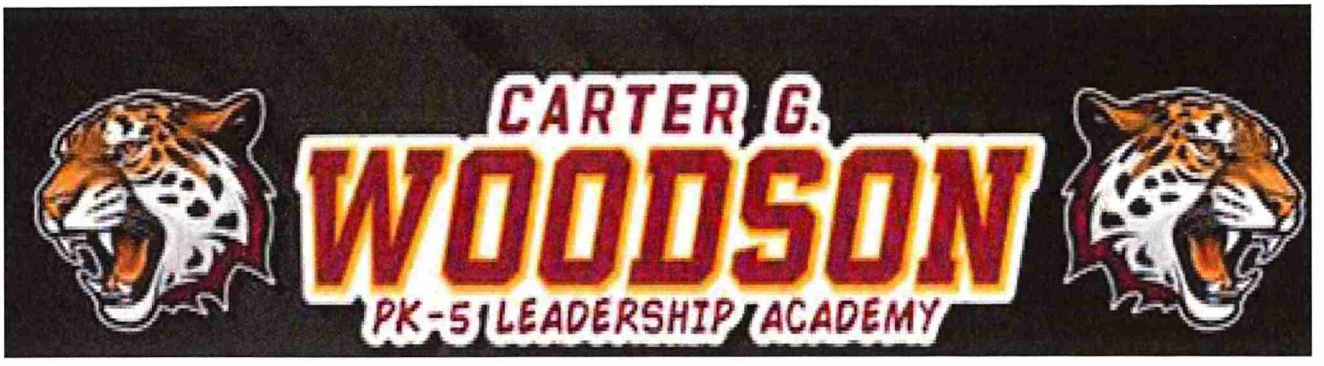


2025-2026

Action Plan

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs VISION Theory of Action

Needs related to improving the quality of instruction:

- Instructional Leadership Team SPOT observation calibrations
- Weekly PLC Protocol implementation aligned to the weekly planning protocol
- NES instructional model urgency, modeling, and implementation
- DEMO day planning and implementation
- On the job coaching
- Culture of instructional feedback
- Culture of continuous improvement
- Culture of High Quality Instruction (HQI)

System Evaluation: (philosophy, processes, implementation, capacity)

- HQI materials for all classrooms
- HQI focusing on differentiation and scaffolding
- NES model effective implementation
- Lesson plan internalization
- Curriculum alignment that provides what scholars need to know and how teachers will know if they learned it.
- PLC Planning Protocol

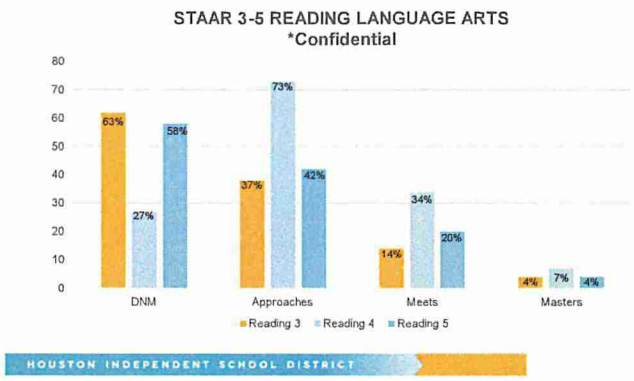
Overall Rating			
2019	2022 (Not Rated)	2023 (Unofficial)	2024
B	F	F	F

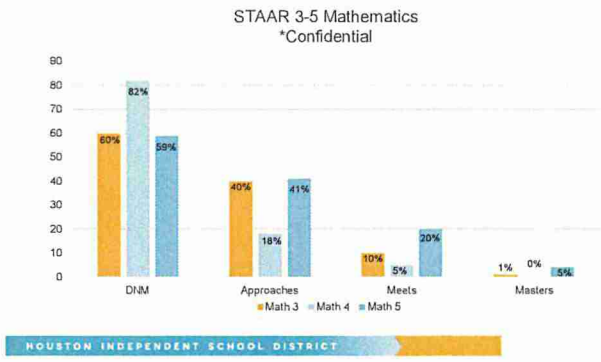
STAAR:

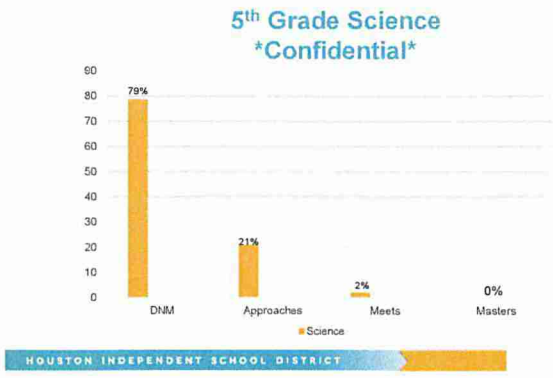
	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		-	-	
Student Achievement		-	-	**0%**
STAAR Performance	25	-	-	
College, Career and Military Readiness		-	-	
Graduation Rate		-	-	
School Progress		-	-	**70%**
Academic Growth	50	-	-	✓
Relative Performance (Eco Dis: 99.2%)		-	-	
Closing the Gaps	**15**	-	-	**30%**

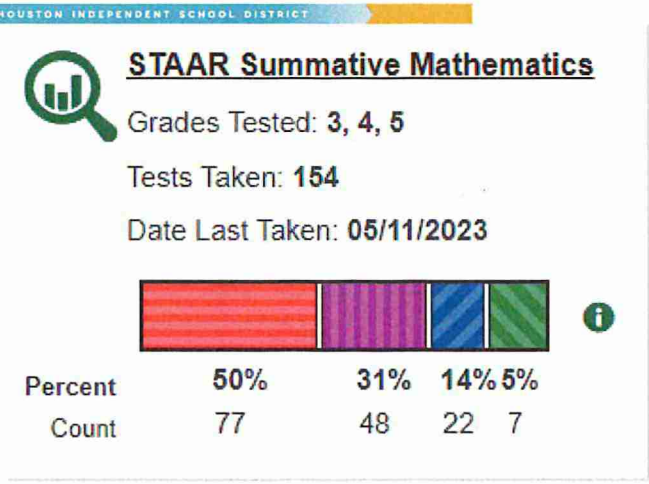
STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	160	159	36	-	355	
Approaches GL or Above	92	66	10	-	168	47%
Meets GL or Above	47	29	3	-	79	22%
Masters GL	10	6	0	-	16	5%
Total Percentage Points						74%
Component Score						**25**

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	1	32	3.1	30.0%	0.9
Growth Status	9	32	28.1	50.0%	14.1
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	0	16	0.0	10.0%	0.0
Closing the Gaps Score					**15**









STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **151**

Date Last Taken: **04/28/2023**



Percent	40%	34%	19%	7%
Count	61	51	28	11

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **43**

Date Last Taken: **05/03/2023**



Percent	70%	23%	5%	2%
Count	30	10	2	1

NWEA:

NWEA EOY TO BOY DATA COMPARISON – MATH (GROWTH)

		Number Tested	Low	Low Average	Average	Hi Average	High
K	EOY	61	39%	21%	12%	5%	23%
	BOY	44	27%	30%	18%	23%	2%
1st	EOY	65	35%	17%	19%	17%	12%
	BOY	61	41%	22%	21%	13%	3%
2nd	EOY	57	28%	27%	19%	14%	12%
	BOY	51	45%	18%	17%	16%	4%
3rd	EOY	72	42%	14%	18%	14%	12%
	BOY	54	46%	11%	20%	19%	4%
4th	EOY	50	50%	24%	6%	4%	16%
	BOY	66	56%	12%	14%	14%	4%
5th	EOY	41	36%	32%	10%	17%	5%
	BOY	49	45%	29%	12%	12%	2%

HOUSTON INDEPENDENT SCHOOL DISTRICT

NWEA BOY TO MOY DATA COMPARISON – READING (GROWTH)

		Number Tested	Low	Low Average	Average	Hi Average	High
2nd	EOY	56	34%	16%	16%	16%	18%
	BOY	52	48%	21%	8%	13%	10%
3rd	EOY	71	25%	21%	23%	8%	23%
	BOY	54	41%	24%	7%	19%	9%
4th	EOY	52	35%	17%	8%	19%	21%
	BOY	65	26%	28%	25%	9%	12%
5th	EOY	41	51%	14%	10%	10%	15%
	BOY	49	27%	25%	22%	24%	2%

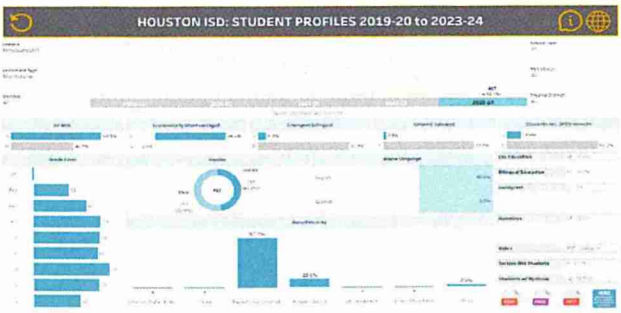
HOUSTON INDEPENDENT SCHOOL DISTRICT

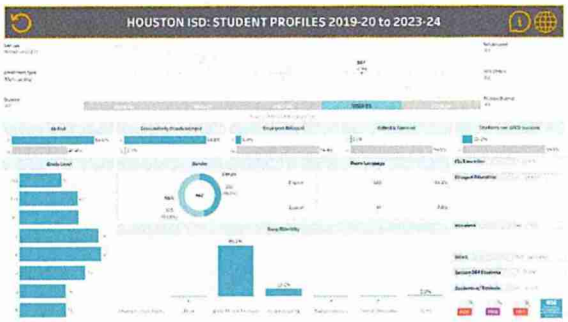
NWEA BOY TO MOY DATA COMPARISON - SCIENCE

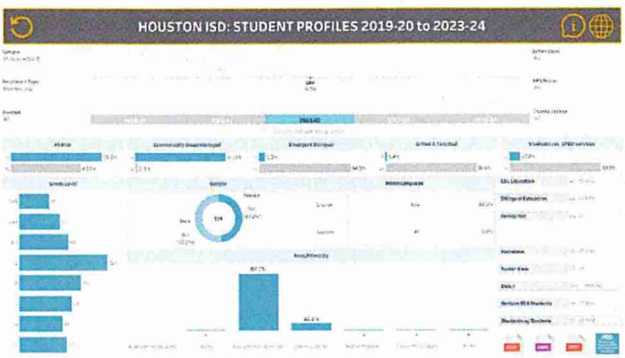
		Number Tested	Low	Low Average	Average	Hi Average	High
2nd	BOY	56	30%	38%	9%	14%	9%
	MOY	52	38%	27%	6%	12%	17%
3rd	BOY	71	23%	23%	22%	15%	17%
	MOY	54	35%	19%	17%	20%	9%
4th	BOY	50	48%	18%	20%	8%	6%
	MOY	66	29%	21%	23%	12%	15%
5th	BOY	42	33%	22%	12%	21%	12%
	MOY	49	31%	27%	22%	18%	2%

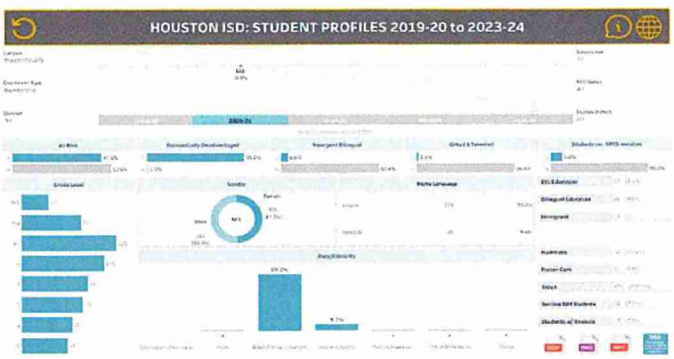
HOUSTON INDEPENDENT SCHOOL DISTRICT

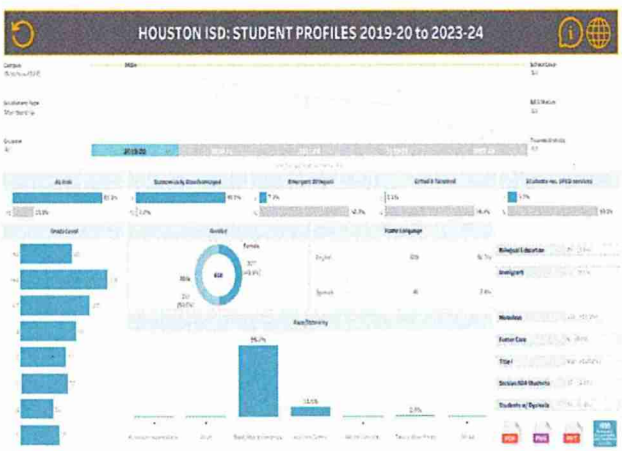
STUDENT PROFILES











CIRCLE 2024 - 2025

Circle Assessment Summary for PK4 - Tested Campus: 2025 — **Woodson School (127)**

Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	45	14	31%	0	0		0	0	
Math	English	43	26	60%	0	0		0	0	
Literacy	Spanish	0	0		0	0		0	0	
Math	Spanish	0	0		0	0		0	0	

CIRCLE 2023 – 2024

Circle Assessment Summary for PK4 - Tested Campus: 2024 — **Woodson School (127)**

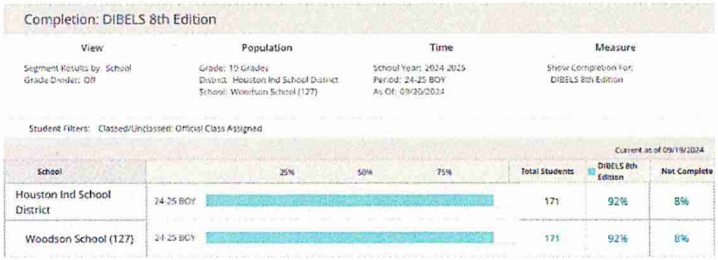
Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	55	23	42%	59	34	58%	61	43	70%
Math	English	54	17	31%	59	27	46%	61	46	75%
Literacy	Spanish	0	0		0	0		0	0	
Math	Spanish	0	0		0	0		0	0	

CIRCLE 2022 – 2023

Circle Assessment Summary for PK4 - Tested Campus: 2023 — **Woodson School (127)**

Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	69	26	38%	66	47	71%	67	54	81%
Math	English	67	19	28%	66	32	48%	67	51	76%
Literacy	Spanish	0	0		0	0		0	0	
Math	Spanish	0	0		0	0		0	0	

DIBELS 2024 - 2025



Completion: DIBELS 8th Edition

View: Segment Results by: School; Grade Divider: Off

Population: Grade: 10 Grades; District: Houston Ind School District; School: Woodson School (127)

Time: School Year: 2024-2025; Period: 24-25 BOY; As Of: 09/20/2024

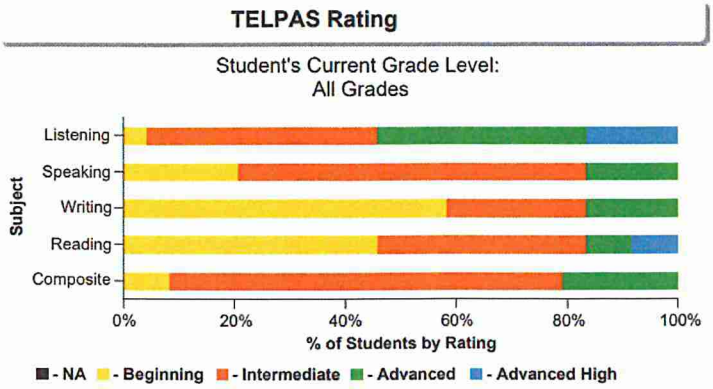
Measure: Show Completion For: DIBELS 8th Edition

Student Filters: Classed/Unclassed: Official Class Assigned

Current as of 09/19/2024

School	25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Houston Ind School District	24-25 BOY			171	92%	8%
Woodson School (127)	24-25 BOY			171	92%	8%

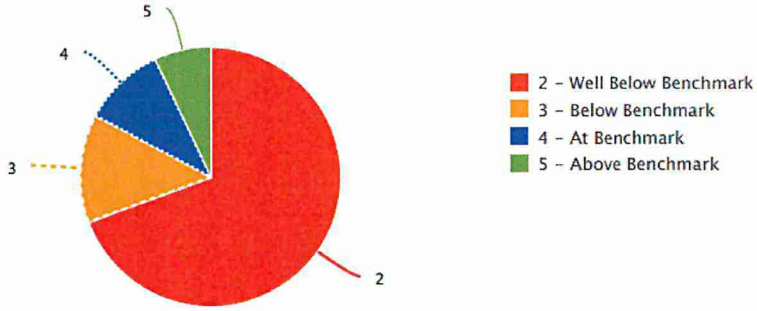
TELPAS 2024 - 2025



TEST RESULTS HOUSTON ISD

Performance Level Summary	#	%
Number of Students Tested:	157	
2 - Well Below Benchmark	109	69.43
3 - Below Benchmark	21	13.38
4 - At Benchmark	16	10.19
5 - Above Benchmark	11	7.01

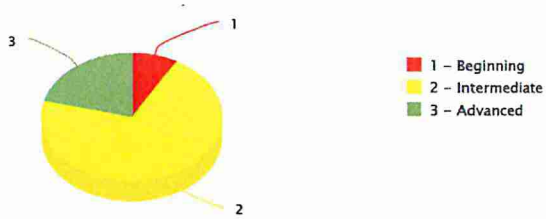
By Performance Levels Chart



TELPAS 2023 – 2024

Performance Level Summary	#	%	✓
Number of Students Tested:	24		
1 - Beginning	2	8.33%	✓
2 - Intermediate	17	70.83%	✓
3 - Advanced	5	20.83%	✓

By Performance Levels Chart



WRITING:

STAAR 2024 Standard Constructed Response Summary and TELPAS Writing 2024 (South Division-Woodson-127)

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	73	57	7	2	66	3	1	1	2	0	0	0	0
Grade 3 Spanish*	5	4	0	1	5	0	0	0	0	0	0	0	0
Grade 4 English	59	17	3	8	28	5	6	5	4	7	3	0	1
Grade 4 Spanish*	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5 English	45	37	2	3	42	0	0	0	2	0	0	1	0
Grade 5 Spanish*	0	0	0	0	0	0	0	0	0	0	0	0	0

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	73	78.1%	9.6%	2.7%	90.4%	4.1%	1.4%	1.4%	2.7%	0.0%	0.0%	0.0%	0.0%
Grade 3 Spanish*	5	80.0%	0.0%	20.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 4 English	59	28.8%	5.1%	13.6%	47.5%	8.5%	10.2%	8.5%	6.8%	11.9%	5.1%	0.0%	1.7%
Grade 4 Spanish*	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 5 English	45	82.2%	4.4%	6.7%	93.3%	0.0%	0.0%	0.0%	4.4%	0.0%	0.0%	2.2%	0.0%
Grade 5 Spanish*	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0

MS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 6	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 7	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 8	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

HS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
English I	0	0	0	0	0	0	0	0	0	0	0	0	0
English II	0	0	0	0	0	0	0	0	0	0	0	0	0

HS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
English I	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
English II	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

TELPAS Writing	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Beginning	**100%**	**60%**	**40%**	**67%**	**33%**	**29%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Intermediate	**0%**	**20%**	**30%**	**33%**	**33%**	**29%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Advanced	**0%**	**20%**	**30%**	**0%**	**33%**	**14%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Advanced High	**0%**	**0%**	**0%**	**0%**	**0%**	**29%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

STAAR 2023 Standard Constructed Response Summary and TELPAS Writing 2023 (South Division-Woodson-127)

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	63	44	1	2	47	5	8	2	1	0	0	0	0
Grade 3 Spanish*	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4 English	46	22	2	7	31	2	6	2	1	1	3	0	0
Grade 4 Spanish*	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5 English	43	20	1	7	28	4	5	2	2	2	0	0	0
Grade 5 Spanish*	0	0	0	0	0	0	0	0	0	0	0	0	0

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 3 English	63	69.8%	1.6%	3.2%	74.6%	7.9%	12.7%	3.2%	1.6%	0.0%	0.0%	0.0%	0.0%
Grade 3 Spanish*	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 4 English	46	47.8%	4.3%	15.2%	67.4%	4.3%	13.0%	4.3%	2.2%	2.2%	6.5%	0.0%	0.0%
Grade 4 Spanish*	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 5 English	43	46.5%	2.3%	16.3%	65.1%	9.3%	11.6%	4.7%	4.7%	4.7%	0.0%	0.0%	0.0%
Grade 5 Spanish*	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0

MS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
Grade 6	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 7	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grade 8	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

HS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
English I	0	0	0	0	0	0	0	0	0	0	0	0	0
English II	0	0	0	0	0	0	0	0	0	0	0	0	0

HS Tests	N	Score 0	Score 1	Score 2	Total 0-2	Score 3	Score 4	Score 5	Score 6	Score 7	Score 8	Score 9	Score 10
English I	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
English II	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

TELPAS Writing	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Beginning	**#DIV/0!**	**25%**	**43%**	**57%**	**20%**	**0%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Intermediate	**#DIV/0!**	**58%**	**43%**	**29%**	**20%**	**50%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Advanced	**#DIV/0!**	**0%**	**0%**	**14%**	**60%**	**50%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Advanced High	**#DIV/0!**	**17%**	**14%**	**0%**	**0%**	**0%**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

Needs related to student achievement data:

- STAAR Math data: 55/25/6
- STAAR Reading Data: 64/31/7
- NWEA MAP Reading Data:
  - Achievement in Math = 27 percentile
  - Growth in Math = 36 percentile
  - Achievement in Reading = 30 percentile
  - Growth in Reading = 36 percentile

School Action Plan Template

KEY ACTION ONE

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

Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Reading and Writing.

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

- By December 2024, 75% of teachers will effectively implement the process of the RACE strategy for teaching SCRs.
- By December 2024, 5% of scholars will achieve Meets on Reading Unit assessments utilizing the OnTrack data system and increase to 8% in Meets by Spring 2025.
- By December 2024, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2025 as measured by the DOL and LSAE data tracker.
- By December 2024, 70% of teachers will have an average score of at least 7 on their SPOT observations as measured by the spot observation rubric administered by the ILT and increase to 9 in April 2025.

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

- Campus Leaders will model and conduct weekly feedback on lesson plans (DOLs, slide decks, LSAE) utilizing the Game Plan tracker.
- Campus Leaders will lead weekly PLCs to provide explicit support for lesson internalization utilizing the Lesson Internalization Protocol and weekly DOL data tracker.
- Campus Leaders will conduct weekly on the spot coaching to teachers, apprentices, and learning coaches utilizing the SPOT form.
- Campus leaders will calibrate every morning to identify trends of misalignment utilizing the SPOT form.
- Campus leaders will coach CSR and SCR effective implementation by developing teacher's exemplar and comparing student's artifacts.

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

- Instructional Staff will internalize the district's curriculum and annotate the LSAE instructional materials to ensure alignment and accuracy with delivering high-quality instruction.
- Instructional Staff will actively engage in ongoing professional development opportunities that support lesson internalization, classroom culture, and data-driven instructional decisions.
- Instructional Staff will actively engage in weekly data-driven PLCS that adhere to the Campus Based PLC protocol.
- Instructional Staff will practice the following week's lesson during weekly DEMO days every Thursday from 4:45-6:00 p.m.
- Instructional Staff will implement writing MRS throughout the direct instruction and incorporate one CRS or SRC per lesson with supports using sentence stems, cognates, and visual aids.

Key Action One: Improve Instructional Quality & Capacity

Staff Devel.

Who: Instructional Staff

What: Improve the instructional quality and capacity of the teaching staff to meet the diverse learning needs of our students by delivering high-leveraged Tier I instruction which will result in higher student achievement.

When: Ongoing

Where: Woodson

Budget

Proposed item	Description	Amount
Staff development	District Provided PD, Leadership Development Trainings	$0
Materials/resources	Calendars, Data Binder, pacing calendar binders,	
Purchased services		
Other		
Other		
	TOTAL	

Funding sources: Title I Resources

KEY ACTION TWO

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

ARDS for scholars with IEPs will be held on time and principal/assistant principal will participate in ARDs.

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

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- Ensure that 100% of newly enrolled scholars with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.
- The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
- By the end of the year, SPED walks will show an increase from 2 to 4 by May 2025.

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

- Campus Leaders will monitor the Campus Compliance Dashboard in EasyIEP.
- Campus Leaders will review records of newly enrolled students and begin services if the student has an IEP.
- Campus Leaders will maintain campus ARD tracker to ensure all ARDs are held on time and with required members.
- Campus Leaders will develop a tracking tool for teachers and students to track student data and progress regularly as measured by the daily DOL and LSAE exemplars.
- Campus Leaders will collaborate with teachers during PLC to discuss data and interventions for individual students as measured by weekly data collections of monthly unit assessments.
- Campus Leaders will utilize resources to support teacher content-knowledge, rigor, and depth of TEKS, and student engagement as measured by the T-TESS rubric.
- Campus Leaders will be well-informed of district curriculum, assessment schedules, school data, district pivots, current trends, and research as measured by the South Division Weekly Insider.

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

- Instructional Staff will conduct data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance) and assessment data projections as measured by Campus Based PLC Protocol.
- Instructional Staff will engage in reflective practices that connect student growth and achievement to the impact on professional teaching goals, department goals, and school goals, collectively as measured by NWEA and monthly unit assessments.
- Instructional Staff will Maintain data binders and all tracking tools regularly as measured by the Ontrack reporting system.
- Instructional Staff will utilize data to drive targeted intervention and monitor regularly as measured by the exemplar created by the teacher.
- Instructional Staff will create a culture of differentiated instruction: implement differentiated instruction techniques to address the diverse learning styles and abilities within special populations as measured by the SPOT observation rubric.
- Instructional Staff will provide small group instruction and one-on-one support to students in each of the subgroups who require additional assistance in math and/or reading as measured by the DOL and LSAE exemplars.

	Key Action Two:		
Staff Devel.	Who: Instructional Staff		
	What: Implement targeted intervention aimed at closing the Math and Reading academic gaps of all subgroups (SPED, EB, and HB 1416) to decrease the achievement gap between all students.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Pre-service and monthly PD sessions that support high-quality instructional practices for Special Populations.	$0
	Materials/resources	Manuals, exemplars, powerpoint presentation, SPOT observation forms, T-TESS Rubric, IEPs	$0
	Purchased services		

	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*
Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Mathematics.

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

- By December 2024, 5% of scholars will achieve Meets on Unit assessments on open-ended questions utilizing the OnTrack data system and increase to 8% in Meets by Spring 2025.
- Students will demonstrate mastery of the learning objective and demonstrate growth by 20% by October 2024, and that percentage will increase by 50% by February 2025, and the percentage will increase to 70% by May 2025 as measured by daily D.O.L in the OnTrack platform.
- By December 2024, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2025 as measured by the DOL and LSAE data tracker.
- By January 2025, 70% of teachers will have an average score of at least 7 on their SPOT observations as measured by the spot observation rubric administered by the ILT and increase to 9 in April 2025.

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

- Campus Leaders will model and conduct weekly feedback on lesson plans (DOLs, slide decks, LSAE) utilizing the Game Plan tracker.
- Campus Leaders will lead weekly PLCs to provide explicit support for lesson internalization utilizing the Lesson Internalization Protocol and weekly DOL data tracker.
- Campus Leaders will conduct weekly on the spot coaching to teachers, apprentices, and learning coaches utilizing the SPOT form.
- Campus leaders will calibrate every morning to identify trends of misalignment utilizing the SPOT form.
- Campus leaders will coach CSR and SCR effective implementation by developing teacher's exemplar and comparing student's artifacts.

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

- Instructional Staff will implement a data tracking system within their classroom to guide their instructional decisions as measured by the DOL and LSAE exemplar.
- Instructional Staff will participate in various trainings, professional development, and PLCs (Professional Learning Communities) to augment their expertise and proficiency in implementing effective literacy instructional strategies as measured by the Campus Based PLC Protocol.
- Instructional Staff will implement identified structures to ensure that the leveled push out process happens with fidelity as measured by the framework of the NES model.

Key Action Three:

Staff Devel.

Who: Instructional Staff

What: Teachers will faithfully implement the LSAE framework daily, except for Flex Fridays.

When: Ongoing

Where: Woodson

Budget

Proposed item	Description	Amount
Staff development	LSAE Professional Development	$0
Materials/resources	Exemplars, annotated slide decks, Criteria of Success	$0
Purchased services		
Other		
Other		
	TOTAL	

Funding sources:

KEY ACTION FOUR

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

Teachers will implement the LSAE framework daily to increase Tier I HQI and student performance in Science.

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

- By December 2024, 70% of the science teachers will score at least 5/8 in Engage and Deliver Domain and 80% will score 5/8 by April 2025.
- By December 2024, 75% of teachers will effectively implement the success criteria for scoring and teaching the RACE strategy for all SCRs and 85% by EOY.
- By December 2024, 5% of scholars will achieve Meets on Unit assessments utilizing the OnTrack data system and increase to 10% in Meets by Spring 2025.
- By December 2024, 30% of teachers will have a rate of 10% of scholars reporting to the Team Center after leveling up from Tier 1 instruction, while increasing to at least 15% in May 2025 as measured by the DOL and LSAE data tracker.

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

- Campus Leaders will model and conduct weekly feedback on lesson plans (DOLs, slide decks, LSAE) utilizing the Game Plan tracker.
- Campus Leaders will lead weekly PLCs to provide explicit support for lesson internalization utilizing the Lesson Internalization Protocol and weekly DOL data tracker.
- Campus Leaders will conduct weekly on the spot coaching to teachers, apprentices, and learning coaches utilizing the SPOT form.
- Campus leaders will calibrate every morning to identify trends of misalignment utilizing the SPOT form.
- Campus leaders will coach CSR and SCR effective implementation by developing teacher's exemplar and comparing student's artifacts.

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

- Instructional Staff will internalize the district's curriculum and annotate the LSAE instructional materials to ensure alignment and accuracy with delivering high-quality instruction.
- Instructional Staff will actively engage in ongoing professional development opportunities that support lesson internalization, classroom culture, and data-driven instructional decisions.
- Instructional Staff will actively engage in weekly data-driven PLCS that adhere to the Campus Based PLC protocol.
- Instructional Staff will practice the following week's lesson during weekly DEMO days every Thursday from 4:45-6:00 p.m.
- Instructional Staff will implement writing MRS throughout the direct instruction and incorporate one CRS or SRC per lesson with supports using sentence stems, cognates, and visual aids.

	Key Action Four:		
Staff Devel.	Who: Instructional Staff		
	What: All students will show sizeable achievement growth in math, reading, and science standards.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Data-Driven Instruction with an emphasis on high-quality instruction	$0
	Materials/resources	Powerpoint presentation, NWEA student profiles,	$0
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding sources:		

KEY ACTION FIVE

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

Improve English proficiency for Emergent Bilingual scholars.

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

- The percentage of students in grades K-5 performing at advanced and advanced high level on TELPAS Reading will increase from 31% on TELPAS 2023 to 33% on TELPAS 2024.
- By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.
- Progress monitoring will be conducted through Summit K-12 program usage and assessments.
- Special Education student achievement in MAP reading and math will increase by a minimum of 8 points from the BOY to the EOY.

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

- Campus Leaders will pull current scholar's composite ratings on TELPAS for 2023-2024 school year, percent of scholars who met reclassification criteria, and have the interim targe for English Language Proficiency standard internalized.
- Campus Leaders will facilitate meetings to share the student-level data and goals with campus administrators, staff, and teachers.
- Campus Leaders will review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Campus Leaders will identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Campus Leaders will establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB scholars.
- Campus Leaders will ensure documentation, timelines, and coding align with federal and state guidelines.
- Campus Leaders will review potential EB list provided by multilingual department for identifying students who need to test EB identification assessment before district snapshot date.

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

- Instructional Staff will conduct data conferences with leaders and colleagues: Share student work samples, assessment data folders (organization, usage, maintenance) and assessment data projections as measured by Campus Based PLC Protocol.
- Instructional Staff will engage in reflective practices that connect student growth and achievement to the impact on professional teaching goals, department goals, and school goals, collectively as measured by NWEA and monthly unit assessments.
- Instructional Staff will Maintain data binders and all tracking tools regularly as measured by the Ontrack reporting system.
- Instructional Staff will utilize data to drive targeted intervention and monitor regularly as measured by the exemplar created by the teacher.
- Instructional Staff will create a culture of differentiated instruction: implement differentiated instruction techniques to address the diverse learning styles and abilities within special populations as measured by the SPOT observation rubric.
- Instructional Staff will provide small group instruction and one-on-one support to EB scholars who require additional assistance in math and/or reading as measured by the DOL and LSAE exemplars.

	Key Action Two:		
Staff Devel.	Who: Instructional Staff		
	What: Implement targeted intervention aimed at closing the Math and Reading academic gaps of EB scholars.		
	When: Ongoing		
	Where: Woodson		
Budget	**Proposed item**	**Description**	**Amount**
	Staff development	Pre-service and monthly PD sessions that support high-quality instructional practices for Special Populations.	$0
	Materials/resources	Manuals, exemplars, powerpoint presentation, SPOT observation forms, T-TESS Rubric, IEPs	$0