

2025-2026 Action Plan



“Educate, Equip, Empower”

Matthew W. Dogan Elementary School

Principal: Rim Mohamed

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data (35%)

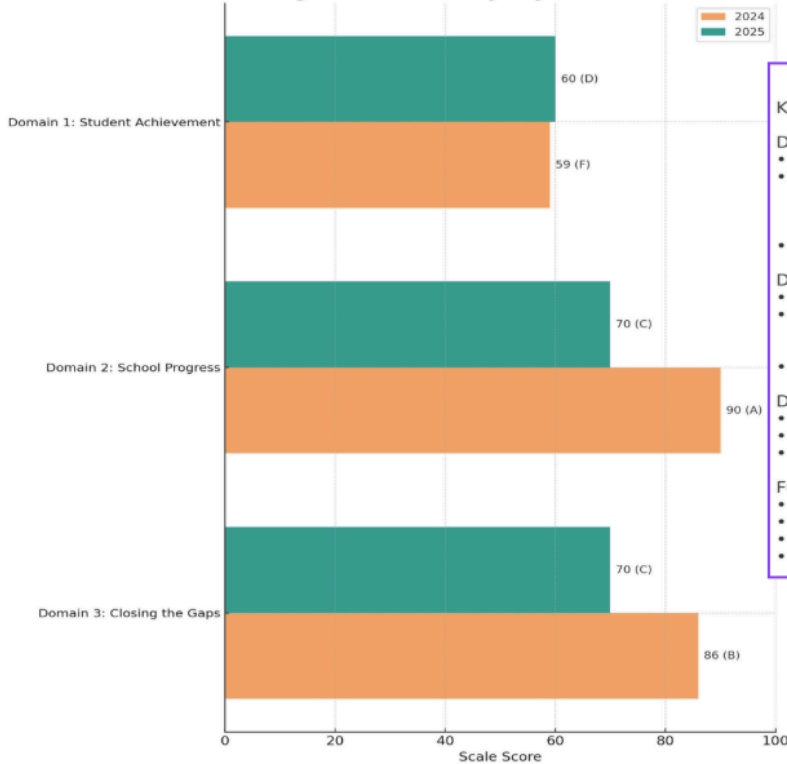
1. Increase attendance percentages
2. Maintain high growth in Domain II
3. Increase achievement in Domain I specifically for Meets and Masters
4. Effectively and consistently implement student accommodations
5. Effectively and consistently embed technology usage
6. Consistently implement a system to provide feedback to students on their writing
7. Incorporate data analysis more frequently in PLCS and use the data to drive instruction

Accountability Data

Campus Name: **Dogan ES**

Accountability Overview	2025		2024		2023	
	Scale Score	Rating	Scale Score	Rating	Scale Score	Rating
Overall	70	C	88	B	47	F
Domain 1	60	D	59	F	52	F
Domain 2A	70	C	90	A	53	F
Domain 2B	69	D	66	D	54	F
Domain 3	70	C	86	B	30	F

Dogon ES Accountability Projection: Domains 1-3



KEY INSIGHTS (Expanded):

Domain 1 – Student Achievement:

- Score: 60 (D), flat from 59.
- STAAR Performance:
 - Math: Approaches 68%, Meets 35%, Masters 16%.
 - Reading: Approaches 63%, Meets 36%, Masters 12%.
 - Science: Approaches collapsed to 31%, Meets 15%, Masters 7%.
- Observation: Limited gains; Science decline concerning.

Domain 2 – School Progress:

- Score: 70 (C), down from 90 (A).
- Growth:
 - Math: 72 pts (↓ from 90.5), accelerated ↓ to 18.
 - Reading: 59 pts (↓ from 94), accelerated ↓ to 7.
- Observation: Reading growth collapse drove overall regression.

Domain 3 – Closing the Gaps:

- Score: 70 (C), down from 86.
- Reading growth missed subgroup targets; Math growth stable.
- TELPAS missed at 41.4%.

FOCUS AREAS:

- Rebuild Reading growth trajectory & accelerated gains.
- Target Math Meets/Masters rigor, especially for AA subgroup.
- Reverse Science decline with instructional focus.
- Strengthen EB support to recover TELPAS performance.

STAAR 24-25 Data

2024-2025

Includes All Students

Math Count						Math %				
	Total	DNM	Approaches	Meets	Masters		DNM	Approaches	Meets	Masters
3rd	44	9	35	20	7	3rd	20%	80%	45%	16%
4th	53	20	33	15	9	4th	38%	62%	28%	17%
5th	63	28	35	15	6	5th	44%	56%	24%	10%
Total	160	57	103	50	22	Total	36%	64%	31%	14%
Reading Count						Reading %				
	Total	DNM	Approaches	Meets	Masters		DNM	Approaches	Meets	Masters
3rd	44	11	33	16	4	3rd	25%	75%	36%	9%
4th	53	21	32	15	4	4th	40%	60%	28%	8%
5th	63	30	33	18	9	5th	48%	52%	29%	14%
Total	160	62	98	49	17	Total	39%	61%	31%	11%
Science Count						Science %				
	Total	DNM	Approaches	Meets	Masters		DNM	Approaches	Meets	Masters
5th	63	46	17	7	3	5th	73%	27%	11%	5%
All STAAR Tests						All Tests %				
All Tests	Total	DNM	Approaches	Meets	Masters		DNM	Approaches	Meets	Masters
Math	160	57	103	50	22	Math	36%	64%	31%	14%
Reading	160	62	98	49	17	Reading	39%	61%	31%	11%
Science	63	46	17	7	3	Science	73%	27%	11%	5%
Total	383	165	218	106	42	Total	43%	57%	28%	11%

STAAR Historical Data with Domain I

2025	DNM	Approaches	Meets	Masters	Domain I
Math	36%	64%	31%	14%	36%
Reading	39%	61%	31%	11%	34%
Science	73%	27%	11%	5%	14%
Total	43%	57%	28%	11%	32%
2024	DNM	Approaches	Meets	Masters	Domain I
Math	37%	63%	26%	5%	31%
Reading	34%	66%	28%	10%	35%
Science	51%	49%	10%	0%	20%
Total	38%	62%	24%	7%	31%
2023	DNM	Approaches	Meets	Masters	Domain I
Math	37%	46%	20%	5%	8%
Reading	34%	55%	24%	6%	28%
Science	51%	44%	14%	10%	23%
Total	38%	49%	21%	8%	26%
2022	DNM	Approaches	Meets	Masters	Domain I
Math	43%	57%	30%	15%	34%
Reading	40%	60%	30%	16%	35%
Science	66%	34%	12%	3%	16%
Total	45%	55%	27%	14%	32%
2021	DNM	Approaches	Meets	Masters	Domain I
Math	62%	38%	13%	3%	18%
Reading	54%	46%	22%	8%	25%
Writing	84%	16%	7%	0%	8%
Science	72%	28%	42%	23%	31%
Total	45%	37%	15%	5%	19%
2019	DNM	Approaches	Meets	Masters	Domain I
Math	40%	60%	31%	12%	34%
Reading	40%	60%	26%	10%	32%
Writing	46%	54%	21%	6%	27%
Science	26%	74%	40%	16%	43%
Total	45%	61%	29%	12%	34%

NWEA 24-25 Data

	Math						
Grade Level	BOY Achievement	MOY Achievement	EOY Achievement	BOY to MOY Difference in Achievement	BOY to MOY Growth	MOY to EOY Difference	MOY to EOY Growth
KG	42	49	53	7	65th %	4	58th %
1st	35	19	43	-16	19th %	24	74th %
2nd	22	24	37	2	62nd %	13	81st %
3rd	47	51	66	4	58th %	15	69th %
4th	39	34	45	-5	39th %	11	77th %
5th	32	33	28	1	47th %	-5	53rd %
Campus	34	32	46	-2	45th %	14	70th %

	Reading						
Grade Level	BOY Achievement	MOY Achievement	EOY Achievement	BOY to MOY Difference in Achievement	BOY to MOY Growth Percentile	MOY to EOY Difference in Achievement	MOY to EOY Growth
KG							
1st							
2nd	21	19	41	-2	66th %	22	57th %
3rd	33	42	49	9	49th %	7	67th %
4th	28	29	40	1	56th %	11	64th %
5th	32	31	29	-1	55th %	-2	43th %
Campus	25	29	35	4	61st %	6	57th %

	Science						
Grade Level	BOY Achievement	MOY Achievement	EOY Achievement	BOY to MOY Difference in Achievement	BOY to MOY Growth Percentile	MOY to EOY Difference in Achievement	MOY to EOY Growth Percentile
KG							
1st							
2nd	27	50	56	23	73rd %	6	67th %
3rd	50	58	63	8	66th %	5	70th %
4th	45	41	56	-4	59th %	15	65th %
5th	36	40	43	4	57th %	3	78th %
Campus	39	47	54	8	63rd %	7	69th %

Reading Spanish

Grade Level	BOY Achievement	MOY Achievement	EOY Achievement	BOY to MOY Difference in Achievement	BOY to MOY Growth Percentile	EOY Difference in Achieveme	MOY to EOY Growth Percentile
KG							
1st							
2nd	40	56	36	16	76th %	-20	28th%
3rd	44	59	52	15	79th %	-7	45th%
4th	21	21	21	0	40th %	0	28th%
5th	27	26	15	-1	53rd %	-11	8th%
Campus	35	50	30	15	64th %	-20	27th%

NWEA Growth Comparison Data from 23-24 to 24-25

Dogan NWEA Growth 23-24 and 24-25

Math 24-25							Reading 24-25						
Grade Level	Growth Percentile Boy to MOY 23-24	Growth Percentile Moy to EOY 23-24	Growth Percentile BOY to EOY 23-24	Growth Percentile Boy to MOY 24-25	Growth Percentile MOY to EOY 24-25	Growth Percentile BOY to EOY 24-25	Grade Level	Growth Percentile Boy to MOY 23-24	Growth Percentile Moy to EOY 23-24	Growth Percentile BOY to EOY 23-24	Growth Percentile Boy to MOY 24-25	Growth Percentile MOY to EOY 24-25	Growth Percentile BOY to EOY 24-25
KG	33rd %	61st %	50th %	65th %	58th %	67th %	KG						
1st	35th %	44th %	34th %	19th %	74th %	44th %	1st						
2nd	65th %	68th %	70th %	62nd %	81st %	74th %	2nd	59th %	62nd %	68th %	66th %	57th %	69th %
3rd	75th %	62nd %	77th %	58th %	69th %	66th %	3rd	33rd %	74th %	57th %	49th %	67th %	54th %
4th	50th %	46th %	41st %	39th %	77th %	63rd %	4th	57th %	42nd %	39th %	56th %	64th %	72nd %
5th	66th %	72nd %	77th %	47th %	53rd %	41st %	5th	75th %	60th %	67th %	55th %	43th %	51st %
Campus	56th %	59th %	57th %	45th %	70th %	60th %	Campus	57th %	59th %	62nd %	61st %	57th %	62nd %

Reading Spanish 24-25							Science 24-25						
Grade Level	Growth Percentile Boy to MOY 23-24	Growth Percentile Moy to EOY 23-24	Growth Percentile BOY to EOY 23-24	Growth Percentile Boy to MOY 24-25	Growth Percentile MOY to EOY 24-25	Growth Percentile BOY to EOY 24-25	Grade Level	Growth Percentile Boy to MOY 23-24	Growth Percentile Moy to EOY 23-24	Growth Percentile BOY to EOY 23-24	Growth Percentile Boy to MOY 24-25	Growth Percentile MOY to EOY 24-25	Growth Percentile BOY to EOY 24-25
KG							KG						
1st							1st						
2nd	70th %	48th %		76th %			2nd	57th %	73rd %	79th %	73rd %	67th %	75th %
3rd	48th %	60th %		79th %			3rd	54th %	56th %	64th %	66th %	70th %	79th %
4th	68th %	42nd %		40th %			4th	54th %	53rd %	59th %	59th %	65th %	74th %
5th	33rd %	73rd %		53rd %			5th	62nd %	52nd %	60th %	57th %	78th %	68th %
Campus	54th %	51st %		64th %			Campus	57th %	58th %	67th %	63rd %	69th %	73rd %

NWEA Achievement Comparison Data from 23-24 to 24-25

Math 24-25							Reading 24-25						
Grade Level	BOY 23-24 Achievement	MOY 23-24 Achievement	EOY 23-24 Achievement	BOY 24-25 Achievement	MOY 24-25 Achievement	EOY 24-25 Achievement	Grade Level	BOY 23-24 Achievement	MOY 23-24 Achievement	EOY 23-24 Achievement	BOY 24-25 Achievement	MOY 24-25 Achievement	EOY 24-25 Achievement
KG	47	39	47	42	49	53	KG						
1st	32	18	19	35	19	40	1st						
2nd	29	33	40	22	24	37	2nd	17	25	30	21	19	41
3rd	15	31	39	47	51	66	3rd	26	24	34	33	42	49
4th	16	17	18	39	34	45	4th	22	20	27	28	29	40
5th	24	34	35	32	33	28	5th	31	39	42	32	31	29
Campus	26	30	34	34	32	46	Campus	23	27	34	25	29	35
Reading Spanish 24-25							Science 24-25						
Grade Level	BOY 23-24 Achievement	MOY 23-24 Achievement	EOY 23-24 Achievement	BOY 24-25 Achievement	MOY 24-25 Achievement	EOY 24-25 Achievement	Grade Level	BOY 23-24 Achievement	MOY 23-24 Achievement	EOY 23-24 Achievement	BOY 24-25 Achievement	MOY 24-25 Achievement	EOY 24-25 Achievement
KG							KG						
1st							1st						
2nd	56	70	60	40	56	36	2nd	19	39	54	25	50	56
3rd	47	40	45	44	59	52	3rd	20	32	36	51	58	63
4th	11	20	25	21	21	21	4th	20	32	32	45	41	56
5th	12	12	24	27	26	15	5th	47	55	55	36	40	43
Campus	31	37	38	35	50	30	Campus	25	39	41	39	48	54

Needs related to improving the quality of instruction (30%)

1. Ensure alignment between on-the-spot coaching feedback and SPOTS
2. Teachers plan effective and differentiated lessons with appropriate scaffolds
3. Strategically utilize and maximize the LSAE portion of the class to support struggling students
4. Ensure alignment between all admin as well as IRT
5. Increase IRT scores in Pre-K – 2nd
6. Increase teacher capacity in instruction, especially new teachers and new to NES
7. Increase quality of instruction in all content
8. Consistently implement aggressive monitoring and strategies to adjust the lesson based on informal data and student responses (Domain II: Monitor and Adjust)
9. Consistently and effectively implement varied engagement strategies throughout the lesson to maximize student engagement (Domain II: Engage and Deliver)
10. Effective plan for misconceptions during lesson internalization and customization (Domain II: Engage and Deliver)

IRT Data 2024-2025

	Domain I	Domain II		Domain III		
Categories	Planning (2)	Engage and Deliver (6)	Monitor and Adjust (4)	Reinforce and Redirect (1)	Learning Environment (2)	Total
IRT 1	1.7	4.2	2.7	1.0	1.5	11
IRT 2	1.5	3.5	3.2	1.0	1.8	11
IRT 3	1.3	3.7	2.7	1.0	1.8	10.5
IRT 4	2.0	3.5	2.7	1.0	2.0	11.18
Average of all 4 IRTs	1.6	3.7	2.8	1.0	1.8	10.92
Avg of Highest IRTs						11.09

<i>SPOTS Data 2024-2025</i>						
Categories and Max Points	Planning (2)	Engage and Deliver (6)	Monitor and Adjust (4)	Reinforce and Redirect (1)	Learning Environment (2)	Total (15)
August	1.08	3.38	2.28	0.95	1.40	9.09
September	1.32	3.81	2.60	0.97	1.67	10.38
October	1.25	3.82	2.53	0.99	1.56	10.14
November	1.30	3.90	2.35	0.99	1.63	10.16
December	1.27	4.05	2.45	0.96	1.84	10.57
January	1.36	3.90	2.49	1	1.69	10.20
February	1.42	3.56	2.48	0.95	1.63	10.05
March	1.61	3.9	2.58	1	1.75	10.84
April	1.64	3.70	2.16	0.99	1.76	10.04
May	1.51	3.48	2.07	0.97	1.84	9.87
June	1.54	3.61	2.25	1	1.86	10.25
Average	1.34	3.64	2.32	0.98	1.65	9.92

	Score	August		September		October		November		December		January		February		March		April		May		June		Year	
	Range	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Unsatisfactory	0-3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%
Progressing I	4-6	2	8%	1	3%	1	3%	1	3%	0	0%	1	3%	1	3%	0	0%	2	7%	4	13%	1	7%	2	6%
Progressing II	7-8	4	16%	5	17%	4	13%	4	13%	2	7%	5	17%	8	27%	4	14%	3	10%	2	6%	2	14%	4	13%
Proficient I	9-11	18	72%	18	60%	21	70%	18	60%	18	64%	17	57%	13	43%	13	45%	19	63%	21	68%	6	43%	25	81%
Proficient II	12-13	1	4%	4	13%	4	13%	7	23%	7	25%	6	20%	6	20%	9	31%	5	17%	4	13%	2	14%	0	0%
Exemplary I	14	0	0%	1	3%	0	0%	0	0%	0	0%	1	3%	2	7%	1	3%	0	0%	0	0%	3	21%	0	0%
Exemplary II	15	0	0%	1	3%	0	0%	0	0%	1	4%	0	0%	0	0%	2	7%	0	0%	0	0%	0	0%	0	0%
Total Teachers		25		30		30		30		28		30		30		29		30		31		14		31	

Coaching Priorities

1. Intentional and Strategic Frequency
 - a. Teachers will be tiered by experience, performance level, and need
 - b. Principal will do at least 1 SPOT per month on all content teacher
 - c. Each appraiser will ensure that each of their assigned teachers are appraised in the following frequency:
 - i. Tier 1: at least 2 times per month
 - ii. Tier 2: at least 3 times per month
 - iii. Tier 3: at least 4 times per month
2. Strategic and Actionable Feedback
 - a. Feedback must be actionable, bite-sized, and immediately implementable

- b. For planning coaching, a follow-up for 1:1 planning must be made before the next day's lesson (if cannot be adjusted in the moment)
 - c. Aligned to the SPOT rubric
 - d. Aligned to the campus instructional focus and campus/cohort needs
 - e. Customized to meet the teacher's needs and instructional capacity level
- 3. Modeling, Co-teaching, and At-batting
 - a. Leaders will model during PLC, Demo Day, and in-class
 - b. Teachers will engage in Demo Day and during PLC by at-batting lessons
 - c. Teachers can be partnered up with more experienced teachers to do 1:1 coaching and observations of effective lessons
 - d. Leaders will build positive relationships with teachers to ensure efficient on-the-spot modeling or co-teaching seamlessly
- 4. Data-Driven and Aligned to Campus and Cohort Needs
 - a. Campus SPOT data and IRT data must be aligned within 1.9 points
 - b. SPOTS should be aligned to student data
 - c. Leaders will track SPOT scores to monitor teacher capacity growth
 - d. Leaders will conduct admin calibration walks to ensure alignment among leaders and to observe campus-wide trends
 - e. Leaders and teachers will engage in campus calibration walks on a rotation basis to provide all teachers an opportunity to engage in at least one calibration walk
 - f. PLC instructional focus and Demo Day lessons should be aligned to SPOT data

System evaluation (philosophy, processes, implementation, capacity)

- 1. Ensure a systematic way to provide students feedback on their writing and their work
- 2. Establish a more effective means of communicating and documenting communication with parents (teachers to parents and admin to parents)
- 3. Refine our disciplinary system to curb student unwanted behaviors
- 4. Refine our process for contacting and meeting with parents about student data and disciplinary concerns

Key Actions

- 1. Improve Quality of Tier 1 Instruction
- 2. Improve Quality of Second Teach
- 3. Improve Staff Capacity

KEY ACTION ONE	Key Action One <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Tier 1 Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By December 2025 MOY assessment on NWEA MAP Math assessment, we will reach a growth average of at least 55% for the campus from BOY to MOY ● By May 2026 EOY assessment on the Math NWEA MAP Math assessment, we will reach at least 60% growth for the campus from BOY to EOY ● Students will achieve at least 70% approaches, 45% meets, and 30% mastery for grades 3-5 on the May 2026 STAAR Math Assessment ● By December 2025 MOY assessment on NWEA MAP Reading assessment, we will have average growth of at least 65% for the campus ● By May 2026 EOY assessment on NWEA MAP Reading assessment, we will reach an average growth of at least 75% for the campus ● Students will achieve at least 70% approaches, 40% meets, and 25% mastery for grades 3-5 on the May 2026 STAAR Reading Assessment
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Utilize the NWEA MAP assessment BOY administration to identify students that are not above the 50% percentile and group those students to ensure they receive additional targeted support with the Teacher Apprentices during independent learning time ● Ensure that all teachers internalize the lessons and have planning time for the entire units before the beginning of each unit ● Track student data on the Demonstration of Learning to track student mastery of objectives ● Track student groups on NWEA MAP assessment at MOY to identify students who are ● Observe and monitor instruction of the Science of Reading in Math blocks to ensure teachers are maximizing instructional time and are providing high-quality instruction ● Provide additional personnel support (Teacher Apprentices) to classes with a significantly high number of students that are below expectations in Math ● Utilize PLC to plan with teachers as they internalize and customize their lessons and share highly effective instructional strategies and provide opportunities for at-bats with feedback. ● Provide on the spot coaching to teachers daily and ensure implementation of the feedback ● Plan with teachers to ensure they are internalizing and customizing lessons to meet the needs of their students ● Utilize PLC to help teachers create intentional and efficient scaffolds to close instructional gaps for students in the class ● Implement the digital individualized reading intervention program, Amira, for grades K-4 on a weekly basis and monitor student progress ● Utilize 21st century partnership on campus to provide the first hour as support for use of the Reading digital app. ● Utilize the NWEA MAP assessment BOY administration to identify students that are in the Low and Below Average ranges ● Create individual student data folders for each student in each grade level for students to

- track their own individual data and set goals for MOY and EOY
- Track student data on the Demonstration of Learning to track student mastery of objectives
- Track student groups on NWEA MAP assessment at MOY to identify students who are
- Observe and monitor instruction of the Science of Reading blocks to ensure teachers are maximizing instructional time and are providing high-quality instruction
- Provide additional personnel support (Teacher Apprentices) to classes with a significantly high number of students that are below expectations in Reading
- Utilize PLC to plan with teachers the lessons for Science of Reading.
- Provide on-the-spot coaching to teachers

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

- Implement the Science of Reading curriculum on a daily basis and provide high-quality instruction to all students
- Provide targeted instruction to the students below the 50% percentile
- Internalize Eureka math lessons
- Attend district and campus PD on the Eureka curriculum
- Implement feedback immediately and consistently
- Plan out the entire unit at a time to help students process the connection between each lesson
- Utilize the NWEA MAP assessment BOY administration to identify students that are in the Low and Below Average ranges and provide them scaffolds needed to close their instructional gaps
- Be intentional about
- Track DOL data for each student and for each rotation to monitor student growth and proficiency
- Implement the Science of Reading curriculum on a daily basis and provide high-quality instruction to all students
- Provide targeted instruction through scaffolds and instructional strategies to the students below the 50% percentile
- Internalize Read/write and Science of Reading lessons
- Attend district and campus PD on the Amplify curriculum and implement the learning
- Conduct data conferences as a whole class and with each individual student to track their data
- Track NWEA data and set goals for MOY and EOY for each rotation
- Implement feedback immediately and consistently
- Track completion of stories and duration in Amira for each individual student

Key Action One: Staff Development

Who: District Curriculum Dept., Campus Administration; teacher leaders

What: Lead PLCs; unpack the curriculum; train teachers on the customization process; provide training on the various effective instructional strategies; utilizing the protocol to analyze data to drive instruction

When: Pre-Service; weekly PLCs; weekly Demo Days, District PD Days (throughout year)

Where: Classrooms, PLC planning room

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION TWO	Key Action Two <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Second Teach
	Indicators of success <i>(Measurable results that describe success.)</i>
	- Teacher average spots conducted during LSAE (3rd - 5th) or intervention (Pre-K - 2nd) blocks will improve by at least 1 point on the spot form from August to December - Teacher average spots conducted during LSAE or intervention blocks (Pre-K - 2nd) will improve by at least 1 point on the spot form from December to May - At least 50% of teachers will score 9 or above on their Spot Form during LSAE instruction (grades 3-5) or the intervention block (grades KG - 2nd) by December 2025
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Model the different models of LSAE and how to identify and address misconceptions - Analyze DOL data and run standard progression models - Create a weekly tracker of TEKS taught and assessed each day and its student mastery level to identify TEK buckets (Refresh, Review, Reteach) - Model SPED and 504 accommodations for teachers and provide resources for teachers - Conduct Demo lessons with teachers on 2nd teach strategies - Model 2nd teach lessons - Meet with teacher in PLC to internalize and customize 2nd teach lessons - Observe at least 2 LSAE lessons per day - Spot every teacher in grades 3-5 at least once per month during LSAE - Spot every teacher in grades KG-2nd at least once per month during intervention block
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Identify students and their subgroups (EB, SPED, 504, Tier 2, Tier 3, African American, Hispanic) - Create target goals early in the school year for each student and monitor progress toward the target goals - Utilize the SPED/504 accommodations in the classroom for SPED and 504 students according to their IEPs - Implement scaffolds and effective instructional strategies consistently - Demo LSAE lessons - Customize and internalize LSAE lessons - Track student data during LSAE

Key Action Two: Staff Development

Who: District Curriculum Dept., Campus Administration; teacher leaders

What: Lead PLCs; unpack the curriculum; train teachers on the customization process; provide training on the various effective instructional strategies; analyzing data to drive instruction; data analysis protocol

When: Pre-Service; weekly PLCs; weekly Demo Days

Where: Classrooms, PLC planning room,

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action Three <i>(Briefly state the specific goal or objective.)</i>
	Improve Staff Capacity
	Indicators of success <i>(Measurable results that describe success.)</i>
	1. By December 2025, the average scores for the campus spots will be at least 9.0. 2. By May 2026, the average scores for the campus spots will be at least 10. 3. By May 2026, the average of the two highest IRTs will be at least 11. 4. The average score for the campus spots for the year will be within 1.9 points of the average of the highest 2 IRTs or the average of all IRTs.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

- Conduct Morning zips daily for elements on the NES Classroom Readiness Checklist
- Train teachers during Pre-Service on the SPOT form and the Teacher Evaluation System
- During Pre-Service in August, identify the look-fors in the classroom that are aligned to the SPOT form and train teachers on those effective instructional look-fors.
- Throughout the year, leaders will monitor and observe every teacher on a daily basis and provide on-the-spot coaching and feedback and ensure teachers are effectively implementing the feedback provided
- Each teacher will receive at least one SPOT per week from their primary or secondary appraiser and receive effective feedback that highlights at least one high-leverage coaching
- Review feedback Tier 2 Leaders are providing to teachers to ensure the feedback is bite-sized, actionable, and is high-leverage
- Each administrator will conduct at least 6 SPOTS (3 AM, 3 PM) each week by each administrator
- Monitor use and accurate implementation of the high-quality curriculum
- Provide coaching and feedback in quick action steps that teacher can implement immediately
- Leaders will lead Lesson Rehearsals (teacher practice time) and unit internalizations during PLC and Demo Day to ensure the teachers have a command of the curriculum and to support accurate implementation of the curriculum
- Train teachers on how to embed the Multi-response strategies in their annotated lesson plans and how to execute them consistently throughout the lesson.
- Throughout the year, monitor teachers' use of highly effective instructional strategies like multi-response strategies, scaffolds, and accommodations
- Train teachers from August to October on how to maximize the number of opportunities for students to write, engage in academic discourse, think, and read at least 95% of the instructional time
- At the beginning of the year, tier teachers based on 23-24 effectiveness ratings, experience, and their response to coaching and provide coaching and feedback support

- based on their tier; update the teacher tiers of support at MOY and EOY
- Co-Teach and model for Tier 3 teachers and new teachers
- Utilize PLCs to support teacher with at-bats and with lesson internalization and customizations

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

- By December 1, 100% staff should implement CHAMPS and classroom management expectations and redirect behavior immediately without prompting from leader to ensure that the focus is on instruction, not on redirecting student behaviors
- Teachers will use the anchor charts and campus-wide instructional strategies (e.g. 3 Reads, RDW, RACE, TRAPPS, etc) consistently and effectively in the classroom
- Implement feedback immediately
- Internalize units/modules before we begin the Unit/module
- Internalize and customize lessons on a daily basis
- Grade DOLs on the spot and analyze the DOL data to drive instructional moves for the LSAE block or for intervention time for the lower grades
- Actively participate in PLC by analyzing the DOL data tracker to make instructional decisions for the next lesson and for Extended LSAE time
- Prepare their student exemplars and annotations to identify their look-fors in student responses and to anticipate misconceptions.
- Follow the LSAE model with the time stamps and instructional model expectations
- Ensure that lesson pacing is following the lesson flow and is done with the allotted time by using timers and anticipating needed scaffolds
- Implement highly effective instructional strategies like Multi-response, providing opportunities for students to write frequently, encourage student discourse at least 95% of the instructional time, and utilize cooperative structures
- Actively participate in Demo Day by practicing their lesson, and implementing the feedback they receive from their Demo Day group

Key Action Three: Staff Development

Who: Principal and Leadership Team by content

What: Leadership will provide an extensive training to all staff on the use of MR strategies, lesson customization, and look-fors on the SPOT form

When: Pre-Service; weekly during PLC; PD

Where: School, PLC, Demo Day

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		