

SY 23-24 School Action Plan

Campus	Crespo Elementary
Principal	Laura Gonzalez
Grades Served	PK3 - 5 th
Enrollment	524

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

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission

August 15: Final submission for SY 23-24

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

Build teacher capacity in the delivery of quality first instruction.

This year Crespo ES will focus on refining our coaching protocol to purposefully impact the quality of first instruction by incorporating MRS strategies along with lesson delivery (HQI). Refining our configuration board with unpacked TEKS (lesson internalization) to reflect our daily learning objective as well as a demonstration of learning.

Rationale (Include data points)

Based on our 2022-2023 T-TESS comprehensive teacher data report, 70% of our teachers performed at Proficient or higher on all domains of the T-TESS rubric. 20% of our teachers are at developing and 10% of our teachers are at the Needs Improvement. For the 2023-2024 school year, 28% of our teachers have two years or less of teaching experience. When looking at STAAR Reading, we have 68% of 3rd-5th grade students performing at Approaches with 39% of which are performing at the Meets or higher. Math STAAR data shows that 72% of 3rd- 5th grade students scored at the Approaches level and 47% scored at the meets or higher.

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

- 85% of our students will demonstrate mastery of the learning objective via the school wide DOL tracker.
- 85% of teachers will score at proficient or above on their summative rating for dimension 2.1 Achieving Expectations.
- 85% of teachers will score proficient or above on their summative rating for dimension 2.2 Content Knowledge and Expectations.
- 85% of teachers will score at proficient or above on their summative rating for dimension 2.3 Communication.
- 70% of students will score on or above grade level on the NWEA by EOY.

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

- Implementation and feedback of internalization protocol for Eureka and Amplify.
- Engage teachers in planning for success sessions to develop effective student-centered lessons aligned to quality first instruction at the beginning of each unit/module.
- Track teacher implementation of MRS and student discourse using collaborative table mats will be ongoing to effectively use multiple response strategies to check for understanding every four minutes.
- Provide on spot coaching and modeling to increase the quality of first instruction.
- Discuss MRS glows and grows based on walkthroughs and observations during our instructional leader meetings and implement next steps to refine our coaching skill set.
- Refine unpacking of the TEKS to fit the LO and DOL model during pre-service.
- Facilitate monthly instructional-focused PLC with emphasis on effective instructional practice At-Bats.
- Analyze DOL tracker to provide feedback to the teachers on data trends.
- Select teacher leaders to coach novice teachers on effective practices.

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

- Backwards plan unpacked learning objectives aligned to the TEKS.
- Instruct lessons that follow the gradual release model that guide students toward mastery of the DOL (demonstration of learning).
- Use student data from DOL (demonstration of learning) and formative assessment data to drive instruction.
- Establish effective classroom systems and routines that promote student discourse and maximize instructional time.
- Implement feedback and follow through with the execution of coaching action steps.

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

Implement the science of reading with fidelity.

This year Crespo ES will focus on the implementation of the fluid literacy block with a focus on the science of reading curriculum. This will strengthen our literacy block to ensure students are reading on or above grade level. We will monitor reading instruction with consistency to ensure the fidelity of implementation.

Rationale *(Include data points)*

Based on our 2022-2023 STAAR Reading results, we have 68% of 3rd-5th grade students performing at Approaches with 39% of which are performing at the Meets or higher. As we look deeper, our Bilingual Spanish instruction track performed lower compared to our English instruction track. 3rd grade Spanish Reading STAAR performed at 48% approaches and 27% at meets or higher. For the 4th grade Spanish Reading STAAR, students performed at 50 % approached and 27% at meets or higher. In 5th grade 33% of students Approached the STAAR Spanish Reading and 0% met or higher.

In addition, Crespo's Benchmark Running Records for the end of the year evaluation, indicates that only 56% of our students are reading on grade level or above with 3rd grade performing the lowest with only 35 % of students reading on grade level. Additional EOY BRR data as follows, 65% of 2nd grade students are reading on grade level, 59% of 1st graders are reading on grade level, and 66% of kindergarten students are reading on grade level.

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

- 55% of our 3rd-5th grade students will perform on meets level or higher by May 2024 **Reading** STAAR administration. There will be 15% growth in student proficiency from Fall STAAR Interim to Spring STAAR interim.
- 80% of students will show a 15% increase in their proficiency on the Reading NWEA assessment from MOY to EOY.

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

- Strengthen the implementation of a curriculum that follows the science of reading focusing on streamlining our phonics in accordance with grade level.
- Proactive engagement in science of reading professional development opportunities to enhance our instructional leadership toolbox.
- Monitor the literacy block across campus to ensure the implementation of the science of reading.
- Provide teachers with weekly feedback using the High Quality Instruction Look for tool.
- Facilitate instructional-focused PLC with a focus on the science of reading and At-Bats.
- Analyze data to monitor and adjust (TTESS 2.5) reading internalization protocols.
- Select teacher leaders to coach novice teachers on effective practices on the implementation of the reading block.

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

- Plan objective aligned lessons to the TEKS that follow the components of the fluid literacy block.
- Instruct lessons that follow the gradual release model that guide students toward mastery of the DOL (demonstration of learning).
- Use student data from DOL (demonstration of learning) and formative assessment data to drive instruction.
- Engage in monthly PLCs with a focus on teach backs using the At- Bats protocol.
- Collaboration among experienced and novice teachers to enhance solid reading instruction.
- Engage in ongoing science of reading professional development opportunities and follow up with the implementation of new learning acquired to impact student quality performance.

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

Equip teachers with tools to maximize the implementation of IEP to increase student achievement of our SPED population.

This year at Crespo ES, we will create a culture of collaboration among the SPED department and teachers to strengthen the Special ED instructional program and build teacher capacity. This collaborative effort will impact student achievement in the mastery of grade level objectives, and in summative and formative assessments.

Rationale (Include data points)

Based on the performance of our Special Education population on the 2022-2023 STAAR, out of 33 students who took the STAAR reading in grades 3rd-5th 36% of the students approached grade level and 9% performed at meets or above. When analyzing STAAR math data for our SPED population, 57 % of students performed at approaches and 27% performed at meets or higher. In 5th grade science out of 12 SPED students 25% percent performed at approaches and 16% performed at meets or higher.

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

- 70% of our students will demonstrate mastery of the learning objective via the school wide DOL tracker.
- 80% of our SPED students will show a 15% increase of their proficiency on the NWEA assessment from MOY to EOY.
- The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase by 10% from STAAR 2023 to STAAR 2024.

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

- Collaborate with the SPED chair on the development of student IEPs.
- Monitor implementation and effectiveness of IEPs by classroom and SPED teachers by using SPED accommodations label to document accommodations.
- Provide teachers with IEP implementation PLC every other month (September, November, January, March, May)
- Engage the SPED Team in professional development planning for success sessions that will enhance their instructional practices.
- Refine unpacking of the TEKS to fit the LO (Learning Objective) and DOL (Demonstration of Learning) model aligned to the student IEPs. Followed by ongoing monitoring and coaching of implementation.
- Use student data to monitor progress in meeting student's IEP goals.

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

- Implement student IEPs with fidelity.
- Document student's accommodations received on assignments on PowerSchool and use the SPED accommodations label on students' assignments which will be kept on a portfolio.
- Use student data collected from the Demonstration of Learning (DOL) tracker and formative assessment to make instructional decisions.
- Collaboration between classroom teachers and SPED department to ensure the effective implementation of IEPs.

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

Enhance implementation of Emergent Bilingual Campus Instructional Plan.

Crespo Elementary is committed to providing Emergent Bilingual students high-quality ESL instruction to help our students meet one-year progress in language acquisition. We will use Sheltered Instruction Practices and differentiated instruction based on student proficiency levels to accommodate individual student needs.

Rationale *(Include data points)*

Based on our 2022-2023 TELPAS Data, 57% of our Emergent Bilingual students performed with a composite score of Advanced or Advanced High. When we look at the performance as a school in TELPAS Reading, 71% of our Emergent Bilingual students performed at the Beginning and Intermediate. Out of 285 students that took the TELPAS 2023 administration only 1 student reclassified to Monitored 1. We have 21 long term EB students in 4th and 5th grade that have been in U.S school for over 4 years that are performing at Intermediate or Beginning in TELPAS Reading.

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

- 80% of students will show a one-year progress in composite proficiency level (ex. Beginning to Intermediate) from TELPAS 2023 to TELPAS 2024.
- 85% of our Transitional Emergent Bilingual students will show a 15% increase in their proficiency on their 2nd-5th English Reading NWEA assessment from MOY to EOY.
- The percentage of Emergent Bilingual students performing the Meets Grade Level Standard on the STAAR 3-5 Reading will increase by 20% from STAAR 2023 to STAAR 2024.

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

- Streamline our ESL block across the school and identify specific components to infuse during instructional delivery.
- Monitor the implementation of the ESL block and provide teachers with ongoing feedback and coaching.
- Utilize Summit K-12 and ELD (English Language Development) district data to schedule continuous professional development.
- Facilitate four data-driven PLC (August, October, December, February) to analyze Summit K-12 and ELD data to identify campus needs.
- Identify teacher leaders that can model ESL block effective practices.
- Create a writing calendar with a focus on writing conventions.

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

- Identify proficiency levels of all Emergent Bilingual Students during pre-service data dig to tailor instruction in each domain.
- Use collaborative table mats, multiple response strategies, and sentence starters to engage Emergent Bilingual students in student discourse.
- Provide time allotment during their ESL/ Literacy block for Summit K12 platform of at least 30 minutes twice a week reflected on their lesson plan and their daily schedule.
- Identify appropriate linguistic accommodations and strategies for differentiating instruction.
- Create focused lesson plans that target academic language and concept development with the integration of all four domains of language objectives.
- Use of visual aides to frontload vocabulary.
- Use of sentence starters to facilitate student discourse.
- Follow a writing calendar with a focus on writing conventions.