

SY 23-24 Looscan Elementary School Action Plan



HISD Core Beliefs

1. All students can learn and reach his or her potential.
2. Effective teachers make the most difference in student academic performance.
3. For every child to succeed, we must hold students and ourselves to high expectations.
4. We value parent engagement and community support.
5. We rely on clearly defined outcomes to guide our work and hold us accountable.
6. We value equity and commit to reducing inequities inherent in the education system.

Looscan Vision

Looscan Elementary is a school of excellence in which all students will excel in skills of independent, critical, and creative thinking in order to problem-solve, compete in a global society, and be prepared for a successful post-secondary life.

Looscan Mission

The mission of Looscan Elementary School is to create a positive and safe learning environment for all students by ensuring that each child will experience optimal academic, social, and emotional success through a challenging and progressive educational program.

Campus	Looscan ES
Principal	Anna Montalvo
Grades Served	PK - 5
Enrollment	220

The timeline for School Action Plan submission can be found below:

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission

August 15: Final submission for SY 23-24

SY23-24 School Action Plan Template

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

All students will increase their grade level proficiency score on the math NWEA from BOY to EOY.

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

- By the NWEA Map MOY Assessment (January 2024), 40% of students will be at the 45th percentile in math.
- By May 2024, 61% of students will be above the 50th percentile in math as measured in the NWEA Map assessments.
- Student achievement for all 3rd-5th grade math at the Meets level will increase 20% by May 2024 to ensure at least 30% of the students are reaching the meets standards on the Math STAAR.
- By January 2024, 50% of spot observations will be at the proficient level.
- By May 2024, 70% of spot observation forms will be at the proficient level.

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

- Departmentalized teachers and the Eureka coach will have weekly planning sessions to support internalizing lessons.
- Teachers will be observed twice per week and receive on the spot coaching feedback within 24 hours to improve student achievement on the daily DOL. On the Spot coaching forms will be used to support this action.
- During observations by administration at least 100% of observed students will be primarily using high-engagement strategies, such as Turn and Talk, writing before speaking, or using Table Roles to offer collective responses to the larger group.

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

- All math teachers will complete Eureka preservice training as well as the accompanying modules during preservice.
- Math teachers will have a monthly 20-minute At Bat lesson to demonstrate competence in Eureka and a Multiple Response Strategy. The lesson will be presented to administration and other math teachers for weekly feedback.
- By December, teachers will internalize and implement four Multiple Response Strategies. By the beginning of May, they will internalize and implement with fidelity eight Multiple Response Strategies.

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

All students will increase their grade level proficiency score on the Reading NWEA from BOY to EOY.

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

- By January 2024, 40 % of students will be above the 41st percentile in Reading as measured in the Reading NWEA MAP assessment.
- By May 2024, 70% of students will be above the 50th percentile in Reading as measured in the Reading NWEA MAP assessments.
- Student achievement for all 3rd-5th grade reading at the Meets level will increase 30% by May 2024 to ensure at least 50% of the students are reaching the meets standards on the Reading STAAR .
- As evidenced by Amplify, 60% of students in grades K-2 will be reading at or above grade level by January 2024, and 85% of K-2nd grade students will be on grade level by May 2024.
- By May 2024, 70% of spot observation forms will be at the proficient level by.

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

- Departmentalized teachers and instructional leaders will have weekly planning sessions to support internalizing lessons.
- Teachers will be observed twice per week and given on the spot coaching feedback to improve student achievement on the daily DOL. On the Spot coaching forms will be used to support this action.
- During observations by admin at least 100% of observed students will be primarily using high-engagement strategies, such as Turn and Talk, writing before speaking, or using Table Roles to offer collective responses to the larger group.

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

- All ELA teachers will complete Amplify preservice training and accompanying modules during preservice.
- ELA teachers will have monthly At Bat 20-minute lessons to demonstrate competence in Amplify and an engagement strategy. The lesson will be presented to administration and other ELA teachers for feedback weekly.
- By December, teachers will learn three high-engagement strategies. By the beginning of May, they will have 7 high engagement strategies.

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

The administration will provide PD and on the spot coaching to grow staff capacity to provide high quality first instruction.

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

- 70% of On-the-Spot observations conducted by instructional leadership team will be proficient or higher during MOY, that percentage will increase to 80% in May 2024.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the teacher evaluation system by May 2024.
- By May 2024, 70% of spot observation forms will be at the proficient level by implementing on the spot coaching, professional development, and professional learning communities.
- 80% of teachers will be proficient or higher through the use of Multiple Response Strategies every four minutes during the instructional cycle.

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

- Instructional leaders will provide on-spot-instructional coaching on student engagement and pacing of lessons.
- Conduct effective PLCs that focus on data and specific intervention strategies. Lessons are adjusted based on multiple student response data (response cards, whiteboards, quick writes, turn and talks).
- Support teachers in internalizing the curriculum to be able to deliver lessons that are rigorous and on grade level. Instructional leaders will also review lesson activities, DOLs, and intervention materials to ensure alignment to the lesson objective to support student mastery.

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

- Teachers in grades 3-5 will train on the LSAE instructional model.
- Teachers will internalize the lesson to be able to deliver at grade level rigor and be prepared to implement feedback and give At Bats during PLCs.
- The teachers will display and implement the campus-wide rules to reinforce behavioral expectations.
- Teachers will routinely use a digital timer to pace the lesson delivery and embed multiple response strategies into daily instruction.

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

Improve overall student attendance percentage

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

- Chronic Absenteeism (Students absent 10% or more days of school) will be reduced by 25% by January 2024 as compared to January 2023.
- Chronic Absenteeism (Students absent 10% or more days of school) will be reduced by 50% by May 2024 as compared to May 2023.
- By May 2024, the average daily attendance rate of 92% from school year 22-23 will grow to 96% for school year 23-24.
- By May 2024, 61% of students will be above the 50th percentile in math as measured in the NWEA Map assessments.
- Student achievement for all 3rd-5th grade reading at the Meets level will increase 30% by May 2024 to ensure at least 50% of the students are reaching the meets standards on the Reading STAAR .

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

- Weekly Attendance Committee meetings with the Registrar, Counselor, and Wrap-Around to review students with attendance issues. A weekly attendance report will be run by the Registrar with a live spreadsheet for tracking.
- Weekly home visits for students with 2 consecutive absences tracked by SAF and in the weekly attendance spreadsheet.
- Attendance contract parent conference for students with 5 (excused and unexcused) absences.
- Student attendance will be tracked by the homeroom for weekly celebrations for 100% attendance.
- Six cycle celebrations for perfect attendance by student.
- Attendance weekly data will be shared with parents on a weekly newsletter.

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

- Teachers are responsible for first contact with parents of students who are absent 2 consecutive days.
- Student Information Rep will monitor attendance folders for daily absences and call parents of missing students on a daily basis.
- SIR will recognize students who have maintained perfect attendance (by cycle for students, weekly by homeroom).

