

SY 23-24 School Action Plan

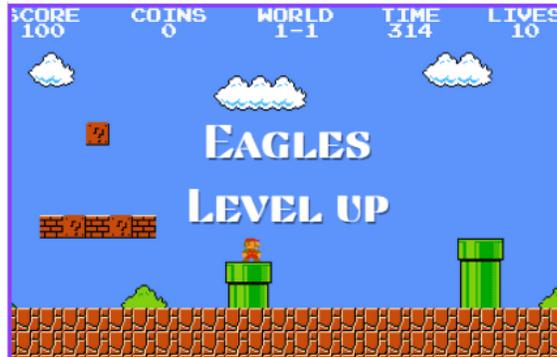
Campus	Sherman Elementary School
Principal	Racquel Rosenbalm
Grades Served	Pre-Kinder to 5th Grade
Enrollment	470

Houston ISD Vision Statement

By the year 2030, HISD will implement wholesale systemic reform of 150 schools to significantly narrow achievement gaps and prepare all students for Year 2035 workplace and world.

Houston ISD Core Values

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



“Level Up”

Sherman Elementary Vision Statement: “Sherman Elementary is committed to the goal of creating a learning community where students exhibit a passion for creativity, diversity, and respect for their community. All Sherman students will demonstrate reading abilities and math skills at or above grade level. They will internalize their personal goals by tracking and verbalizing their progress. Sherman students will consistently exhibit our core values which lead them to be positive, contributing members of their communities and society.”

Sherman Elementary Mission Statement: “Sherman Elementary School is a learning organization that prepares all our students for academic success by building positive, supportive, caring learning communities which fosters positive self-esteem and encourages excellence through a structured learning environment, high expectations, and a never give up attitude.”

Sherman Elementary is located in Houston's Near Northside Community near downtown Houston. Sherman's current enrollment is 470 students, which has decreased from the previous year. Sherman's 2022-2023 enrollment was 526 students. Sherman serves students from PK3 to 5th grades. Sherman's 2021-2022 enrollment is 523 students and 99% of the student population is economically disadvantaged. Sherman educates students from PK3 to 5th grades. Sherman's student population is comprised of 88% Hispanic students, 10% African American students and 2% white students. Nearly 38% of our student population are English Learners, 9% receive Special Education services and 2% are GT. Six percent of students are categorized as homeless. Sherman's yearly attendance average was 92%, which was a slight increase of half a point from the previous year. The wraparound specialist and office personnel conduct home visits to ensure students are attending school regularly. Due to Covid-19 and students and siblings having to quarantine together, attendance continues to be affected daily.

Sherman's demographic strengths are the campus is becoming more diverse as the African American population is increasing. Our campus is located within blocks of the local public Carnegie Neighborhood Library. It is also within walking distance to the Metrorail's Red Line which is easily accessible to the Moody Park Community Center, Downtown Houston, the Museum District and several of Houston's Universities like University of Houston, University of Houston-Downtown and Rice University.

The purpose of the action plan is for Sherman Elementary to continue to improve academically and review all data for students and student groups especially our English Learners (EL) and Special Pops students. The components of the campus needs assessment include the establishment of a school wide planning team, clarification of the campus vision with focus on reform, creation of the school profile, identification of data sources and analysis of the data. We will develop strong reading, writing and math instructional practices and will focus on increasing student writing and vocabulary across the curriculum for the 2022-2023 school year. Professional development for teachers and staff, progress monitoring by teachers and administrators, and closely monitoring data to determine that students are mastering the objectives that will be utilized to continue the growth of student success and ensure high academic achievement for all students. Title I funds will be used towards strengthening reading, writing, math and science. These funds will also be used to pay for summer school salaries, extra duty pay and general supplies to aid instruction.

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i> Sherman Elementary School will achieve high academic growth by increasing teacher capacity to provide high quality instruction to students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> 70% of scores on spot observations conducted in December by calibration team will be proficient or higher 8 points to 15 points on the spot observation rubric, that percentage will increase to 90% in May 2024. 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by 23-24 teacher evaluation system. 75% of lessons observed in November and 100% of lessons observed in May will incorporate MRS.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom. Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/appraisers. Ensure daily pulse checks with 80% of teachers performing at a medium/high level. Provide PD on MRS strategies during August Preservice and continue with on-the-spot coaching daily to ensure teachers are incorporating these strategies effectively.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams). Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it. Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for remainder of lesson. Participate in grade level planning sessions to effectively plan daily learning objectives and DOLs and ensure sure both are aligned to the daily instruction/lesson.

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

Sherman Elementary School will achieve higher academic growth in math.

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

- Students will grow 0.90 times the average U.S. growth in Math in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8. Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in Math in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.
- 75% of the students in grades K-1 will demonstrate typical or above typical growth in DIBELS at the end of the year.

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

- Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom.
- Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/appraisers.
- Ensure daily pulse checks with 80% of teachers performing at a medium/high level.
- Provide PD on MRS strategies during August Preservice and continue with on-the-spot coaching daily to ensure teachers are incorporating these strategies effectively.
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams).
- Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.
- Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for remainder of lesson.
- Participate in grade level planning sessions to effectively plan daily learning objectives and DOLs and ensure sure both are aligned to the daily instruction/lesson.

KEY ACTION TWO

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

Sherman Elementary School will achieve higher academic growth in reading.

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

- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by 23-24 teacher evaluation. (15 Reading Teachers)
- Students will grow 0.90 times the average U.S. growth in Reading in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.
- Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in reading in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.
- 75% of the students in grades K-1 will demonstrate typical or above typical growth in DIBELS at the end of the year.

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

- Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom.
- Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/appraisers.
- Ensure daily pulse checks with 80% of teachers performing at a medium/high level.
- Provide PD on MRS strategies during August Preservice and continue with on-the-spot coaching daily to ensure teachers are incorporating these strategies effectively.

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

- Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams).
- Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.
- Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for remainder of lesson.
- Participate in grade level planning sessions to effectively plan daily learning objectives and DOLs and ensure sure both are aligned to the daily instruction/lesson.

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

Sherman Elementary School will increase academic growth in science.

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

- 80% of teachers will be proficient or higher in the delivery of high-quality instruction as measured by the 2023-2024 teacher evaluation.
- Students will grow 0.90 times the average U.S. growth in science in January as measured by the NWEA Map assessment and using the mean RIT score for each grade. Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in Science in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade.

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

- Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom.
- Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/appraisers.
- Ensure daily pulse checks with 80% of teachers performing at a medium/high level.
- Provide PD on MRS strategies during August Preservice and continue with on-the-spot coaching daily to ensure teachers are incorporating these strategies effectively.
- The leadership team will work with the 5th grade science teacher to develop lessons based on low performing TEKS from the 2023 STAAR data.

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

- Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams).
- Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.
- Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for remainder of lesson.
- Track student data from unit assessments to determine reteach and intervention support.

- 3rd-5th grade teachers implement 5E Model lessons from Stemscopes.
- 5th grade science teacher will utilize NWEA MAP assessments, unit assessments and weekly data to determine student academic needs.

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

Grow teachers capacity in reviewing, implementing special education plans/ieps/ards.

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

- 1. 50% of student required Individualized Education plans are reviewed and corrected for student success in the classroom.
- 2. Students will show growth on middle of year assessment by at least 15-25% from the beginning of the year assessment.
- 3. Students will show growth on end of year assessment by 15- 25% from middle of year assessment within the special education population
- 4. Students will increase STAAR Math and Reading proficiency by 15% or more.

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

- 1. Train teachers on effective use of accommodations and modifications for students
- 2. Provide on the spot coaching for teachers and feedback concerning special education.
- 3. Creating/ presenting expert professional development on implementing special education
- 4. Establishing and maintaining non-negotiables for high quality instruction including special education students.
- 5. Monitor PLC's for effective planning to ensure high quality instruction/lesson planning is occurring while implementing accommodations/modifications for special education students.

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

- 1. Analyze student work samples ensure consistent use of IEP's/accommodation/modifications.
- 2. Teacher attend/participate in professional development on Special Education strategies/ interventions and implementations of accommodations.
- 3. Provide rigorous learning experiences to all students throughout the year to help show progress and mastery in accordance with TEA/ STAAR expectations.
- 4. Rehearse/adapt lessons/effective planning to assist with high quality instruction.
- 5. Analyzing assessment data in PLC to assist in guiding lesson planning and instruction.

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

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

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

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

KEY ACTION SIX (optional)