

MISTRAL CEC

2024-2025

Systems Thinking and Action Planning



Revised August 26, 2024

Elisa Reyes

Action Plan Rationale

Vision

Mistral fosters a safe and welcoming environment to support and empower all our students to develop their social, emotional, and academic skills.

Mission

At Mistral, our mission is to support our students by cultivating their social-emotional needs and expanding their academic knowledge.

Core Values

At Mistral we:

- Believe
- Educate
- Empower our students.

Rationale

Mistral must adapt the current system because it no longer aligns with the District's new vision and mission. Mistral CEC will implement new systems to improve and maintain student engagement. The goal for the 2024-2025 school year is to ensure 100% of our students are at grade level and do not start the education building a gap in their education.

The Mistral CEC action plan for the 2024-2025 school year is aligned with the District's operating principles. Our campus also focuses on closing the achievement gap and preparing students for the Year 2035 world and workplace. The campus action plan is aligned with the following District's areas of growth:

- Grow staff capacity to provide the highest quality of instruction.
- Improve SPED instruction and service delivery.
- Improve Attendance

Mistral's goal for the 2024-2025 school year is to align our key actions to the district reform and stay the course for closing achievement gaps within our campus needs. Mistral CEC will continue to improve on high-quality instruction with a laser focus on increasing our academic achievement in the areas described above and in other ways.

School Action Plan – Needs Assessment

Demographics

Gabriela Mistral Center for Early Childhood offers Pre-K education to three- and four-year-old scholars. Mistral is linked to Sutton Elementary for accountability reporting purposes. Mistral CEC was rated "B" by the Texas Education Agency for the 2023-2024 school year. The center has no attendance boundaries or zones. We accept students who live anywhere in the District, provided they can prove that they live within the Houston I.S.D. Boundaries. Based on a needs assessment of the area elementary schools with a waitlist for Pre-Kindergarten students, Mistral was built seventeen years ago to accommodate the growing diverse population needs of the Sharpstown community.

As of August 20, 2023, 300 students are registered at Mistral for the 2024-2025 school year. Mistral is operating at 90% capacity this year. Mistral C.E.C. is a diverse campus that mainly serves underserved students. The Hispanic students represent 80.80% of the total population; the remaining student population is 8.17% African American, 5.3% Caucasian, 4.7% Asian, and 1.1% other ethnicities. Mistral offers four different programs: Emergent Bilingual (E.B.) is 79.3%, including services for Bilingual Transitional (Spanish English), and English as a Second Language (ESL) is 14.3%. In addition to the Emergent Bilingual services, we offer services to 6.4% of Regular English and Special Education services through Early Childhood Special Education (ECSE).

Needs Related to Student's Achievement Data Gabriela Mistral Center for Early Childhood has been consistent with the data. However, after the pandemic, the data fluctuated. On the Circle assessment, most students needed help with counting sets in math and letter sounds in reading/language arts. The scores have improved since 2021 (the end of the pandemic). The end-of-year scores for EOY Circle Assessment 2022 were 89, 77, and 84 for letter names, letter sounds, and math counting sets. EOY Circle Assessment 2023 were 72, 80, and 83 for letter names, letter sounds, and math counting sets. This year, we expect to increase our scores since the MOY Circle Assessment was 70, 74, and 81 for letter names, letter sounds, and math counting sets. Mistral CEC will commit to improving data tracking systems and delivering high-quality instruction.	
Needs Related to Improving the Quality of Instruction Gabriela Mistral Center for Early Childhood's data highlights the need for consistent delivery of High-Quality Instruction and deep planning, considering that we had new Pre-K Guidelines from TEA this year. Mistral also needs to implement better data tracking systems for the teachers and the students. The IRT Domain 2 scores were 4.4 on IRT# 1, 5.25 on IRT# 2, and 4.58 on IRT# 3. Mistral needs to improve student engagement, lesson pacing, and the rigor of questions teachers ask during the lesson. Mistral's goal is to improve the scores in domain two by improving planning, monitoring lesson plan implementation, and providing on-the-spot coaching daily.	
System Evaluation Based on the feedback from my Executive Director and the IRT teams, Gabriela Mistral Center for Early Childhood needs to improve its systems for lesson delivery /High-Quality Instruction, data tracking, and building staff capacity. Research shows that students' achievement increases when we meet their socio-emotional needs and they feel comfortable at School for the first time. Mistral will continue aiming to provide the best foundation for the student's upcoming school years. This can only happen if we implement the new Pre-K guidelines with fidelity, align instruction and workstation, and improve attendance.	

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i> Based on the 23-24 data assessment, Mistral teachers must improve their performance by addressing each student's learning needs, keeping them engaged, having systems to collect different data types, and delivering high-quality instruction lessons as measured by the IRT scores for the 24-25 school year. This will be done by planning and closely monitoring the implementation of engagement strategies in every lesson.
	Needs Assessment with Rationale (Data) <ul style="list-style-type: none"> • The campus received 4.74 overall on the IRTs on domain 2. The goal is to score 7 out of 8 for the 24-25 school year. • Lack of a school-wide system to maintain student engagement. • There is no system for the students to track their data.
	Goals and Priorities <ul style="list-style-type: none"> • Maintain the students engaged 100% of the time. • Use of effective engagement strategies appropriate for early childhood. • Offer high-quality instruction in every lesson. • Roll out one MRS strategy at a time and gradually increase the number and type of strategies based on difficulty. • A school-wide system for teachers to collect formative and summative data. • A school-wide system will be used for the students to collect and track their data.

- Planning HQI lessons aligned with students' needs and annual goals.

Data

IRT # 1

Domain 1- 1.40
Domain 2 – 4.40
Domain 3 – 3.70

IRT # 2

Domain 1- 2.00
Domain 2 – 5.25
Domain 3 – 3.63

IRT # 3

Domain 1- 2.00
Domain 2 – 4.58
Domain 3 – 4.25

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

- As measured by the weekly SPOT observations, 100% of the students will be engaged during the instructional day.
- By the end of the 24-25 school year, 85% of the teachers will be proficient or higher in delivering high-quality instruction as measured by Engage and Delivery of the SPOT Observation form.
- Starting in cycle 2, the SPOT observations, administrator walkthroughs, and TTESS observations will reflect a monthly 1-point increase in student engagement as measured by the monitor and adjust & the Engage and deliver SPOT observations.
- **By the end of the 24-25 school year, at least 85% of the teachers will score proficient on Domain 2 (Instruction) on the TTESS rubric and at least 4 or higher on the Monitor and Adjust & Engage and Delivery on the SPOT Observation Form.**
- During the weekly planning stage, the teacher will pre-plan questions, MRS strategies, transitions, brain breaks, and other strategies to keep the students engaged throughout the lesson.

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

- Administrators will conduct SPOT observations, look for trends in domain two, and train the teachers during weekly PLC on strategies to increase student engagement.
 - During PLC, the administrators and teachers will look for strategies to maintain students' engagement, rigor, and alignment with the LO and DOL.
 - Engagement strategies will be rolled out campus-wide, one at a time.
 - The administrators will provide on-the-spot feedback to the teachers.
 - The administrators will look for trends weekly and monthly, and concerns will be addressed during the upcoming PLC.
- Administrators ensure that the teachers and students have a system to track data throughout the year.
 - Since the beginning of the year, the teacher will have a consistent school-wide system to track student's data.

- After each testing wave, administrators will meet with teachers to analyze data, look for trends, and create an action plan.
 - After each testing wave, the administrators will meet with the teacher to analyze and compare the data of the District, campus, and individual teachers.
 - Teachers and administrators will identify focus areas for the next 4-6 weeks.
 - Teachers and administrators will identify the students who need more support and create an intervention plan based on their needs.
 - Teachers and administrators will identify the students who need additional support to the one provided in the classroom with teacher and teacher assistants. Those students will be referred to the tutor.

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

- The SPOT observations, administrator walkthroughs, and TTESS observations will reflect an increase in student engagement of 1 point per month starting on the second grading cycle.
 - The teacher's SPOT observations will increase from 5.6 to 8.
 - SPOT observations will reflect increased student engagement by incorporating frequent MRS/engagement strategies and breaks.
 - MRS/engagement strategies will be implemented school-wide starting on grading cycle 2.
 - MRS/engagement strategies will be introduced and planned during PLC. Then, teachers will finish the planning during their team group planning time.
 - Each lesson will meet the HQI
 - Teachers will roll out implementation and will share with administrators the challenges they are facing. Teachers and administrators will look for ideas to overcome the challenges during PLC meetings.
- The teachers and the students will have a system to collect and track academic data.
 - The teacher will collect formative and summative data and observations.
 - The teacher will have a system to collect and track data and identify trends.
 - The students will have a system to collect and track their data.
- After each testing wave, the teacher analyzes and compares their data with the campus and the District. The teacher identifies two of the lowest areas in reading and two of the weakest in math to use as a target during small group instruction.
- The teacher will create an action plan to provide support during small group interventions/workstations.
- The teacher will create an action plan for the teaching assistant/partner to provide support and interventions to the students.
- The teacher will identify the three slowest students and refer them to the tutors.
- The teacher, teacher assistant, and tutor will track students' progress and plan activities/interventions/enrichment based on their data and needs.

Key Action One:

Who: Administrators will provide training and support with planning

Budget	What: <ul style="list-style-type: none"> ○ Roll out implementing engagement strategies, including but not limited to MRS. ○ Analyze data after each testing wave and identify the two lowest areas in both reading and math. ○ Create an action plan with strategies to address those areas during small group interventions and support the teacher and the teacher assistant provide. ○ During PLC, administrators will share trends and goals toward meeting HQI lessons. 		
	When: <ul style="list-style-type: none"> ○ After each testing wave and at the end of each theme unit (4 weeks) ○ PLC ○ District-wide PD days 		
	Where: <ul style="list-style-type: none"> ○ On campus 		
Budget	Proposed item	Description	Amount
	Staff development	<ul style="list-style-type: none"> ○ Based on areas with scores of 50% or below. ○ Identify the strategies and support provided during planning and lesson delivery. ○ As needed per data collected. 	0.00
	Materials/resources	<ul style="list-style-type: none"> ○ Books ○ Instructional materials 	5, 000.00
	Purchased services		
	Other	<ul style="list-style-type: none"> ○ Tutor support 	15,000.00
	Other		
	TOTAL		20, 000.00
Budget	Funding sources: Title 1 and GF1 Funds for instructional materials resources SCE and Bilingual for Tutors		

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

Based on the 23-24 data assessment, Mistral students in the Special Populations under the EBs and Ethnicity category must improve their performance in counting sets, letter names, and letter sounds as measured by the EOY Circle Assessment by monitoring the different population data after each testing wave and progress monitoring.

Needs Assessment with Rationale (Data)

- As categorized by the Ethnicity groups, Mistral data improved in all three categories: counting sets, letter names, and letter sounds.
- There are still areas where the students are below 60%, and all the students must reach at least 85% by the EOY.
- Ethnic groups score below 60% on the three categories: counting sets, letter names, and letter sounds. All ethnicity groups must score 85% or above.

Goals and Priorities

- All ethnic groups reach 85% or above in all three areas: counting sets, letter names, and letter sounds.
- To improve scores, the students must be engaged during the lesson.
- The teacher must track students' progress weekly and monthly.

Data (BOY vs. MOY)**Counting Sets**

- The Black students moved from 34.6 to 57.7, gaining 23.1 points.
- The Hispanic students moved from 33.4 to 74.2, gaining 40.8 points.
- The White students moved from 16.7 to 66.7, gaining 50 points.
- The Other Ethnicity students moved from 42.1 to 57.9, gaining 15.8 points.

Letter Names

- The Black students moved from 53.8 to 73.1, gaining 19.2 points.
- The Hispanic students moved from 35.5 to 65.5, gaining 30 points.
- The White students moved from 66.7 to 72.2, gaining 5.6 points.
- The Other Ethnicity students moved from 54.6 to 73.7, gaining 21.1 points.

Letter Sounds

- The Black students moved from 34.6 to 69.2, gaining 34.6 points.
- The Hispanic students moved from 29.1 to 67.7, gaining 38.6 points.
- The White students moved from 61.1 to 55.6, gaining -5.6 points.
- The Other Ethnicity students moved from 36.8 to 52.6, gaining 15.8 points.

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

- All ethnic groups will score 85% or above in the following batteries, letter names, letter sounds, and counting sets for PK4 and Letter Names, Book and Print Knowledge, and Counting Sets for PK3 as measured by the EOY Circle assessment in May 2025.
- EB students will score 85% or above in the following batteries, letter names, letter sounds, and counting sets for PK4 and Letter Names, Book and Print Knowledge, and Counting Sets for PK3 as measured by the EOY Circle assessment in May 2025.
- All ethnic groups will score 85% or above in the rest of the circle subtest as measured by the EOY Circle assessment in May 2025.

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

- The administrators must analyze the data after each testing wave, monitor progress, and identify the lowest areas and the student's scores by special population (ethnicity).
- The administrators should monitor the student's progress monthly during the "At-Risk" meetings to identify the students who are below.
- Once the students are identified, an action plan must be created to address the needs of these students.
- Monitor lesson plans weekly to ensure alignment with the areas of growth, students' needs, Pre-K guidelines, and interventions.
- Conduct daily SPOT observations and provide teacher feedback and support during instruction.

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

- The teachers will conduct team planning weekly.
- Align daily lesson planning, interventions, and workstations. Differentiation must meet the students where they are and work with them to close the gap during whole-group instruction, small-group interventions, and independent work/workstations.
- The teacher must collaborate daily with the HS teacher/ assistant and tutor to ensure students receive the support and differentiation they need.
- The teacher must participate in the data dig and analysis of every theme (4 weeks) after the Circle waves and after each progress monitoring to identify the students who are not showing progress in their class and follow the action plan created in collaboration with the administrators.
- Keep track of the student's progress every week/theme unit/ and testing wave to determine the next steps with those students.

Key Action Two:

Who: Teachers and administrators

	What: <ul style="list-style-type: none"> • Planning collaboration and alignment • Assessment • Interventions • Monitor data 		
	When: <ul style="list-style-type: none"> • Every week: planning and assessment • After each testing wave • Every week, PLC- Data dig and Next steps 		
	Where: <ul style="list-style-type: none"> • On campus 		
Budget	Proposed item	Description	Amount
	Staff development	<ul style="list-style-type: none"> • PLC • Planning 	0.00
	Materials/resources	<ul style="list-style-type: none"> • Instructional materials • Planning time 	10,000
	Purchased services	As needed	
	Other		
	Other		
	TOTAL		10,000.00
	Funding sources: As needed from GF1 and Title 1		

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

Based on 23-24 scores and feedback from the SPED department, Mistral must improve the systems for monitoring SPED students' data, ARDs compliance, and accommodations by implementing efficient systems to keep track of the student's progress.

Needs Assessment with Rationale (Data)

- Ninety percent of Mistral SPED students meet their IEPs and Annual Goals.
- Forty percent of the ARDs were notified to the parents on time.
- Twenty percent of the accommodations and modifications were documented on Power School.

Goals and Priorities

- All students will meet their IEPs by the end of the year.
- All parents will be notified at least five days before the ARD.
- All ARDs will take place on time.
- 100% of the accommodations and documentation will be entered on time.

Data

- 20% of the parent/guardian/adult student notified of the ARD meeting at least five school days before the ARD meeting date.
- 40% of the annual IEP will be updated within one calendar year.
- 0% of the evidence that accommodations and modifications are documented in Power School.
- 40% of the SPED staff match the schedule of services described in the student's IEP.

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

- **By the end of the SY24-25, 90% of the students with IEPs will demonstrate mastery of them as measured by the annual goals.**
- **By the end of the SY24-25, 90% of the ARDs are scheduled and convened on or before the due date.**
- The SPED Chair and the principal will hold monthly meetings to schedule ARDs
- 100% of the IEP meets due dates.
- At the end of every month, the administrators will monitor and supervise accommodations and documentation in EasyIEP monthly to ensure 100% teacher compliance.
- Administrators will monitor schedules and staff assignments throughout the year or when the student has the Initial ARD.
- 100% of the SPED students will receive documented accommodations weekly in their SPED folder.

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

- The administrators and the SPED Chair will meet monthly to calendar ARDs for the upcoming month and will notify campus staff, the SPED team, and parents on time of the forthcoming meetings.
- The administrators and the SPED Chair will meet to assign staff based on students' needs.
- As part of the monthly data review PLC, the administrators will ensure that the teachers make the proper

	accommodations and documentation at Power School.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> • The teachers will attend the meetings on time. • The teacher will send and collect ARD documentation, which will be handed to the SPED Chair or an administrator. • The teacher will enter accommodation and other required documentation on time for every cycle.

	Key Action Three:		
Staff Devel.	Who: SPED Chair, teachers, and SPED teaching assistants		
	What: <ul style="list-style-type: none"> • ARD documentation • IEP accommodations • Student's IEP annual goals 		
	When: As needed		
	Where: On-campus		
Budget	Proposed item	Description	Amount
	Staff development		\$ 0
	Materials/resources	Instructional Materials	5, 000.00
	Purchased services		
	Other		
	Other		
	TOTAL		\$ 0
	Funding sources:		

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

Based on 23-24 attendance records, mistral students' attendance must improve by 3% by the end of the school year 24-25 by implementing better systems to keep track of chronically absent students and reach the parents every time these students are not in school.

Needs Assessment with Rationale (Data)

- Attendance in early grades is very unstable.
- Students are getting used to being in contact with other children, and this causes lots of viral and bacterial infections.

Goals and Priorities

- Increase attendance from 90% to 95% by the end of the 24-25 school year.

Data

- 90% in 23-24
- 92.8 on April 2024

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

- **Student attendance campus-wide will be 95% by the end of the 24-25 school year.**
- 95% of the students are present and on time every day.

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

- Implement a comprehensive school system that contacts the students daily to find the reason for absence.
- Keep track of students with over five absences, call parents, and place them in a contract.
- Meet with parents of students with more than ten absences; the parents who accumulate 12 will be placed on a contract.
- Students with chronic absences will be withdrawn if all avenues are exhausted and they exceed the state attendance expectations.

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

- The teacher or assistant will call every parent whenever a student is absent.
- The teacher will keep track of the student's absence and notify the administration if the student has accumulated five absences.

	Key Action Four:		
Staff Devel.	Who: Teachers and administrators		
	What: <ul style="list-style-type: none"> • Keep track of the student's attendance • Monthly meetings to address the students with excessive absences. • Meet with parents and give them the contract if they have exceeded the number of absences. 		
	When: <ul style="list-style-type: none"> • Once a month 		
	Where: On campus		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services	Attendance Prices	\$3,000.00
	Other	Support Staff	\$2000.00
	Other		
	TOTAL		\$3500.00
	Funding sources: General Funds		

Action Plan Rubric

School:

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Needs Assessment	Action plan is based on a current needs assessment; however, the authors do not provide specific data or evidence to support the need. Student academic achievement and quality instruction are not the central elements of the assessment or there are insufficient data. The action plan includes a summary of the School's needs. It is unclear whether addressing the needs outlined in the needs section will actually help raise student achievement or help the organization reach its other goals.			Action plan is based on a current needs assessment. The authors use data to determine core needs. Student achievement data inform the needs assessment. The School analyzes instructional delivery and describes professional development needs. These needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.			Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Goals and Priorities	The goals address School core needs and describe actions that may result in increased student achievement. However, there are too many goals or too many "priorities," which may lead to a diffusion of effort. The goals are vague and do not provide focus. The goals are described in terms of programs instead of practices.			The goals focus on the most important actions that will lead to student achievement. The action plan addresses the School's core needs. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices, not programs.			The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Indicators of success	The action plan delineates indicators of success for each goal or objective. The indicators of success are not specific or measurable (or observable). There are too many indicators or the indicators do not allow for an assessment of progress before the end of the school year.			The action plan delineates indicators of success for each goal or objective. The indicators of success are specific and measurable (or observable). The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The number of indicators is not over-whelming and will not lead to a diffusion of effort.			The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort.		

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Specific Actions	The action plan outlines actions people in the organization will take in order to accomplish the goals and indicators of success. The actions are not specific or cannot easily be observed or monitored. It is not clear whether completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. These actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Connection to District Plan	The school's or department's action plan and the district action plan do not work in reinforcing ways. There is little attempt to understand and include the district priorities in the organization's action plan. There is perfunctory mention of the district-level indicators of success to which the School or department will be held accountable.			The action plan is designed to work in concert with the district action plan. It supports or reinforces the District's key actions while still addressing the unique needs of the School or department. The action plan addresses district-level indicators of success for which the organization will be assessed.			Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school's or department's action plan specifically refers to the District's key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Systems Thinking	The action plan pays little attention to system components or to the connections between the various departments in carrying out the action plan. The staff development plan, budget items, and the action plan are not tightly aligned. The action plan focuses on programs rather than practices. It does not incorporate actions to monitor progress or provide feedback.			The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. The action plan identifies specific staff development that is needed to effectively implement the plan. The staff development plan, budget items, and the action plan are tightly aligned. The action plan focuses on practices and leverage points.			The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.		

Progress on Action Plan Rubric

	Unsat			Progressing			Proficient		Exemplary	
	1	2	3	4	5	6	7	8	9	10
Progress on Action Plan	<ul style="list-style-type: none"> The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete. There is evidence that the assessment of progress has not been conducted accurately and rigorously. There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator. Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent. The staff has difficulty explaining their role in carrying out the School's key actions. 			<ul style="list-style-type: none"> The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted. There is evidence that the assessment of progress has been conducted accurately. There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions "on the court" are inconsistent with the assessment of progress. Most of the staff can explain their role in carrying out the School's key actions. 			<ul style="list-style-type: none"> The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted. There is evidence that the assessment of progress has been conducted accurately and rigorously. There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator. There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. The staff can explain their role in carrying out the School's key actions. 			

Indicators of Success – Guided Practice

Indicators of success are targets or benchmarks that help focus our actions. In some ways similar to DOLs, indicators of success provide evidence that objectives are being accomplished and help the system monitor progress. Indicators of success are observable actions or measurable criteria that can be assessed by an outside observer to determine if the goal has been achieved or progress is being made. Indicators are:

- Measurable and/or observable
 - Specific
 - Tied directly to the objective or goal
 - Established before the start of the school year
 - Focused more on outcomes rather than process
-

Exercise 1: Determine which indicators are strong and which ones are weak. Explain.

Key Action: Raise the level of student-teacher engagement, especially the use of multiple response strategies

Indicators of success

- Student-teacher engagement will improve each quarter as measured by walkthrough data and a survey of students administered in February 2024.
- Out of 80 spot observations of classrooms in October by the building leadership team, 80% of teachers receive a "2" or higher on the use of multiple response strategies. This percentage increases to 90% by February 2024.
- Student performance on unit exams will improve as a result of increased student-teacher engagement. This will be measured by a 10% increase in proficiency on each of the two final exams administered in December 2023 and May 2024.

Key Action: Improve proficiency in student writing across the curriculum

Indicators of success

- All teachers will attend "Write Tools" training by September 30, 2023.
 - 90% of the teachers will attend one of the three writing workshops before September 30, 2023 as evidenced by their signatures on the sign-in sheets.
 - 70 % of the students score at the proficient level using the 25-pt. holistic rubric as measured by the timed writing assessment administered in December 2023. That percentage grows to 80% for the SCR administered in February.
-

Exercise 2: Write at least one strong indicator of success for the key action below.

Key Action: Strengthen "science of reading" instruction

Appendix 1: Sample School Action Plan

2024-2025 Rallypoint MS Action Plan



Rallypoint MS 2024 – 2025 Action Plan

The education profession is in distress because it is designed as a system that no longer meets the needs of students (and it never met the needs of all students). Having moved away from accountability and achievement outcomes, the schools and districts are struggling to find a path forward that will accelerate learning and close the achievement gap.

Through engaging in wholesale systemic reform, our District has rallied around a system based on fundamentally different principles of operating. The District has an intense focus on closing the achievement gap and preparing students for a Year 2035 world and workplace. The District Action Plan topics pertaining directly to our School includes the following:

- **Grow staff capacity to provide the highest quality instruction**
- **Improve SPED instruction and service delivery**
- **Improve Reading Proficiency in grades K through 8**

Rallypoint Middle School will align our Key Actions to the district reform and stay the course for closing achievement gaps within in our own campus needs. This means we will continue to improve on high-quality instruction with a laser focus on increasing our academic achievement in the three areas above and in other ways.

KEY ACTIONS

1) Grow staff capacity to provide the highest quality instruction

Rallypoint MS will be able to get much higher-than-average academic growth because of the high quality of the teachers' instruction. Indeed, the quality of instruction is the number one variable in improving the academic performance of any school. Hence, continually improving the quality of instruction will continue to be a key action of our School.

Our RMS Ready characteristics and our spot observation form will continue to drive our instructional improvement strategy.

Indicators of success:

- 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2025.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.]

Specific Leader actions:

- Train teachers on the RMS-Ready characteristics during summer orientation and professional development days
 - Professional development is tied to RMS-Ready characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, "first, good instruction," differentiating instruction, and the use of technology to improve instruction
- Train teachers on the 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-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the District spot observation form
- For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency
- Train lead teachers on spot observation form and walk with lead teachers at least two classes a month to increase leadership lens

Specific Staff Actions:

- 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 six weeks to observe core content across the campus to gain insight into how they can improve their own instructional practices.



2) Improve Special Education instruction and service delivery

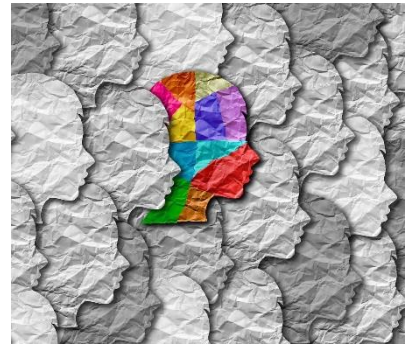
RMS significantly improved the services to special needs students in the 2023-2024 school year. Many more students were identified early and almost all ARD meetings were conducted on time. However, much of the improvement was in the area of compliance and not as much in instruction. We will continue to meet state and federal compliance requirements, but will place more emphasis on improving the quality of instruction in the SPED classrooms.

Indicators of success:

- The percentage of students in grades 6 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in **reading** will increase from XX% in May 2024 to YY% in May 2025.
- The percentage of students in grades 6 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in **math** will increase from XX% in May 2024 to YY% in May 2025.
- The percentage of "instructionally proficient" IEPs as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from XX% in May 2024 to XX% in May 2025.

Specific Leader Actions:

- 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 of 2024 and conduct ARD meetings to bring them to proficiency
- Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation
- Create special education resource classrooms in all NES 6th through 7th grade ELA and Math courses

**Specific Staff Actions:**

- Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP
- Hold a PLC every three weeks with the case load manager to ensure IEP's are being strictly met, including any and 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

3) Improve reading proficiency in 6th-8th

In 2023-2024, HISD implemented a "science of reading" course in RMS. For the 2024-2025 school year, we will be stronger in our implementation of the science of reading and strengthen reading instruction across our campus in core content.

Indicators of success:

- The percentage of 6th -8th grade students in our campus have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from XX% in May 2024 to YY% in May 2025.
- The average percentile growth of 6th-8th grade students in NWEA reading will exceed 6 percentile points.
- In the 2024-2025 school year, 70% of the students in 6th-8th grades taking reading STAAR will move from ____ meets/masters in June 2024 to ____ meets/masters by June 2025.

**Specific Leader Actions:**

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content and earn "microcredential" in SCR and ECR
- Design MS schedule to support double blocking in ELA
- Train teachers in the Science of Reading to gain "microcredential"
- Strengthen ELA curriculum to better support time and experience with reading and writing, especially in social studies and science contents
- Provide on-going refresher for reading and writing progress each month during PD

Specific Staff Actions:

- Plan a daily SCR in all core content from September through April
- Provide feedback on SCR at least once a week
- Ensure at least one ECR a month is implemented in ELA and related to either social studies or science grade level content
- Use the rubric provided by TEA to assess student SCR's and ECR's
- Implement the consistent use of a response card for students thinking to be recorded and reviewed

4) Improve math proficiency in 6th- 8th

In 2023-2024, according to the NWEA Map assessment, RMS made gains in growth for math in all grades, but we still have a lot to do to increase proficiency in the "meets and masters" levels on STAAR and to ensure our struggling students are closing achievement gaps.

Indicators of success:

- The percentage of 6th-8th grade students in our campus have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from XX% in May 2024 to YY% in May 2025.
- The average percentile growth of 6th-8th grade students in NWEA math will exceed 6 percentile points.
- In the 2024-2025 school year, 70% of the students in 6th-8th grades, taking math STAAR will move from ____ meets/masters in June 2024 to ____ meets/masters by June 2025.

Specific Leader Actions:

- Train teachers in "at bats" to ensure students are getting the practice needed to develop the skill needed to perform at meets and masters on any assessment
- Design MS schedule to support double blocking in math (especially for those students who have prior data to show it is needed)
- Strengthen Math curriculum to better support time and experience with applying a skill to a story problem
- Provide on-going refresher for math progress measures each month during PD

Specific Staff Actions:

- If using required curriculum, consistently ensure 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 math, such as white board and turn and talk to ensure full knowledge of content
- Make in the moment adjustments, as needed, based on data gathered from student engagement strategies



5) Successfully implement the teacher evaluation system



A rigorous evaluation system will help teachers do their best work and help the school leaders provide effective support. It will help the leadership team to hold itself accountable for clearly defined outcomes.

The purpose of the District's teacher evaluation system is to improve teacher effectiveness in order to narrow opportunity

gaps and prepare students for a Year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment, and retaining the highest quality teachers. During the 2024-2025 school year HISD will use the re-designed and board approved T-TESS evaluation process for all schools.

Indicator of success:

- In the 2024-2025 school year, 100% of the eligible teachers receive an evaluation rating, using the metrics of the teacher evaluation system
- At least 75% of all teachers will rank Proficient or higher on Domain 2 of TTESS evaluation for the 60-minute formal observation
- By end of May 2025, no more than 10% of teachers will rank Developing (Progressing I) or lower in Domain 2

Specific Leader Actions:

- Train admin team on use of evaluation platform to track daily spots and adjust coaching to patterns of need
- Ensure the assistant principals and principal become certified appraisers of the teachers by September 1 2024
- Train teachers on the evaluation system by August 12 2024 or within 30 school days from the time a new teacher begins work (if they arrive after the start of the school year)
- Evaluate all teachers using the procedures and metrics outlined in the teacher evaluation and compensation system document

Specific Staff Actions:

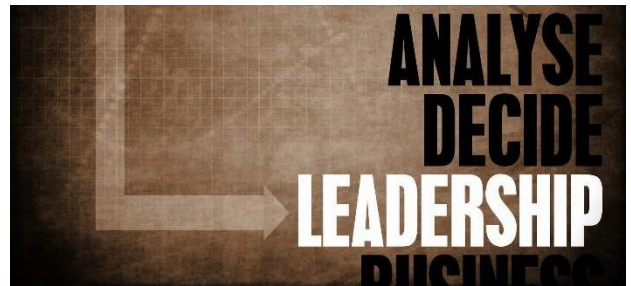
- Attend training for evaluation system
- Attend training on spot observation form
- Implement daily coaching in the moment feedback and written feedback from spot observations

6) Strengthen the leadership density of Rallypoint MS

Rallypoint needs to invest in teacher leaders so that they can become trainers and mentors for teachers new to the District model and to our School.

Indicator of success:

- 65% of the staff will receive a Proficient 1 or higher rating on the School's leadership rubric that will be assessed by the Principal and APs during the teacher evaluation process conducted in the spring of 2025.
- By October 2024, conduct a teacher leader survey to establish interest in lanes of leadership for teachers on campus. By January 2025, at least 20% of campus teachers should be established in a leadership position, on campus, according to their "lane" of leadership.
- By spring of 2025, the admin team will support at least 50% of all "established" campus teacher leaders for application to the HISD Teacher Leader Academy and/or the Aspiring Leader Academy through the LPD department.



Specific Leader Actions:

- Use the HISD leadership rubric as a base to:
 - Train teachers on the leadership rubric by October 1 2022
 - Assess teachers mid-year and end-of-year on the leadership rubric
- Train APs and teacher leaders on levels of leadership model and on leadership competencies during summer leadership training
- Use the System Assessment Rubric (which includes a leadership section) to coach APs and Teacher Leaders and to assess progress every quarter
- Select teacher leaders from throughout the year to help provide professional development to other teachers on leadership, LSAE model, the Dyad concept, and improving the quality of instruction and earn "microcredentials" through the on-going development of these courses

Specific Staff Actions:

- Complete a survey in October to identify interest in leadership roles within the School
- Teachers selected for leadership roles, support the culture of high performance being set by HISD and the campus leadership team
- Teachers selected for leadership roles, model (to their best ability) the culture of high performance with PLC, lesson planning, lesson delivery, and supporting needs across the campus, including but not limited to showing up early, attending job fairs, attending professional development and leading professional development (as requested)

More examples for NES schools:

1) Implement the LSAE model with fidelity

We will have to ensure the LSAE model is still executed with fidelity and that the LSAE assignment and activities not only meet our expectations, but that the teachers collaborate in ways that strengthens the model and the quality of their instruction. Additionally, we have to continue to improve other key aspects of the model – learning coaches, team centers, DOL record keeping, LSAE grades, and extended LSAE.

Indicator of success:

- Rallypoint MS will receive a proficient or higher score on the LSAE learning rubric assessed in December 2022 and May 2023. [The Executive Director of the feeder pattern, the Principal, and the lead Assistant Principal will each score the School; the final score will be an average of the three scores.]

Specific Leader Actions:

- Work with the Executive Director and LPD to understand the LSAE rubric by August 1 2022
- Monitor the repository for the LSAE lessons and assignments created by the LCDs
- Train administrators and teacher leaders on the use of the LSAE rubric by September 1 2022
- Coach and provide feedback to teachers regularly on the differentiated learning criteria of the spot observation form
- Train staff on effective implementation of the LSAE model by September 1 2022
- Assess the School two times a month on how well the LSAE model has been implemented
- Publish the LSAE implementation data every month



LEARNING



SECURING



SECURING



ACCELERATING



ENRICHING

Specific Staff Actions:

- Teachers will attend all training provided on the LSAE model (if teaching in an LSAE class).
- Teachers will implement the LSAE model to fidelity and ask clarifying questions if unsure.
- Teachers will support the culture of high performance as it relates directly to the LSAE model
- Teachers will review and adjust LSAE materials for full and direct alignment to class needs.

2) Successfully implement the RMS staffing plan



Some Schools may be considered)

We will expand the number of one classroom, two location (1C2L) teachers (Proficient or higher teachers who teach approximately 50 students) and employ Teacher Apprentices uniquely. Teacher Apprentices will be assigned to two classrooms. We will revise the job description for Learning Coaches and expect more support and responsibilities from them. There will have to be strong sense-making, coaching, and monitoring from administrators and teacher leaders.

Indicator of success:

- In the climate survey conducted in December 2024 and May 2025, at least 80% of the teachers agree or strongly agree that the staffing plan helps them provide better quality instruction.
- In the climate survey conducted in December 2024 and May 2025, at least 70% of the Teacher Apprentices and Learning Coaches agree or strongly agree that they understand their responsibilities and have the support and coaching they need to perform those responsibilities well.
- Of the Teacher Apprentices and Learning Coaches employed on October 1, 2024, at least 70% decide to return.

Specific Leader Actions:

- Develop and implement Teacher Apprentice and Learning Coach onboarding procedures
- Use the Teacher Apprentice and Learning Coach evaluation system with fidelity, and train the TAs and LCs on the evaluation system
- Train teachers and administrators on the Teacher Apprentice and Learning Coach responsibilities and how to coach them by August 1 2024
- Train the Assistant Principals, Teacher Leaders, Teacher Apprentices, and Learning Coaches on the new spot observation forms for Teacher Apprentices and Learning Coaches

Specific Staff Actions:

- Teachers working directly with a Teacher Apprentice, support their understanding of teaching practices, including, but not limited to, classroom management, effective lesson delivery, Special Education programming responsibilities, district grading and attendance policies
- Teacher Apprentices conduct themselves as a "teacher" in a high-performance culture and support the role of a teacher
- Teacher Apprentice happily support the needs of the campus while in "resident" as a learner with roles as a teacher support, co-teacher, and substitute (as needed)

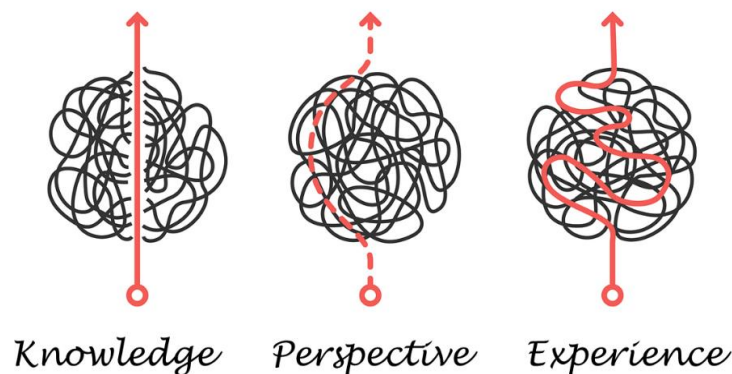
- When admin decides Teacher Apprentice is ready to take their own class, and a class becomes available, the TA accepts the role as teacher
- Learning coaches take on all responsibilities as required to represent a high performing culture

3) **Improve student knowledge of information literacy, critical thinking, and problem-solving through the Art of Thinking course in grades 6-8**

We call the acquisition of knowledge and perspective, the Art of Thinking. In the 2024-2025 school year, we will also administer BOY, MOY, and EOY assessments in the Art of Thinking classes (6th grade through 8th grade). These exams will be developed by the District.

Indicator of success:

- BOY, MOY, and EOY assessment in the Art of Thinking classes (6th grade through 8th grade) will be taken and used as data decision making.
- By January 2025 at least 50% of the students will earn a proficient or higher score on the middle-of-year Art of Thinking exam.
- By June 2025, at least 65% of the students will earn a proficient or higher score on the end-of-year Art of Thinking exam.
- An end of year student survey will show at least 85% of students taking AOT will see the course as adding knowledge and perspective to their daily lives.



Specific Leader Actions:

- Implement projects in AOT to support problem-solving projects, community service projects, and other service-oriented projects
- Establish infrastructure and processes to track the success and growth of the AOT course
- Work with the assessment department to understand the BOY, MOY, and EOY assessments in Art of Thinking

Specific Staff Actions:

- If teaching an AOT course, attend all required training related to AOT
- Implement all requirements directly related to the AOT course
- Train and build an understanding of the BOY, MOY, and EOY course assessment including the type and style of questions, the content being tested within a timeframe and how to prepare lessons that fully support student comprehension of the concepts taught
- Use the provided curriculum
- Use PLC to prepare delivery of lessons prior to first instruction

2024-2025 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Rallypoint Middle School establishes the following student achievement goals:

Goal 1 – Reading proficiency

Goal 1a: In the 2024-2025 school year, Rallypoint MS students will grow 1.7 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 1b: 55% of the 6th grade through 8th grade students will be above the 50th percentile in Reading as measured by the NWEA MAP assessments.

Goal 2 – Math proficiency

Goal 2a: In the 2024-2025 school year, Rallypoint MS students will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 2c: 55% of the 6th grade through 8th grade students will be above the 50th percentile in math as measured by the NWEA MAP assessments.

Goal 3 – Science proficiency

Goal 3a: In the 2024-2025 school year, Rallypoint MS students will grow 1.7 times the average U.S. growth in science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 6-8.

Goal 3c: 55% of the 6th grade through 8th grade students will be above the 50th percentile in science as measured by the NWEA MAP assessments.

Goal 4 – Critical Thinking Skills

65% of the Rallypoint MS students in grades 6 through 8 will be proficient in critical thinking as measured by the District end-of-year Art of Thinking exams.

Effective Districts – Planning Diagram

① **Philosophy**

Core Beliefs

Vision

first

What the organization values;
beliefs and priorities that drive
action

Stakes in the ground of a likely
future; Actionable picture of
success

② Guiding
frameworks

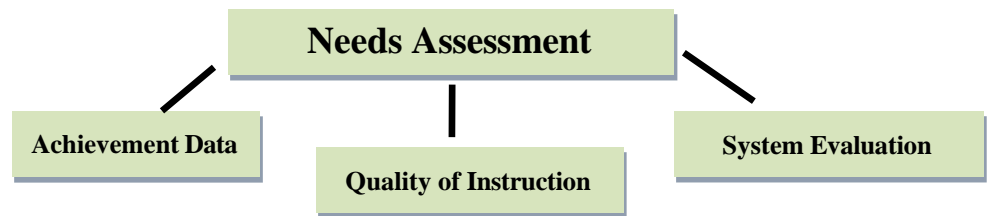
Systems Thinking

-- Underlying principles
-- Wholescale systemic
reform

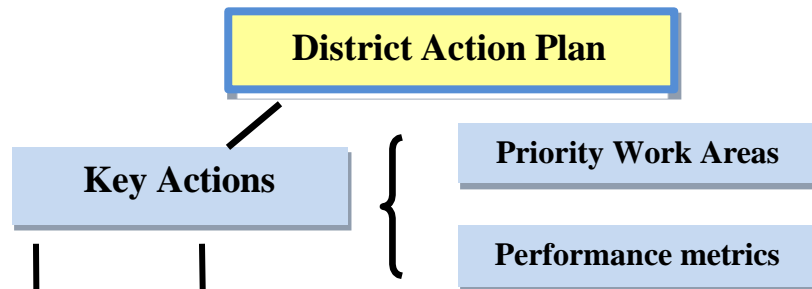
Operational Framework

-- Focus on instruction
-- System alignment
-- Leadership density

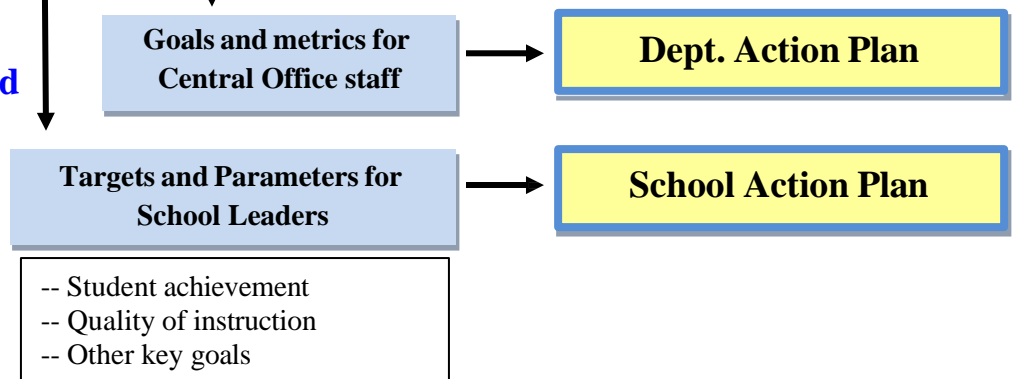
③ Needs
Assessment



④ District
Action Plan



⑤ Empowerment and
Accountability



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Improve teachers performance.
- Special Population Instruction
- Improve writing skills across grade levels and content areas.
- Improve attendance.
- Improve SPED Systems

Needs related to improving the quality of instruction.

System evaluation (philosophy, processes, implementation, capacity)

Parameters and metrics established by the District

Key Actions

