

## SY 23-24 School Action Plan (West Division Office)

<b>Campus</b>	Red STEM Magnet School
<b>Principal</b>	Jamecia Crenshaw-Jones
<b>Grades Served</b>	Pre-K3 - 5 <sup>th</sup>
<b>Enrollment</b>	589

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

- September 1: Principal emails Action Plan to Feeder EDs.
- September 4: Principal receives Action Plan with feedback from Feeder EDs.
- September 8: Principal uploads final copy of Action Plan in West Division SharePoint.

[Key Action Guide](#) – Use as a reference to assist with writing the Key Action statements.

[Connection to District Plan](#) – Use as a reference for the Connection to the District Plan.

### Needs Assessment

<i>low</i>	<b>Advanced</b>	<i>high</i>
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.		

### Goals and Priorities

<i>low</i>	<b>Advanced</b>	<i>high</i>
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.		

### Indicators of Success

<i>low</i>	<b>Advanced</b>	<i>high</i>
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.		

### Specific Actions

### Connection to District Plan

### Systems Thinking

<i>low</i>	<b>Advanced</b>	<i>high</i>
<p>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.</p>		

<i>low</i>	<b>Advanced</b>	<i>high</i>
<p>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.</p>		

<i>low</i>	<b>Advanced</b>	<i>high</i>
<p>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.</p>		

**Key Action for SPED:**

- Utilize interventions and designated supports with fidelity for students with Special Education needs to increase academic achievement- in both the self-contained and general education settings, as established via PLCs
- Employ state and district level compliance standards to ensure 100% compliance for ARDS and IEP implementation with weekly progress checks provided during admin meetings

**Needs Assessment with Data and Rationale:**

Combined Reading- SPED		Combined Reading- Non-SPED		Combined Math- SPED		Combined Math- Non-SPED	
<b>DNM</b>	35%	<b>DNM</b>	14%	<b>DNM</b>	38%	<b>DNM</b>	20%
<b>Approaches</b>	26%	<b>Approaches</b>	29%	<b>Approaches</b>	26%	<b>Approaches</b>	29%
<b>Meets</b>	29%	<b>Meets</b>	19%	<b>Meets</b>	23%	<b>Meets</b>	19%
<b>Masters</b>	1%	<b>Masters</b>	31%	<b>Masters</b>	13%	<b>Masters</b>	31%

- The above chart represents the 2023 Math and Reading STAAR scores for current-year 4<sup>th</sup> and 5<sup>th</sup> grade students combined at Red. At each level, SPED students underperform their non-SPED counterparts. Additionally, the higher Meets scores for SPED, can be attributed to the fact that there is a higher percentage of Masters-level Reading & Math scores. This indicates by in large, SPED instructional supports must be monitored for fidelity and accuracy of execution.
- Based on Red’s 2021 – 2022 TAPR Report, Special Education students underperformed their counterparts in all subjects and grade levels. These data points are also indication that instructional support systems, such as progress monitoring, interventions, and designated supports need to be a high-priority focus at Red.
- Quality of Instruction Data Point: An analysis of previous year lesson plans indicates a deficit in the knowledge surrounding the backward planning process. A structured PLC will allow for instructional leaders to establish and monitor the backward planning process that will contribute to pre-planned instructional supports for special populations- like Special Education. A cyclical PLC Cycle and PLC Calendar (see appendages A, B, & C) will provide teachers the structure and space necessary for progress monitoring, data dives, planning, and learning in response to student data. This alignment will lead to student achievement.
- ARD and IEP compliance must also be a central focus at Red Elementary. The Special Education Chair must also be proficient in the learning modalities that will best suit students’ learning goals in relation to TEKS alignment and STAAR testing (push-in, pull-out, interventions, accommodations). Likewise, general education teachers must be proficient in SPED support implementation as well.

**Goals and Priorities:**

1. Increase Special Education STAAR Scores by 15% at the Meets and Masters levels for the 2023 – 2024 Spring STAAR Administration.
2. Increase instructional leadership and teacher effectiveness in Special Education instruction by the 2023 – 2024 mid-year teacher appraisal evaluation.
3. Create and execute, with fidelity, the Red STEM Magnet Backward Planning Guide to address the instructional needs of all students.
4. Decrease special education discipline referral percentage through effective instructional practices.

5. Ensure 100% of ARDs and IEPs remain in compliance and goals are supported accurately throughout the 2023 – 2024 school year using an IEP Compliance Checklist.

**Indicator of Success:**

- 80% of all Red content teachers will receive at least a Proficient (or higher) score in T-TESS Dimensions 1.3 (Knowledge of Students) and 2.4 (Differentiation) for their Semester II Walkthrough and Observation.
- Students receiving Special Education Services in the general education setting will show consistent incremental growth (by at least 5%) in their Reading and Math MOY and EOY NWEA testing scores.
- Students receiving Special Education Services in the self-contained setting will show consistent incremental growth in their alternative curriculum goals.
- Demonstrations of Learning and Unit Exams, as distributed through OnTrack, for grades 3 – 5, will show consistent growth in alignment to preparation for the NWEA MOY, BOY, interim STAAR, and 2024 Spring STAAR Administration.
- 100% of all ARDs and IEPs will remain in compliance in accordance with district and TEA standards.
- 100% of SPED students will accurately utilize digital accommodations during formative assessments (modules, mid modules, BOY, MOY, EOY, etc.) in alignment to summative assessment expectations using interface training tutorials during weekly servicing.

**Specific Actions:**

**School leaders**

Administrator	Action Item
Principal	<ul style="list-style-type: none"> <li>• Create instructional planning guidelines according to district and TEA standards.</li> <li>• Provide coaching and feedback through Admin Huddles (twice a day), weekly admin meetings (Mondays from 8:00 – 8:30 am), observations of spot checks, coaching &amp; feedback sessions, HQI Pulse Checks, and one-on-one SPED Chair support</li> <li>• Preside over ARD meetings in conjunction with SPED Administrator and SPED Chair</li> <li>• Manage implementation of school-wide instructional initiatives through modeling for leadership team</li> <li>• Implement cyclical data dives to monitor use and effectiveness of SPED accommodations</li> <li>• Communicate SPED goals to students, families, and the community</li> </ul>
All Administrators will:	<ul style="list-style-type: none"> <li>• Model the use of instructional panning guidelines according to district and TEA standards.</li> <li>• Provide coaching and feedback through spot observations, HQI Pulse Checks, PLCs, walkthroughs, and observations</li> <li>• Implement live and side-by-side coaching when necessary to provide quality control for SPED instructional expectations</li> <li>• Review assigned teachers’ lesson plans and instructional resources to ensure SPED goals and priorities are being executed</li> <li>• Implement cyclical data dives to monitor use and effectiveness of SPED accommodations</li> </ul>
Assistant Principal	<ul style="list-style-type: none"> <li>• Collaborate with the Principal, as needed, to monitor campus-wide Special Education expectations</li> </ul>
Teacher Specialist	<ul style="list-style-type: none"> <li>• Serve as the Red Special Education Administrator</li> <li>• Work closely with SPED Chair to ensure ARD meetings are being held in accordance with district and state standards</li> <li>• Coach SPED Chair/Resource Teacher regarding push-in/pull-out efficiency</li> </ul>
Magnet Coordinator	<ul style="list-style-type: none"> <li>• Serve as the Red Data Lead and actively track Special Education data markers (indicators of success)</li> <li>• Plan cyclical data dives to monitor use and effectiveness of SPED accommodations</li> </ul>
SPED Chair/Resource Teacher	<ul style="list-style-type: none"> <li>• Utilize district and TEA guidelines to provide supports for special education students</li> <li>• Adhere to district and TEA expectations surrounding ARDs and IEPs to maintain compliance</li> <li>• Provide quality instruction for students receiving SPED services in the general education setting</li> <li>• Coach ECSE, Self-Contained, and General Education teachers around instructional best practices for Special Education services</li> <li>• Create and employ a balanced instructional schedule through strategically aligned push-in and push-out cycles for students.</li> </ul>

**School Staff**

School Staff Member	Action Item
All Staff Members will:	<ul style="list-style-type: none"> <li>Set professional goals based on Action Plan, including emphasis on Special Education priorities (IPDP Goal 1)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Utilize coaching and feedback to inform instructional planning and relay instructional expectations to paraprofessionals</li> <li>Actively track student data, by sub and special populations, to drive instruction based on students' IEP goals</li> <li>Provide SPED accommodations for students who receive services</li> </ul>
Paraprofessionals	<ul style="list-style-type: none"> <li>Collaborate with teacher to provide Special Education services and accommodations based on students' IEP goals</li> </ul>
Interventionists	<ul style="list-style-type: none"> <li>Provide student-specific services (Dyslexia, Speech, Reading, Math, etc.) in conjunction with IEP goals.</li> <li>Collaborate with content teachers to implement instruction in alignment with students' learning expectations</li> </ul>
<b>Connection to District Plan</b>	
<b>HISD Priority Areas</b>	
<ul style="list-style-type: none"> <li>I. Expand leadership density</li> <li>II Improve the quality of instruction</li> <li>V. Improve SPED and SEL services</li> </ul>	
<b>Core Values</b>	
<ul style="list-style-type: none"> <li>The SPED key action is aligned to all six HISD Core Values.</li> </ul>	
<b>HISD Ready Characteristics</b>	
<ul style="list-style-type: none"> <li>Rigorously aligned lessons</li> <li>LO &amp; DOL alignment</li> <li>Bell-to-Bell instruction</li> <li>On-grade level content</li> <li>Students reading, writing, computing, thinking, discussing 95% of the time</li> <li>Smooth transitions</li> </ul>	
<b>Central Office Support</b>	
Central Office Member	Supportive Actions
ED of Feeder	<ul style="list-style-type: none"> <li>Coach Principal and Leadership Team surrounding instructional expectations for SPED services</li> <li>Provide feedback to Principal regarding Red's adherence to SPED Key Action</li> </ul>
ED of Support	<ul style="list-style-type: none"> <li>Assist Principal and Leadership Team with obtaining resources and supports as needed</li> </ul>
West Division SPED Support	<ul style="list-style-type: none"> <li>Monitor Red's implementation of district and TEA level SPED adherence</li> <li>Coach Principal, Leadership Team, and Teachers at the request of the Principal or according to district mandates</li> </ul>

**Key Action for HQI:**

Red STEM Magnet teachers will use SAAVAS (Pre – K), Amplify (K – 5), and Science of Reading (Amplify) curriculum to improve Circle, TX-KEA, and STAAR Assessment scores in Reading for the 2023 – 2024 School Year.

Walkthroughs, observations, and daily instructional walks will be utilized to monitor the effectiveness of teachers’ instructional execution. PLCs, side-by-side planning, and staff meetings will be utilized to coach teachers around campus and district level instructional expectations.

**Needs Assessment with Data and Rationale:**

### 2022 – 2023 TX-KEA MOY (English)

Performance Level Summary	#	%	✓
Number of Students Tested:	51		
1 - On Track	35	68.63%	✓
2 - Monitor	1	1.96%	✓
3 - Support	15	29.41%	✓

### 2022 – 2023 TX-KEA MOY (Spanish)

Performance Level Summary	#	%	✓
Number of Students Tested:	16		
1 - On Track	11	68.75%	✓
2 - Monitor	1	6.25%	✓
3 - Support	4	25%	✓

### 2022 – 2023 Circle MOY (English)

Grade	#	Avg Score
Red Elementary (224)	54	41.35
Pre-Kindergarten	14	30.71
Kindergarten	40	45.08

### 2022 – 2023 Circle MOY (Spanish)

Grade	#	Avg Score
Red Elementary (224)	22	28.73
Pre-Kindergarten	3	22.33
Kindergarten	19	29.74

### 2022 – 2023 STAAR ALT

Average Raw Score	Average % Correct
27.67	69.17%

Performance Level Summary	#	%	✓
Number of Students Tested:	6		
1 - Developing	1	16.67%	✓
2 - Satisfactory	5	83.33%	✓

### 2022 – 2023 Combined 3 – 5 Reading STAAR

Average Raw Score	Average % Correct
27.87	53.59%

Performance Level Summary	#	%	✓
Number of Students Tested:	172		
1 - Does Not Meet	30	17.44%	✓
2 - Approaches	54	31.4%	✓
3 - Meets	47	27.33%	✓
4 - Masters	41	23.84%	✓

**Goals and Priorities:**

1. Increase Circle scores by 10% for Pre-K students in the 2023 – 2024 School Year.
2. Increase DIBELS/Lectura scores by 10% for Pre-K – 2 students in the 2023 – 2024 School Year.
3. Increase Reading STAAR scores for 3<sup>rd</sup> – 5<sup>th</sup> grade students by 15% in the 2023 – 2024 School Year.
4. Increase instructional leadership and teacher effectiveness in Reading instruction by the 2023 – 2024 mid-year teacher appraisal evaluation.
5. Improve TELPAS proficiency scores through multilingual strategies in 100% of classrooms.

**Indicator of Success:**

- Eighty percent of all Red content teachers will receive at least a Proficient (or higher) score in T-TESS Dimensions 1.2 (Data and Assessment) and 2.2 (Content Knowledge and Expertise), and 2.3 (Communication) for their Semester II Walkthrough and Observation.
- All Pre-K – 5 students will show consistent, incremental growth (by at least 5%) in their Reading Circle, TX-KEA, MAP MOY, MAP EOY, and district-level formative assessments.
- Demonstrations of Learning and Unit Exams, as distributed through OnTrack, for grades 3 – 5, will show consistent growth in alignment to preparation for the NWEA MOY, BOY, interim STAAR, and 2024 Reading STAAR Administration (Spring), as evidenced through RIT Scores.
- EB students will show consistent, incremental growth in their Reading, Speaking, Listening, and Writing proficiency, as evidenced through Summit K-12, Reading MOY, Reading EOY, Circle, and TX-KEA formative assessments.
- 100% percent of teachers will utilize campus multilingual learning strategies and the 2023 – 2024 Red Writing Plan in their daily instructional practices.

**Specific Actions:**

**School Leaders**

Administrator	Action Item
Principal	<ul style="list-style-type: none"><li>• Create Red Backward Planning Guide to support leadership and teacher instructional practices</li><li>• Create and employ professional expectation guidelines for leadership and teacher support</li><li>• Provide coaching and feedback through Admin Huddles (twice a day), weekly admin meetings (Mondays from 8:00 – 8:30 am), observations of spot checks, coaching &amp; feedback sessions, HQI Pulse Checks, and one-on-one teacher support</li><li>• Manage implementation of school-wide instructional initiatives through modeling for leadership team</li><li>• Implement cyclical data dives to monitor effectiveness of backward planning and instructional coaching supports</li><li>• Communicate HQI goals to students, families, and the community</li></ul>
All Administrators will:	<ul style="list-style-type: none"><li>• Model the use of instructional planning guidelines according to district and TEA standards.</li><li>• Provide coaching and feedback through spot observations, HQI Pulse Checks, PLCs, walkthroughs, and observations</li><li>• Implement live and side-by-side coaching when necessary to provide quality control for instructional expectations</li></ul>




	<ul style="list-style-type: none"> <li>Review assigned teachers' lesson plans and instructional resources to ensure HQI goals and priorities are being executed</li> <li>Implement cyclical data dives to monitor use and effectiveness of HQI standards</li> </ul>
Assistant Principal	<ul style="list-style-type: none"> <li>Collaborate with the Principal, as needed, to monitor campus-wide instructional expectations</li> </ul>
Teacher Specialist	<ul style="list-style-type: none"> <li>Serve as the Reading and Bilingual Lead</li> <li>Serve as the LPAC Coordinator</li> </ul>
Magnet Coordinator	<ul style="list-style-type: none"> <li>Serve as the Red Data Lead and actively track HQI data markers</li> <li>Plan and model cyclical data dives to monitor use and effectiveness of SPED accommodations</li> </ul>

## Staff Members


School Staff Member	Action Item
All Staff Members will:	<ul style="list-style-type: none"> <li>Set professional goals based on Action Plan, including emphasis on HQI priorities (IPDP Goal 2)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Utilize coaching and feedback to inform instructional planning</li> <li>Actively track student data, by sub and special populations, to drive instruction based on HQI goals and priorities</li> <li>Provide HQI Supports for EB students in according to the Red Writing Plan and Red Backward Planning Guide</li> </ul>
Paraprofessionals (Pre-K – K)	<ul style="list-style-type: none"> <li>Collaborate with teacher to provide HQI supports for students</li> <li>Support teachers with setting up and maintaining assessment environment</li> </ul>
Interventionists	<ul style="list-style-type: none"> <li>Provide student-specific services (Dyslexia, Speech, Reading, Math, etc.) in conjunction with HQI goals and expectations</li> <li>Collaborate with content teachers to implement instruction in alignment with Red HQI goals and priorities</li> </ul>

## Connection to District Plan:









### HISD Priority Areas

-  I. Expand leadership Density
-  II. Improve the quality of instruction
-  IV. Improve Pre-K through 4<sup>th</sup> Grade reading instruction

### Core Values

-  The HQI Key Action is connected to all six Core Values.

### HISD Ready Characteristics

-  Forgoing low quality common practices (unaligned worksheets, inorganic spelling and vocabulary, full movies, etc.)
-  Reading, Writing, Computing, Discussing, Thinking, 95% of the time
-  Maximization of Instructional Time
-  Bell-to-Bell Instruction
-  Rigorously aligned lessons
-  LO and DOL Alignment
-  On-Grade Level Content
-  Best Practice pedagogical strategies (use of timers, zone of proximity, colleague collaboration, etc.)

### Central Office Support



Central Office Member	Supportive Actions
ED of Feeder	<ul style="list-style-type: none"> <li>• Coach Principal and Leadership Team surrounding HQI implementation</li> <li>• Provide feedback to Principal regarding Red's adherence to HQI Key Action</li> </ul>
ED of Support	<ul style="list-style-type: none"> <li>• Assist Principal and Leadership Team with obtaining resources and supports as needed</li> </ul>
West Division SPED Support	<ul style="list-style-type: none"> <li>• Monitor Red's implementation of district and TEA level HQI adherence</li> <li>• Coach Principal, Leadership Team, and Teachers at the request of the Principal or according to district mandates</li> </ul>

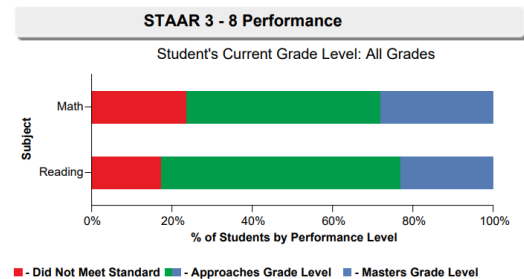
**Key Action for PLCs:**

Strengthen high quality instruction implementation through a structured PLC system

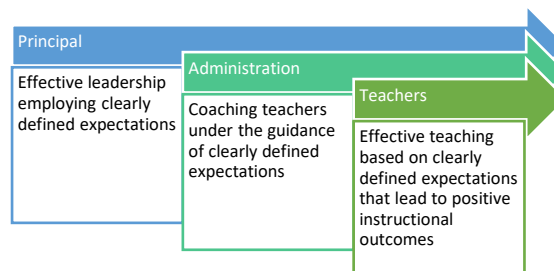
Model instructional and professional expectations through face-to-face coaching via structured PLCs

**Needs Assessment with Data and Rationale:**

- According to the 2021 – 2022 TAPR, Red Elementary received an A rating with Distinction in both Reading and Math. Additionally, Red scored in the 25<sup>th</sup> percental for Comparative Academic Growth and Closing the Gaps. Historically, Red has been heralded as an academic stronghold- with Domains II and III being the focal point for advancement.
- Based on the 2022 – 2023, Domain I Calculator, Red Elementary is projected at a B Accountability Rating in Domain I, which is a reduction.
- Since Domain I scoring is a lagging indicator, Domains II (School Progress) and III (Closing the Gaps) are the two factors that can directly influence Red’s 2023– 2024 Accountability Score.
- To move Red to an overall A-Rating for the 2023 – 2024 School Year, instructional excellence, in accordance with district and state expectations, must be the main priority.
- Strategic Planning Learning Communities (PLCs) will be employed as the highest leverage action to improve instructional outcomes at Red STEM Magnet School.
- A full-scale system that utilizes multiple resources and data points will be used to guide the quality of planning during PLCs (Red Backward Planning Guide, embedded T-TESS appraisal supports, Red Lesson Plan guidance, HQI Pulse Check guidance, Red Writing Plan, district and state level mandates, etc.)



**PLC Rationale**



**Goals and Priorities:**

1. Improve Red’s Accountability Rating for the 2023 – 2024 School Year by creating a structured PLC System that promotes sustainable growth.
2. Increase Meets and Masters STAAR scores for Grades 3 -5 by at least 10% for Math, Reading, and Science STAAR administrations in Spring 2024, as well as non-STAAR summative assessments (Circle, TX-Kea, DIBELS, TELPAS, etc.)

3. Increase instructional leadership and teacher effectiveness in High Quality Instruction to ensure students and teachers are receiving rigorous support at all levels.

**Indicator of Success:**

- By November 1, 2023, the Red Leadership team will be accurately calibrated in HQI Pulse Checks, Walkthroughs/Spot Observations, Observations, and PLC execution.
- 80% of content teachers will score at a Proficient (or higher) in T-TESS Dimensions 1.2 (Data & Assessment), 1.3 (Knowledge of Students), 2.2 (Content Knowledge & Expertise), 2.3 (Communication), and 2.4 (Differentiation) in their Progress Conference Rating.
- 100% of teachers at Red will score at a Proficient (or higher) in T-TESS Dimensions 1.2 (Data & Assessment), 1.3 (Knowledge of Students), 2.2 (Content Knowledge & Expertise), 2.3 (Communication), and 2.4 (Differentiation) in their EOY Conference.
- 100% of content teachers overall formative assessment data will trend positively for each assessment administration (Modules, Mid-Modules, MOY, EOY data points).

**Specific Actions:**

**School Leaders**

Administrator	Action Item
Principal	<ul style="list-style-type: none"> <li>• Create Red PLC System in accordance with campus needs, district guidelines, and TEA expectations</li> <li>• Coach Leadership Team around PLC implementation expectations and best practices</li> <li>• Model PLC System best practices for Leadership Team to anchor campus-wide expectations</li> <li>• Collaborate with leadership team to create PLC binders for leaders and PLC binders for teachers</li> </ul>
All Administrators will:	<ul style="list-style-type: none"> <li>• Model the use of instructional planning guidelines according to district and TEA standards.</li> <li>• Lead PLCs for their assigned grade/content areas</li> <li>• Implement live and side-by-side coaching when necessary to provide quality control for instructional expectations outlined during PLC</li> <li>• Review assigned teachers' lesson plans and instructional resources to ensure HQI goals and priorities are being executed in accordance to PLC/Lesson Plan Cycle</li> <li>• Implement cyclical data dives to monitor use and effectiveness of HQI standards during PLC</li> </ul>
Assistant Principal	<ul style="list-style-type: none"> <li>• Lead PLCs for Grades 2 – 5</li> </ul>
Teacher Specialist   SPED Chair	<ul style="list-style-type: none"> <li>• Coordinate PLCs for Bilingual and SPED teachers</li> </ul>
Magnet Coordinator	<ul style="list-style-type: none"> <li>• Lead PLCs for Pre-K - 1</li> </ul>

**School Staff**

School Staff Member	Action Item
All Staff Members will:  (includes Teachers, Paraprofessionals, and Interventionists)	<ul style="list-style-type: none"> <li>• Effectively carry out their chosen PLC role</li> <li>• Adhere to Red PLC Guidelines</li> <li>• Utilize feedback garnered during PLC to inform instructional planning and practices</li> <li>• Actively participate in all PLC activities based on Red's "Achieving Excellence Together" theme</li> </ul>

**Connection to District Plan:**

**HISD Priority Areas**

- ✚ I. Expand leadership density
- ✚ II. Improve the quality of instruction
- ✚ IV. Improve Pre-K through 4<sup>th</sup> Grade reading instruction
- ✚ V. Improve SPED and SEL services
- ✚ XI. Develop and implement Year 2035 Competencies and Experiences

**Core Values**

- ✚ The HQI Key Action is connected to all six Core Values.

**HISD Ready Characteristics**

- ✚ Forgoing low quality common practices (unaligned worksheets, inorganic spelling and vocabulary, full movies, etc.)
- ✚ Reading, Writing, Computing, Discussing, Thinking, 95% of the time
- ✚ Maximization of Instructional Time
- ✚ Bell-to-Bell Instruction
- ✚ Rigorously aligned lessons
- ✚ LO and DOL Alignment
- ✚ On-Grade Level Content
- ✚ Best Practice pedagogical strategies (use of timers, zone of proximity, colleague collaboration, etc.)

**Central Office Support**

<b>Central Office Member</b>	<b>Supportive Actions</b>
ED of Feeder	<ul style="list-style-type: none"><li>• Coach Principal and Leadership Team surrounding PLC effectiveness</li><li>• Provide feedback to Principal regarding Red’s adherence to PLC Key Action</li></ul>
ED of Support	<ul style="list-style-type: none"><li>• Assist Principal and Leadership Team with obtaining resources and supports as needed</li></ul>
West Division SPED Support	<ul style="list-style-type: none"><li>• Coach Principal, Leadership Team, and Teachers at the request of the Principal or according to district mandates</li></ul>

**Appendix includes:**

- A. Admin Meeting Agenda
- B. Admin Huddle Agenda
- C. Faculty Meeting Agenda
- D. Lesson Plan Cycle
- E. PLC Cadence

APPENDIX A: 2023 – 2024 ADMINISTRATION MEETING AGENDA TEMPLATE



**S.C. Red STEM Magnet**  
**2023 - 2024**  
**Administration Team Meeting**



4520 Tonawanda Drive  
Houston, Texas 77035

[713.726.3638](tel:713.726.3638)

Jamecia Crenshaw-Jones, Principal

[INSERT DATE HERE]

**I. Welcome (Norms & Purpose)**

**Be Present.**

**Be Solutions-Oriented.**

**Be Collaborative.**

**Seek to understand first.**

**II. Campus Safety**

a. Topic Here

b. Topic Here

**III. Instruction**

a. Campus MRS Focus

b. Campus Instructional Focus

c. T-TESS Updates

d. On-the-Spot Coaching

**IV. Special Education**

a. Topic Here

b. Topic Here

**V. PLC**

a. Weekly Focus

b. Topic Here

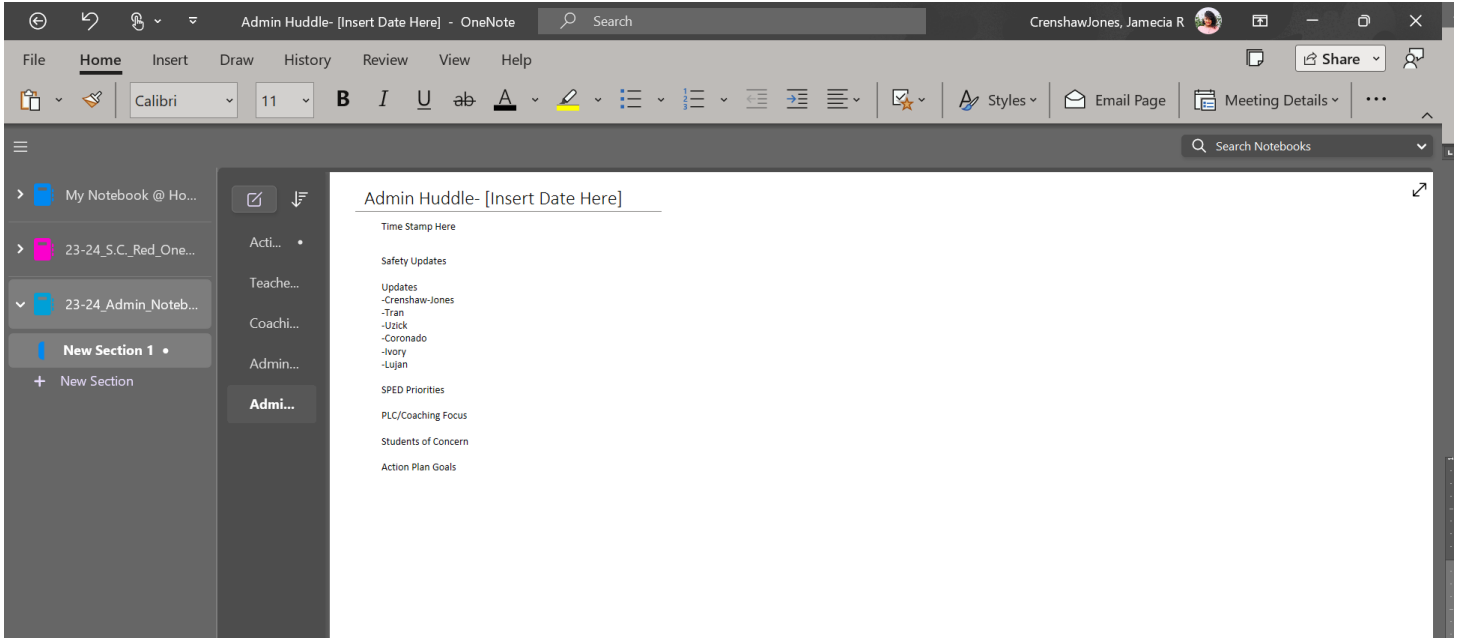
**VI. Topic Here**

**Updates**

M. Tran- Assistant Principal	R. Coronado-Hill, Teacher Specialist	R. Uzick- Magnet Coordinator
A. Ivory- Counselor	L. Lujan- SPED Department Chair	

## APPENDIX B: ADMIN HUDDLE AGENDA

The Red Administration Team meets twice a day for 10 minutes (AM and PM Huddles) to anchor thoughts around safety priorities, provide daily updates, discuss students of concern, and discuss action plan goals and implementation.



**APPENDIX C: FACULTY MEETING AGENDA**



**S.C. Red STEM Magnet  
2023 - 2024  
Administration Team Meeting**



4520 Tonawanda Drive  
Houston, Texas 77035  
[713.726.3638](tel:713.726.3638)

Jamecia Crenshaw-Jones, Principal

<b>Celebrations</b>	
<ul style="list-style-type: none"> <li>• Celebrate [insert month] birthdays</li> <li>• Whip around- Who has a colleague, student, or anything they want to celebrate...</li> </ul>	<b>Notes:</b>
<b>Instructional Updates</b>	
<ul style="list-style-type: none"> <li>• Any information regarding instruction can go here (Updated MAP testing dates, Amplify/Eureka Curriculum info, PLC/Huddle Update, etc.)</li> </ul>	<b>Notes:</b>
<b>School Support Services Announcement</b>	
<ul style="list-style-type: none"> <li>• Counselor, Wraparound Specialist, Nurse, GT Coordinator, EB/Bilingual Specialist, Special Education, Tech Update, PTO Update</li> </ul>	<b>Notes:</b>
<b>Topic Here</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Notes:</b>
<b>Topic Here</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Notes:</b>



**APPENDIX D: LESSON PLAN CYCLE**



**S.C. Red STEM Magnet**

**2023 – 2024**

**Lesson Plan Cycle**

4520 Tonawanda Drive

Houston, Texas 77035

[713.726.3638](tel:713.726.3638)

Jamecia Crenshaw-Jones, Principal



	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Action Item</b>	Framework Building	Lesson Plan Writing	Lesson Plan Writing <i>Lesson Plan Due by 7PM</i>	PLC <i>Lesson Plan Review</i>	Adjustments Materials Preparation
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Backward Planning Guide</li> <li>• Lesson Plan Template</li> <li>• Unit Assessment (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Slidedecks</li> <li>• Curriculum Map</li> <li>• Lesson Resources</li> <li>• Backward Planning Guide</li> <li>• Lesson Plan Template</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Slidedecks</li> <li>• Curriculum Map</li> <li>• Lesson Resources</li> <li>• Backward Planning Guide</li> <li>• Completed Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Binder</li> <li>• Completed Lesson Plans</li> <li>• At-Bats Prep</li> <li>• Distribute Lesson Plans</li> <li>• Drop LPs in individual folder</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Teacher Exemplars</li> <li>• Internalize &amp; Annotate Lesson Plans</li> <li>• Copies Made</li> </ul>

**APPENDIX E: RED PLC AGENDA**

<b>Red STEM Magnet PROFESSIONAL LEARNING COMMUNITY AGENDA</b>			
<b>Date:</b>	<b>[List Grade Level] PLC</b>		
<b>Location:</b>	Thursday   [List Time Here]		
<b>Essential Question: Turn &amp; Talk and White Board Implementation in Lesson Plans</b>		<b>NORMS</b>	
		1.	2.
		3.	4.
<b>Learning Objective: TWBAT</b>		<b>Demonstration of Learning: Given</b>	
<b>Agenda: 45 minutes</b>			
Time	Min	Activity	Notes and Action Items
	3	SEL [insert MRS Strategy here] ○	<b>Notes:</b>
	2	<b>PLC Overview &amp; Norms</b>	<b>What we will discuss...</b>
		<b>Topic</b> ○	<b>Notes:</b>
		<b>Topic</b> ○	<b>Notes:</b>
		<b>Topic</b> ○	
<b>Upcoming Deliverables</b>		🚩 Insert deliverables & impending deadlines here	🚩
<b>Looking Forward</b>		🚩 Insert upcoming PLC LO & DOL here	🚩
<b>Updates</b>		🚩 Insert district/campus updates here	🚩



