# 

# 2024-2025 Campus Action Plan

## R. Martinez Elementary School

## Jonathan Boudousquie, Principal

**Needs related to student achievement data**

* 1st - 5th Grade Student Performance Tracking: Student performance will be measured using the Performance Analyzer (SPA) regarding core subjects; MTH, RLA, SCI, AOT/WRI from week 1 of the 2024-2025 school year across K to 5th grades. This tracking will help us identify academic strengths and areas of improvement to inform instructional and intervention planning.
* Progress Learning Item Bank: We will utilize the Progress Learning Item Bank to enhance lesson customization & guided notes. The Progress Learning item bank will provide RCM with a repository of items, resources, and assessments to facilitate targeted instruction.
* Implementation of Exact Path and Progress Learning Pathways: Exact Path and Progress Learning pathways will be implemented and emphasized from week 1 of the 2024-2025 school year to provide personalized learning experiences and support student growth in core subjects.
* Utilization of Technology for Guided and Independent Practice: Guided Practice items and Independent Practice items will be delivered using technology in 3rd - 5th grade to reinforce computer keyboarding skills and prepare students to use the accessibility features on new items like multi-part, inline choice, multi-select, hot text, and constructed responses on digital assessments and assignments.
* Effective Implementation of Accommodations: Teachers will routinely and effectively implement accommodations including the accessibility features that students encounter on testing platforms such as content language supports (CLS) and text-to-speech (T2S) from day 1, utilizing tools such as OnTrack and TFAR. This ensures equitable access to learning opportunities for all students. Specifically, Special Education students’ IEPs are updated regularly and distributed to teachers when updated, including signatures for verification. Teachers will be responsible from week 1 to track accommodations provided to students via the RCM tracker and post to PowerSchool. RCM administration will verify tracking every 3-6 weeks.

**Needs related to improving the quality of instruction**

|  |  |  |
| --- | --- | --- |
| **Independent Review Team Domain 2 Results from 2023-2024** | | |
| **IRT 1 Domain 2** | **IRT 2 Domain 2** | **IRT 3 Domain 2** |
|  |  |  |

* Integration of Engagement Strategies: Teachers will incorporate MRS that involve writing before discussing (Write first. Then, talk) such as Think-Ink-Pair-Share and Ink-Turn & Talk. And we will expand the engagement strategies to include Socratic Seminars, Kagan Structures, & Error Analysis strategies.
* Writing will be emphasized across content areas in grades K-5 in the form of constructed response cards utilizing the R.A.C.E.S. strategy for RLA, SCI, AOT/WRI every lesson, every day. Math instructors will defer to the RAPJ strategy.
* WRI Professional Development: Provide explicit professional development around effectively implementing short constructed responses (SCR) and extended constructed responses (ECR) within direct instruction for the 2024-2025 school year.
* Student led instruction: Provide explicit professional development around effectively implementing students leading the learning (model, debate, At-Bats/Show-call) during instruction for the 2024-2025 school year.
* Biweekly WRI/Scoring PLCs: Conduct biweekly WRI scoring Professional Learning Communities (PLCs) to engage teachers in calibrating ratings, providing corrective feedback, and delivering precise praise and polish to students. These PLCs will be consecutive sessions to ensure consistency and effectiveness in providing students with authentic corrective feedback.
* Gradual Release Lesson Customization & Guided Notes: implement lesson customization of slide decks and guided notes following the gradual release model, including observable scaffolding required for every lesson, every day. These guided notes will support teachers in effectively differentiating instruction to meet the diverse needs of students.

**System evaluation (**philosophy, processes, implementation, capacity)

Student Achievement Data:

a. Quick Check Assessments: Administer Progress differentiated assignments every Friday to measure student performance in core subjects (MTH, RLA, SCI. WRI). Then, track this progress using the Student Performance Analyzer (SPA).

b. Progress Monitoring: Continuously track daily DOLs using the Student Performance Analyzer (SPA) by TEKS.

c. Data Analysis: Analyze student performance data collected from the Performance Analyzer (SPA) to identify academic strengths and areas for improvement. Utilize this information during lesson customization PLCs to spiral or intervene via extended Friday, if applicable, or during intervention/enrichment period, if applicable.

Quality of Instruction:

a. Maintain conducting 6 SPOT observations per administrator each week: 3 in the morning and 3 in the afternoon using the SPOT form as well as other tools such as the low-inference evidence tally sheet. Additionally, administrators will conduct mini-IRT administrative walks using the IRT form as well as provide on-the-spot coaching.

b. Turn-key Professional Learning: Assess the impact of WRI professional development sessions on teachers' ability to implement short and extended constructed responses effectively by participating in biweekly WRI/scoring PLCs. These PLCs will focus on calibrating ratings, providing corrective feedback, and delivering precise praise and polish to students in writing.

c. Slide Deck Google Submissions to replace submitting Lesson Plans: Review slide decks to ensure the implementation of Gradual Release Lesson Customization & Guided Notes, including observable scaffolding and differentiation strategies

|  |  |
| --- | --- |
| **1** | **Key Action** *(Briefly state the specific goal or objective.)*  R. Martinez campus staff will increase campus-wide student achievement by providing data-driven high-quality instruction every lesson, every day. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By November 2024, R. Martinez will Increase utilization of the Exact Path & Progress Learning item banks by 25% to enrich lesson customization slide decks and guided notes, providing teachers with a comprehensive repository of resources for targeted instruction aligned with TEKS. * By January 2025, R. Martinez will improve student performance in 3rd-5th grade core subject areas of MTH, RLA, SCI, & AOT by 20% achievement performance from beginning of year to middle of year, as measured by the Student Performance Analyzer (SPA) through tracking of daily DOLs and assessments aligned with TEKS. * By May 2025, R. Martinez will increase student achievement measures on NWEA MAP assessments shifting from the 41st-60th percentile rank on EOY 2024 to the 61st-80th percentile rank by EOY 2025. |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   1. Leadership will conduct professional development sessions focused on Domain 2 of the SPOT observation form (Indicators 2, 3, 4, & 8), highlighting fidelity in engagement strategies, scaffolding, and students leading the learning as well as utilization of scratch-to-screen transitions (computer keyboarding) aligned with the NES model. Subsequently, leadership will conduct follow-up SPOT observations and calibration walks to ensure the effective implementation of coaching and feedback. 2. Leadership will conduct weekly SPOT evaluations of teachers, providing differentiated praise and polish feedback aimed at advancing teachers towards Proficient II or higher ratings. Subsequently, leadership will conduct follow-up SPOT observations and calibration walks to assess the effective implementation of coaching and feedback. 3. Leadership will ensure that both teachers and students engage in cross-curricular reading, writing, and discussions, incorporating real-world connections across RLA, MTH, SCI, and AOT. Subsequently, leadership will conduct follow-up SPOT observations to assess the effective implementation of coaching and feedback. 4. Leadership will rank teachers bi-weekly based on SPOT observations, analyzing trends to tailor professional development activities accordingly. Subsequently, leadership will conduct follow-up SPOT observations to evaluate the effective implementation of coaching and feedback. 5. Leadership will facilitate the Know/Show chart and lesson customization protocol with teachers during daily PLCs. Subsequently, leadership will conduct follow-up SPOT observations to evaluate the effective implementation of coaching and feedback. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   1. Teachers will actively participate in ongoing campus and district professional development sessions tied to data-driven instruction. 2. Teachers will collaborate during daily planning sessions to implement lesson customization protocols, ensuring consistent delivery of data-driven, high-quality instruction across the campus. 3. Teachers will actively participate in DEMO PLC sessions broken down by indicator for Domain 2 Indicators 2 3, 4, & 8 on Thursdays, engaging in demo practice with leadership to effectively implement appraiser feedback. 4. Teachers will participate in learning walks (Teacher support pineapple chart) to observe Proficient II or higher level teachers, focusing on direct instruction, research-based best practices, and engagement strategies to apply in their own classrooms. 5. Teachers will utilize the Student Performance Analyzer (SPA) to engage in data-driven instruction to monitor student progress weekly, adjusting instructional strategies based on daily DOLs and assessments to better inform their teaching practice and improve student performance. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action One:** Increase Campus-wide Student Achievement through Data-Driven Instruction | | |
| **Staff Devel.** | Who: R. Martinez campus staff, leadership team, teachers  Actions for school leaders:   1. Conduct professional development sessions focused on Domain 2 (Indicators 2, 3, 4, & 8) of the SPOT observation form. 2. Conduct weekly SPOT observations of teachers. 3. Ensure cross-curricular engagement in reading, writing, and discussions. 4. Prioritize teachers bi-weekly based on SPOT observations. 5. Facilitate the Know/Show chart and lesson customization protocol during daily PLCs.   Actions for staff:   1. Participate in ongoing campus and district professional development activities. . 2. Collaborate during daily planning sessions to implement lesson customization protocols. 3. Engage in DEMO PLCs on Thursdays. 4. Participate in ‘learning walks’ to observe highly proficient teachers. 5. Utilize the Student Performance Analyzer (SPA) for data-driven instruction. | | |
| What: Increase campus-wide student achievement through data-driven high-quality instruction every lesson, every day. | | |
| When: By November 2024, January 2025, and May 2025 respectively | | |
| Where: R. Martinez campus | | |
|  | **Proposed item** | **Description** | **Amount** |
| Staff development | Pre-service & Professional Development; Create the SPAs by subject, by grade. | $4,200.00 |
| Materials/resources | Blackline Masters, HISD Curriculum, NES Supplies & Campus Staging | $39,000.00 |
| Purchased services | Progress Learning Repository & Lift Off | $6,300.00 |
| Other | Edmentum: Exact Path | $10,900.00 |
| Other | PearDeck Pro | $3,000.00 |
| **TOTAL** | | $63,400.00 |
| Funding sources  Budget strand used:  **Staff Development**   * 1012298000 * 1991010001 * 6499030000 * PS1111000000000   **Materials/resources (Title 1)**   * 1012298000 * 2110000000 * 6399000000 * PS11300000000000 * 1012298000 * 2110000000 * 6399000000 * PS11300000000000   **Materials/resources [PUA Regular** (not related to student supplies)]   * 1012298000 * 1991010001 * 6399000000 * PS11110000000000 | | |

|  |  |
| --- | --- |
| **2** | **Key Action** *(Briefly state the specific goal or objective.)*  Students will demonstrate ‘proficiency’ in responding to computer-based items beyond multiple choice, utilizing accessibility features available to all students, including accommodations for qualifying students.Proficiency aligns with TELPAS and STAAR TEA guidelines. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By October 2024, 80% of 4th - 5th-grade students demonstrate proficiency in utilizing accessibility features and accommodations on NEW item types, i.e. Inline choice, multi-select, multi-part, constructed response, hot text, matching, etc., embedded within instruction during guided and independent practice and on digital Demonstrations of Learning (DOL)s. * By January 2025, 80% 3rd-grade students demonstrate proficiency in utilizing accessibility features and accommodations on NEW item types, i.e. Inline choice, multi-select, multi-part, constructed response, hot text, matching, etc., embedded within instruction during guided and independent practice and on digital Demonstrations of Learning (DOL)s. * By January 2025, 75% of 3rd-5th grade students will achieve a score of 3 or higher based on constructed responses in writing delivered in a platform scored by a teacher using STAAR Scoring Rubric aligned to TEKS standards. |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| 1. Leadership will provide explicit professional development around effectively implementing short constructed responses (SCR) and extended constructed responses (ECR) in addition to NEW item types within direct instruction. Subsequently, leadership will conduct follow-up SPOT observations to evaluate the effective implementation of coaching and feedback. 2. Leadership will conduct biweekly WRI scoring Professional Learning Communities (PLCs) to engage teachers in calibrating ratings, providing corrective feedback, and delivering precise praise and polish to students. These PLCs will be consecutive sessions to ensure consistency and effectiveness in providing students with authentic corrective feedback. Subsequently, leadership will conduct follow-up SPOT observations to evaluate the effective implementation of coaching and feedback. 3. Leadership will coach teachers weekly on effective writing practices for students to successfully transition from scratch to screen. Leadership will follow-up with a SPOT observation to observe the effective implementation of the coaching and feedback. 4. Leadership, for select teachers, will provide personalized professional development using instructional technology. In addition, Leadership will facilitate peer walks (Teacher support pineapple chart). Leadership will follow-up with a SPOT observation to observe the effective implementation of the coaching and feedback. 5. Leadership will coach teachers weekly on scaffolding and differentiated instruction criteria of the SPOT observation form. Leadership will follow-up with a core observation to observe the effective implementation of the feedback. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   1. Teachers will actively participate in ongoing campus and district professional development sessions tied to engagement strategies. 2. Teachers will incorporate MRS that involve writing before discussing (Write first. Then, talk) such as Ink-Pair-Share and Ink-Turn & Talk. And we will expand the engagement strategies to include Socratic Seminars, Kagan Structures, & Error Analysis strategies. 3. Teachers will engage students in guided practice items and/or independent practice items will be delivered using a platform in 3rd - 5th grade to reinforce computer keyboarding skills and prepare students to use the accessibility features on new items like multi-part, inline choice, multi-select, hot text, and constructed responses on digital assessments and assignments. 4. Teachers will engage in weekly side-by-side coaching with leadership and written feedback on the RBIS and effective use of engagement strategies. 5. Teachers, in collaboration with the leadership team during PLCs, will dissect Domain 2 SPOT observation descriptors to pinpoint high-quality instructional practices that facilitate swift turnaround for students. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Two:** Enhance Student Proficiency in Utilizing Computer-Based Assessment Features | | |
| **Staff Devel.** | Who: R. Martinez campus staff, leadership team, teachers  Actions for School Leaders:   1. Provide professional development on short and extended constructed responses and NEW item types 2. Conduct biweekly WRI scoring PLCs for calibrating ratings and providing feedback 3. Coach teachers weekly on effective writing practices and instructional technology 4. Provide personalized professional development for select teachers 5. Coach teachers weekly on scaffolding and differentiated instruction   Actions for Staff:   1. Participate in ongoing campus and district PD activities tied to engagement strategies 2. Expand engagement strategies beyond MRS to include Socratic Seminars and Kagan Structures 3. Deliver guided and independent practice using technology to reinforce keyboarding skills and experience with accessibility features. 4. Engage in weekly side-by-side coaching and written feedback to students 5. Dissect Domain 2 SPOT observation descriptors during PLCs to identify high-quality instructional practices | | |
| What: Enhancing student proficiency in responding to computer-based items beyond multiple choice, utilizing accessibility features and accommodations | | |
| When:By October 2024 and January 2025 | | |
| Where: R. Martinez campus | | |
|  | **Proposed item** | **Description** | **Amount** |
| Staff development | Writing Professional Development; by subject, by grade. | $500.00 |
| Materials/resources | Blackline Masters, HISD Curriculum, & Campus Staging | $500.00 |
| Materials/resources  (not related to student supplies) | Headphones, clinic supplies, radios, laminator, laminator film, & printer ink. | $26,300.00 |
| Purchased services | Progress Learning Repository & Lift Off | $6,300.00 |
| Other | Edmentum: Exact Path | $10,900.00 |
| Other | PearDeck Pro | $3,000.00 |
| **TOTAL** | | $47,500.00 |
| Funding sources:  Budget strand used:  **Staff Development**   * 1012298000 * 1991010001 * 6499030000 * PS1111000000000   **Materials/resources (Title 1)**   * 1012298000 * 2110000000 * 6399000000 * PS11300000000000 * 1012298000 * 2110000000 * 6399000000 * PS11300000000000   **Materials/resources [PUA Regular** (not related to student supplies)**]**   * 1012298000 * 1991010001 * 6399000000 * PS11110000000000 | | |

|  |  |
| --- | --- |
| **4** | **Key Action** *(Briefly state the specific goal or objective.)*  R. Martinez will Improve English proficiency for Emergent Bilingual students. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on the NWEA MAP Reading assessment. * By June 2025, the percentage of students who grew one level of proficiency as defined by TELPAS will increase by 10%. * By May 2025, 70% of EB teachers will score 8/10 or higher in Domain II of SPOT observations. |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   1. Conduct professional development sessions focused on linguistic supports and sheltered instruction strategies. 2. Monitor and analyze student performance data monthly to identify areas needing targeted intervention. 3. Facilitate PLCs focused on effective EB instruction, using data to drive discussions and instructional adjustments. 4. Conduct SPOT observations with a focus on Domain II indicators to ensure high-quality instruction for EBs. 5. Engage in side-by-side coaching with EB teachers, providing actionable feedback and follow-up checks. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   1. Implement sheltered instruction strategies in daily lessons to support language acquisition. 2. Participate in ongoing professional development and PLCs to enhance EB instructional practices. 3. Utilize data from NWEA MAP and TELPAS to adjust instruction and provide targeted support for EBs. 4. Engage students in regular language-rich activities that integrate listening, speaking, reading, and writing. 5. Collaborate with peers to share best practices and strategies for supporting EB students' language development. |
|  | . |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four:** R. Martinez will Improve English proficiency for Emergent Bilingual students. | | |
| **Staff Devel.** | Who:   * R. Martinez campus leadership team * EB teachers * Instructional coaches * Emergent Bilingual students | | |
| What: Improve English proficiency and academic performance of Emergent Bilingual students by implementing targeted instructional strategies, monitoring student progress, and providing ongoing professional development. | | |
| When:   * Professional development sessions: Start in September 2024 and continue monthly. * Data monitoring and PLCs: Monthly, starting in October 2024. * SPOT observations and coaching: Weekly, beginning September 2024. * TELPAS and NWEA MAP assessments: Throughout the 2024-2025 school year, with specific focus on key assessment windows (e.g., Winter and Spring). | | |
| Where: R. Martinez Elementary School, in classrooms, PLCs, and during leadership meetings. | | |
|  | **Proposed item** | **Description** | **Amount** |
| Staff development | Pre-service & Professional Development; Create the SPAs by subject, by grade. | $4,200.00 |
| Materials/resources | Blackline Masters, HISD Curriculum, NES Supplies & Campus Staging | $39,000.00 |
| Staff development | Pre-service & Professional Development; Create the SPAs by subject, by grade. | $4,200.00 |
| **TOTAL** | | 47,400 |
| Funding sources:  Budget strand used:  **Staff Development**   * 1012298000 * 1991010001 * 6499030000 * PS1111000000000   **Materials/resources (Title 1)**   * 1012298000 * 2110000000 * 6399000000 * PS11300000000000 * 1012298000 * 2110000000 * 6399000000 * PS11300000000000   **Materials/resources [PUA Regular** (not related to student supplies)]   * 1012298000 * 1991010001 * 6399000000 * PS11110000000000 | | |

|  |  |
| --- | --- |
| **4** | **Key Action 2:**  The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By the end of the 2024-2025 school year, 100% of IEPs will include specific, clear, and measurable goals, as verified through quarterly reviews. * By the end of the first semester, 90% of the tracked data points in IEPs will align with the goals and progress indicators specified. * By June 2025, 80% of SPED students will meet or exceed their individual growth goals on the NWEA MAP assessments. |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   1. Provide ongoing professional development on creating and implementing high-quality IEPs, including the use of Goalbook. 2. Monitor the Campus Compliance Dashboard weekly to ensure all ARDs are held on time and that IEPs are properly implemented. 3. Conduct monthly SPOT observations focused on the implementation of accommodations and modifications in instruction. 4. Facilitate PLCs centered on data-driven instruction and progress monitoring for SPED students. 5. Conduct regular audits of IEP data tracking and provide feedback to ensure alignment with students' goals. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   1. Implement accommodations and modifications as outlined in IEPs and document these in PowerSchool. 2. Participate in professional development on the Standards-Based IEP Process and apply learning to IEP development. 3. Track and report progress on IEP goals weekly, ensuring alignment with instructional practices. 4. Engage in regular coaching sessions and SPOT feedback to refine instructional strategies for SPED students. 5. Collaborate with SPED staff and leadership to ensure consistent implementation of high-quality, data-driven instruction. |
|  | . |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four:** | | |
| **Staff Devel.** | Who:   * R. Martinez campus leadership team * SPED teachers * Instructional coaches * Special Education students | | |
| What: Ensure the effective implementation of IEPs through high-quality, data-driven instruction, regular progress monitoring, and professional development focused on SPED compliance and instructional strategies. | | |
| When:   * Professional development sessions: Start in September 2024 and continue monthly. * ARD meetings: Ongoing, as required by student IEPs. * SPOT observations and coaching: Weekly, beginning September 2024. * IEP data tracking and audits: Weekly, starting in October 2024. | | |
| Where: R. Martinez Elementary School, in classrooms, PLCs, and during leadership meetings. | | |
|  | **Proposed item** | **Description** | **Amount** |
| Staff development | Pre-service & Professional Development; Create the SPAs by subject, by grade. | $4,200.00 |
| Materials/resources | Blackline Masters, HISD Curriculum, NES Supplies & Campus Staging | $39,000.00 |
| Staff development | Pre-service & Professional Development; Create the SPAs by subject, by grade. | $4,200.00 |
| **TOTAL** | | 47,400.00 |
| Funding sources:  Budget strand used:  **Staff Development**   * 1012298000 * 1991010001 * 6499030000 * PS1111000000000   **Materials/resources (Title 1)**   * 1012298000 * 2110000000 * 6399000000 * PS11300000000000 * 1012298000 * 2110000000 * 6399000000 * PS11300000000000   **Materials/resources [PUA Regular** (not related to student supplies)]   * 1012298000 * 1991010001 * 6399000000 * PS11110000000000 | | |