NA	\$0
	TOTAL		\$0
	Funding sources: NA		