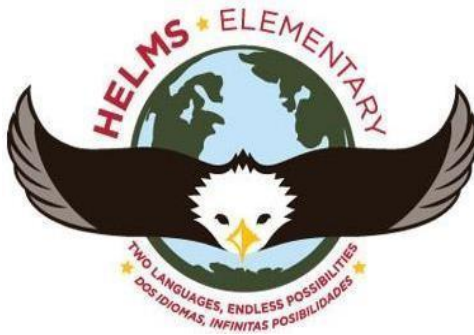


Helms Elementary School

2024-2025



*Celebrating Neurodiversity: Cultivating minds through biliteracy
and personalized growth.*

Helms Elementary

Campus Needs Assessment

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		-	-	
Student Achievement		-	-	70%
STAAR Performance	56	-	-	
College, Career and Military Readiness		-	-	
Graduation Rate		-	-	
School Progress		-	-	0%
Academic Growth	65	-	-	
Relative Performance (Eco Dis: 50.9%)		-	-	✓
Closing the Gaps	60	-	-	30%

System Evaluation (Philosophy, Processes, Implementation Capacity)

Following a comprehensive evaluation of our school's performance between the 2021-2022 and 2023-2024 school years, we have identified several areas where targeted improvements are needed. Notably, our campus has experienced a 7-point decrease in Domain One, a 17-point drop in School Progress, and a 7-point decline in Closing the Gap. To address these challenges, we are implementing the following strategic actions:

- 1. Enhance Student Reading Achievement through Biliteracy Practices:** We systematically implement biliteracy practices across all grade levels to improve student reading achievement. This includes structured professional development for teachers, consistent monitoring of instructional practices, and the integration of biliteracy strategies in daily lessons to support the development of bilingual, bi-literate, and bicultural students.
- 2. Mathematics Growth and Engagement through On-the-Job Coaching:** The appraiser will provide consistent, monthly on-the-job coaching and feedback to math teachers. This approach is designed to increase growth and engagement in mathematics, focusing on improving instructional practices, aligning lessons with curriculum standards, and ensuring that teachers receive actionable feedback that promotes continuous improvement.

3. Increase Frequency and Effectiveness of Differentiated Lessons during Tier 1

Instruction: We are committed to enhancing the frequency and effectiveness of differentiated lessons during whole group Tier 1 instruction. By providing ongoing professional development, facilitating data-driven instructional planning, and ensuring that lessons are tailored to meet the diverse needs of students, we aim to improve overall student achievement and engagement.

4. Ensure Effective IEP Implementation: The principal will ensure that Individualized Education Programs (IEPs) are written effectively, that relevant portions of the IEP are promptly provided to staff, and that accommodations and modifications are accurately documented in PowerSchool. This focus on special education will help ensure that all students receive the necessary support to succeed academically.

These strategic actions are designed to address the identified declines in student performance and are integral to our campus's commitment to fostering a supportive and effective learning environment for all students.

Helms Elementary
24 -25 School Action Plan_Draft

KEY ACTION ONE	Enhance student reading achievement by systematically implementing biliteracy practices.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none">• NWEA MAP: By June 2025, 60% of ALL students will meet their individual growth target on 2-8 NWEA MAP Reading.• By May 2025, 60% of ALL 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">• 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.• Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none">• Curriculum implementation - attend required district and campus training• Create a strategic plan for support staff.• Track data: weekly, monthly, and semester.

	Key Action One: <i>Enhance student reading achievement by systematically implementing biliteracy practices</i>		
Staff Devel.	Who:	Team Leads	Teachers
	What:	Esperanza Spanish Language PD	Pre-K - 4th Grade Reading Teachers
	When:	June 17 - 18	
	Where:	Holden Building Room 280	812 W. 28th Street Houston, Texas 77008
Budget	Proposed item	Description	Amount
	Staff development	n/a	\$0.00
	Materials/resources	n/a	\$0.00
	Purchased services	n/a	\$0.00
	Other	n/a	\$0.00
	Other	n/a	\$0.00
	TOTAL		\$0.00
	Funding sources: n/a		

KEY ACTION TWO	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>The appraiser consistently provides on-the-job coaching and feedback at a minimum monthly to increase growth and engagement in mathematics.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • A structured weekly schedule will be developed and implemented to ensure each math teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 action steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each math teacher will receive at least one classroom observation per week, and feedback will align in part with the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations at least 80% of the time. This will promote the effective application of feedback and continuous instructional improvement.
	<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"> • Provide STAAR Math Released Tests for alignment. • Plan and schedule vertical alignment planning sessions for all pre-k kindergarten through fifth-grade teachers one time per six weeks. • Provide Snapshot and Frequency Distribution from Lead4Ward. • Provide the HISD Vertical Alignment Matrix (VAM) for the planning sessions.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <p>By May 1, 2024, all pre-kindergarten through fifth-grade math teachers will complete an alignment survey for which TEKS they will start teaching at BOY 2024.</p> <p>Review the STAAR-released math test to review the question format and vocabulary students will be expected to complete.</p> <p>Participate in planning sessions.</p> <p>Facilitate lessons that align vertically.</p>

	Key Action Two: The appraiser consistently provides on-the-job coaching and feedback at a minimum monthly to increase growth and engagement in math.		
Staff Devel.	Who: Teachers		
	What: Vertical Alignment Planning		
	When: August 2024 - Pre-Service Dates TBD		
	Where: 3rd Grade Math Classroom / Mrs. Elizabeth Gonzalez		
Budget	Proposed item	Description	Amount
	Staff development	Pre-Service PD	\$0.00
	Materials/resources	VAM, Lead4Ward, HISD Math Curriculum, Eureka planning documents	\$0.00
	Purchased services	n/a	\$0.00
	Other	n/a	n/a
	Other	n/a	n/a
	TOTAL		\$0.00
	Funding sources: n/a		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i> Increase the frequency and effectiveness of differentiated lessons during whole group Tier 1 instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • NWEA MAP: By June 2025, 60% of ALL students will meet their individual growth target on 2-8 NWEA MAP Reading and Math Assessments. • By May 2025, 75% of ALL teachers will score 8/10 or higher in Domain II of the spot, as measured by the monthly average spot score for the second semester. • DIBELS and Lectura data will show 60% of students who fall well below average on the BOY assessment, will score at or above benchmark between MOY and EOY assessments.
	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"> • Provide Continuous Differentiation PD • Data Talks - Connection between MAPS and Frequency of Differentiation. • Create Action plans after each assessment.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> • Provide evidence of lesson planning for differentiation using scaffolds and extensions. • Facilitate differentiated lessons offering scaffolds and extensions • Instructional action planning is based on BOY, MOY, and EOY assessment data. • Monitor and adjust instructional methods and strategies based on student progress.

	Key Action Three: Increase the frequency and effectiveness of differentiated lessons during whole group tier 1 instruction.
Staff Devel.	Who: Differentiation PD
	What: Depths of Knowledge PD, Additional GT Training, Use of Magic School, Use of Magic Student, and Use of Diffit to create and facilitate differentiated lessons.
	When: August 2024 - Preservice 2024 - Thursday, August 1, 2024
	When: Continuous Professional Development through Weeklyn PLCs

	Where: Cafeteria		
Budget	Proposed item	Description	Amount
	n/a	n/a	\$0.00
	n/a	n/a	\$0.00
	n/a	n/a	\$0.00
	Other	n/a	\$0.00
	Other	n/a	\$0.00
	TOTAL		\$0.00
	Funding sources: General Funds		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	The principal ensures that IEPs are written effectively, relevant portions of the IEP are provided to staff, and accommodations/modifications are documented in PowerSchool.
	Indicators of success <i>(Measurable results that describe success.)</i> <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, 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 its finalization, as demonstrated by campus record keeping. 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
	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"> Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource)

	<ul style="list-style-type: none"> • Ensure special education teachers are utilizing the 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 will conduct random checks of accommodations and modifications in PowerSchool
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Enter all accommodations and modifications specified in the IEP into PowerSchool. • Regularly update PowerSchool to reflect any changes in the IEP. • Implement the accommodations and modifications as outlined in the IEPs. • Maintain records of accommodations and modifications provided to students and report any discrepancies or challenges to the special education team.

	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.		
Staff Devel.	Who: All teachers		
	What: IEP Implementation PD		
	When: August 2nd, 2024		
	Where: Helms		
Budget	Proposed item	Description	Amount
	n/a	n/a	\$0.00

	Other	n/a	\$0.00
	Other	n/a	\$0.00
	TOTAL		
	Funding Sources:		