2024-2025 Action Plan

Peck Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:		
Core Beliefs	**Vision**	**Theory of Action**

Needs related to student achievement data

→ The average student achievement percentile on NWEA MATH at MOY is 36%
→ NWEA MOY MATH growth @ 53%

→ The average student achievement percentile on NWEA MATH at EOY is 40%
→ NWEA EOY MATH growth @ 46%

Grade (Math)	Kinder	1st	2nd	3rd	4th	5th
Growth %	28	26	42	61	65	75
Achievement MOY	64	30	36	26	39	43

Grade (Math)	Kinder	1st	2nd	3rd	4th	5th
Growth %	46	72	44	57	45	29
Achievement EOY	57	48	27	31	41	35

→ Average student achievement percentile on NWEA READING at MOY to 34%
→ NWEA MOY READING growth @ 57%

→ Average student achievement percentile on NWEA READING at EOY to 34%
→ NWEA EOY READING growth @ 42%

Grade (Reading)	Kinder	1st	2nd	3rd	4th	5th
Growth %			38	52	75	72
Achievement MOY			28	31	44	44

Grade (Reading)	Kinder	1st	2nd	3rd	4th	5th
Growth %			23	47	58	53
Achievement EOY			21	28	41	42

→ The average student achievement percentile on NWEA SCIENCE at MOY is 38%
→ NWEA MOY SCIENCE growth @ 56%

→ The average student achievement percentile on NWEA SCIENCE at MOY is 36%
→ NWEA MOY SCIENCE growth @ 39%

Grade (Science)	Kinder	1st	2nd	3rd	4th	5th
Growth %			50	60	56	78
Achievement MOY			36	29	28	61

Grade (Science)	Kinder	1st	2nd	3rd	4th	5th
Growth %			24	49	29	62
Achievement EOY			23	36	22	65

- STAAR Reading: 26% of students at Meet Grade Level
- STAAR Math: 30% of students at Meet Grade Level

Needs related to improving the quality of instruction

- IRT Results:
    - IRT 1-Average of 11.50
    - IRT 2- Average of 6.13
    - IRT 3-Average of 9.33
    - IRT 4-Average of 10.1

➔ Improve pacing, quality MRS, and implement 80/20 student-teacher talk rule.
➔ Improve the quality of instruction in reading, math, and science.
➔ Provide quality instruction and close the learning gaps for students within special population groups (EBS, Special Education, Dyslexia, and 504).
➔ Support teachers' instructional capacity and improve lessons' internalization through a PLC structure.
➔ Improve monitoring and adjusting student misconceptions.
➔ Provide focused feedback, coaching sessions, reflective exercises, and actionable steps to enhance teaching practices.

System evaluation (philosophy, processes, implementation, capacity)

- LSAE/Team Center Transitions
- Demo Day structure
- PLC Planning Structure and lesson internalization
- Grade Level Team Planning Structure
- School Systems
    - Hallway Transitions
    - Tracking system to implement before school and afterschool
    - Intervention instruction system based on DOL data

- - Systems for tracking attendance
  - Monitoring SPED and 504 accommodations
- Campus PDs where teachers have opportunities to share their best instructional practices
- Effective communication system with stakeholders

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

Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching

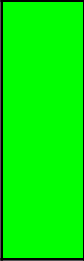## Indicators of success (Measurable results that describe success.)

- By January of 2025, 45% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot, as measured by the monthly average spot score for the second semester.

- By May 2025, 65% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot, as measured by the monthly average spot score for the second semester.

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

- Conduct quality SPOT observations in a timely manner (minimum of 6 per week recorded in the system)
- Conduct on-the-spot coaching daily for each teacher with immediate feedback using the HQI Card
- Adjust the HQI Card after each IRT visit and coach teachers on new adjustments
- Administrators model for each other on effective practices
- Administrators calibrate on a weekly basis with the EDF
- Create documentation for all calibrations
- Practice and inspect daily classroom procedures and instructional expectations
- Create checklist for daily classroom inspections
- Embed data on HQI Card
- Utilize the HQI Card for continuous and adaptive coaching
- Create HQI Card incentives and awards for teachers
- Instructional rounds with NES exemplar campuses in the district
- Create a schedule to observe Demo Day lessons live in the classrooms

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

- Participate in PLCs focused on alignment, scaffolds, and sheltered instruction strategies
- Attend all district and campus PD

	● Actively participate in Demo Days
	● Internalize lesson slides and activities by following Peck's Lesson Planning Protocol
	● Implement Spot Observation feedback the following class/day
	● Analyze student data in a timely manner to plan for reteaching or intervention instruction

	Key Action One: **Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.**		
STAFF DEV.	Who:		
	What:		
	When:		
	Where:		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development		0
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

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

The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

Improve classroom teachers support through the SPED department which will identify and focus on the instructional needs of their SPED students based on their IEP's and grade level standards. This will have a greater impact on student achievement and mastery of grade level objectives and in summative and formative assessments.

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

- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

- By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

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

- Schedule, review, monitor at least 25% of all campus IEPs quarterly with the rubric and checklist (October, December, February, April)

- Create a checklist for ARD Campus Administrator to complete during ARDs to ensure quality IEPs.

- Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation

- Train SPED chair on quality IEPs that align to the child's level of academic achievement and functional performance

- Schedule Teacher Assistants and Teacher Apprentice to attend all scheduled PLCs for 2024-2025

- Create a professional development schedule for all SPED Teacher Assistants and SPED Teacher Apprentice

- Monitor special education outcomes, root causes, and next steps for support

- School leaders will conduct bi-weekly check-ins with the campus Sp.Ed. chair to discuss observations and feedback taking place as it relates to students receiving Special Education services.

- Create a Special Education organizational chart that clearly defines the day-to-day roles,

responsibilities, and schedules of all members that support the special education team

- Strategically assign homerooms to students receiving special education services to promote a more efficient model of delivering in-class support, resource, and dyslexia services

- Create an instructional checklist for each special education program (ECSC, SLL, resource, and dyslexia)

- Review and improve campus systems aimed to track and document the implementation of a student's accommodations and supplemental aids used in the classroom

Specifications – staff (What specific action steps will the staff take to accomplish the objective?)

- Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP

- General education teachers attend a monthly PLC with the caseload manager to ensure IEPs are being strictly met, including any and all accommodations and modifications needed with curriculum, assessments, and/or daily assignments

- Know their students with IEPs and effectively and consistently implement the IEP daily as required by law

- Complete all required paperwork for ARD meetings and documentation of IEP implementation in a timely manner

- Attend ARD meetings as requested

- Conduct a minimum of two teacher-parent conferences (fall/spring) to discuss student progress and student expectations.

- Special Education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study every 2 weeks

- Case managers will develop a system for collecting and analyzing IEP goal data on a monthly basis

	Key Action Two:		
STAFF DEV.	Who:		
	What:		
	When:		
	Where:		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

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

Improve Student's Reading, Math, Writing Proficiency Across Grade Levels

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

- By June 2025, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading.

- Reading STAAR: In the 2024-2025 school year, the percentage of students achieving Meets grade level in STAAR will increase 7% points in both Reading and Math.

- By June 2024-2025 the percentage of students scoring effective or higher in constructive responses in Reading STAAR 2025 will increase from 10 % to 34%.

- By May 2025, 90% of students in grades K-4 will complete at least 90 grade level Zearn lessons and 90% of students in grade 5 will complete at least 60 grade level Zearn lessons.

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

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content areas

- Provide weekly feedback for Reading Knowledge, Science of Reading, Art of Thinking, Math, and Science on teacher's DOL annotations and lesson uploads

- Provide daily on the spot coaching once per day

- Provide specific Spot Observation feedback with actionable steps for each teacher

- Create intervention expectations for the NES intervention block(s) in grades Kinder-2nd for non-EB students to progress monitor Tier 2 and Tier 3 students

- Create Zearn/Amira block expectations for all students

- Create a Zearn/Amira binder for each student

- Create a Zearn/Amira classroom tracker

- Create a Zearn/Amira campus incentive program to begin first week of school

- Create before and after school plan for IXL, Zearn, and Amira program

- Embed keyboarding challenge

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

- Plan a daily SCR in all core content from September through April (evident in the slides with SCR icon and campus expectations)

- Provide student feedback on SCR at least once a week

- Use the rubric provided by TEA to assess student SCR's and ECR's

- Track student data in teacher's data binder (DOL, FA)

- Track student data by homerooms on classroom data wall

- Set individual student goals by conducting goal-setting meetings for BOY and MOY

- Monitor Zearn/Amira lesson usage on a weekly basis

	Key Action Three:		
STAFF DEV.	Who:		
	What:		
	When:		
	Where:		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development		
	Materials/resources		
	Purchased services	**IXL Countdown/Fast Focus**	$15,000
	Other		
	Other		
		TOTAL	
	Funding sources: Title I		

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

Campus improves English proficiency for Emergent Bilingual students

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

- By Spring 2025 STAAR Reading Administration, the percentage of 3rd-5th EB students performing at meets or higher will increase from 25% to 35%.

- NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.

- By May 2025, 60% of EB 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 *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders attend shelter instruction training.

- Train teachers in "at bats" focused on Shelter Instruction practices to ensure students are getting the practice needed to develop the necessary skills to perform at meets and masters on any assessment

- Train teachers on the implementation of Summit K-12 (pre-assessments for Personalized Learning Plan - PLP)

- Create a Summit K-12 incentive program for Emergent Bilingual students

- Train/Support Dual Language (Kinder - 3rd Grade) and Early Exit (4th and 5th Grade) Program as measured by TEA's Program Implementation Rubrics through the Multilingual Department PD - compliance training

- Allow opportunities for proficient Bilingual teachers to conduct professional development for teachers

- Schedule learning walks to observe proficient Bilingual teachers on campus

- Train LPAC team at the beginning of the year with any new update policies

- Improve Content Language Instruction practices on campus with designated Sheltered Instruction professional development (create schedule)

- Design an elementary schedule to support language intervention within class instruction (especially for those students who have prior data to show it is needed)

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

- Ensure that lesson slides have scaffolds (word parts, cognates, visual support, sentence stems, word banks) as needed for any Emergent Bilingual student

- Attend sheltered instruction professional development by campus or district

- Monitor and track Summit K-12 completion

- Set TELPAS goals for each Emergent Bilingual student

- Analyze Emergent Bilingual data along with content area data quarterly with LPAC administrator

- Review designated supports for Emergent Bilinguals

- Ensure "at bats" are implemented in slide deck for authentic engagement with content

- Use research-based engagement strategies in all content areas, such as white board and think-pair-share to ensure full knowledge of content

- Make in the moment adjustments, as needed, based on data gathered from student engagement strategies

- Participate in LPAC committee meetings BOY, MOY, and EOY

- Complete Linguist Accommodation Forms for each Emergent Bilingual student for BOY, MOY, and EOY

		Key Action Four:		
STAFF DEV.		Who:		
		What:		
		When:		
		Where:		
BUDGET		**Proposed item**	**Description**	**Amount**
		Staff development		
		Materials/resources		
		Purchased services		
		Other		
		Other		
			TOTAL	
		Funding sources:		

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

Successfully implement the NES LSAE model- in core instruction grades 3rd-5th

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

- By the end of January 2025, 100% of eligible core teachers will transition students to LSAE no later than the 45-50 minute mark of the instructional period. (Spot Observation-Supporting Practices)

- 100% of core teachers will conduct lessons that reflect L's and S1's receiving more direct instruction/extension of the lesson (Spot Observation-Supporting Practices)

- By the end of January 2025, the campus will consistently score 20/22 on the NES System Check as observed by Monthly campus/district walks.

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

- Track Transition times from DOL to LSAE (brief with little to no loss of learning time)

- Ensure teachers score and track DOLs in a timely manner using their DOL clipboard

- Ensure slides have a digital timer or time stamps on lesson slides for appropriate pacing of the lesson

- Create expectations for Learning Coaches and Teacher Apprentice in-class support and Team Center

- Embed PLCs expectations and Demo Days for all Learning Coaches and Teacher Apprentices

- Implement Day Cards for Learning Coaches, Teacher Apprentices, and Office Staff

- Delegate team center responsibilities such as:

  - Team Center structure & organization

  - Team Center schedule updates

  - Team Center materials/supplies

- Create a daily checklist for Learning Coaches and Teacher Apprentices to complete before they leave to be ready for the next day

- Ensure Learning Coaches and Teacher Apprentices attend PLCs, grade level meetings, Demo Days, campus & district professional development

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

- Learning Coaches and Teacher Apprentices attend PLCs, grade level meetings, Demo Days, campus & district professional development

- Ensure slides are time stamped and/or timer is being used to pace lesson

- Practice lesson ahead of going live to ensure proper pacing and high quality instruction

- Prepare materials ahead of time (day before) to ensure effective and efficient transitions

- Score and track Demonstration of Learning in a timely manner

- Track time/schedules according to master schedule

- Prepare and organize materials for following day

	Key Action Five:		
STAFF DEV.	Who:		
	What:		
	When:		
	Where:		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		