



**2025-2026 Action Plan  
Blanche K. Bruce Elementary School**

**Dr. Lauren M. Hooks-Hurst,  
Principal**

## School Action Plan – Needs Assessment

**District Philosophy and Guiding Framework**  
**Core Beliefs ~ Vision ~ Theory of Action**  
 Parameters and metrics established by HISD

### Needs Related to Student Academic Data - 35 %

MAP Math (24-25 EOY)	MAP Reading (24-25 EOY)	MAP Science (24-25 EOY)	STAAR Reading (24-25)	STAAR Math (24-25)	STAAR Science (24-25)	DIBELS (24-25 EOY)
<p><b>Campus</b> Growth -53rd Achievement- 38th</p> <p><b>5th Grade</b> Growth - 41st Achievement - 28th</p> <p><b>4th Grade</b> Growth - 56th Achievement- 49th</p> <p><b>3rd Grade</b> Growth - 70th Achievement- 57th</p> <p><b>2nd Grade</b> Growth - 67th Achievement- 40th</p> <p><b>1st Grade</b> Growth - 66th Achievement-33rd</p> <p><b>Kinder</b> Growth - 99th Achievement- 89th</p>	<p><b>Campus</b> Growth -53rd Achievement- 38th</p> <p><b>5th Grade</b> Growth - 49th Achievement - 40th</p> <p><b>4th Grade</b> Growth - 49th Achievement- 41st</p> <p><b>3rd Grade</b> Growth - 52nd Achievement- 52nd</p> <p><b>2nd Grade</b> Growth - 81st Achievement- 63th</p>	<p><b>Campus</b> Growth - 64th Achievement- 59th</p> <p><b>5th Grade</b> Growth - 51st Achievement- 43rd</p> <p><b>4th Grade</b> Growth - 62nd Achievement- 56th</p> <p><b>3rd Grade</b> Growth - 66th Achievement- 76th</p> <p><b>2nd Grade</b> Growth - 71st Achievement- 57th</p>	<p><b>5th Grade</b> Masters: 14% Meets: 20% Approaches: 86% Did Not Meet:14 %</p> <p>Writing: 44 % - 11/25 avg. pts. earned</p> <p><b>4th Grade</b> Masters: 16 % Meets: 26 % Approaches: 84 % Did Not Meet 16 %</p> <p>Writing: 45 % - 12/25 avg. pts. earned</p> <p><b>3rd Grade</b> Masters: 15 % Meets: 27 % Approaches: 82 % Did Not Meet 18 % d</p> <p><b>STAAR ALT</b> Accomplished: 100 %</p>	<p><b>5th Grade</b> Masters: 2% Meets: 20% Approaches: 57% Did Not Meet: 43 %</p> <p><b>4th Grade</b> Masters: 5% Meets:21% Approaches: 51% Did Not Meet 49%</p> <p><b>3rd Grade</b> Masters:12% Meets:27% Approaches: 79% Did Not Meet 21%</p> <p><b>STAAR ALT</b> Accomplished: 100 %</p>	<p><b>5th Grade</b> Masters:0% Meets: 9% Approaches: 32% Did Not Meet: 68%</p>	<p><b>Kinder</b> Well Below:18 % Below: 14 % At: 23 % Above: 45%</p> <p><b>1st Grade</b> Well Below: 32% Below: 24% At: 19% Above: 3%</p>

**Special Education Compliance Part 1:**  
Quality of Instruction

**4 Proficient:** Principal consistently provides on-the-job coaching and feedback to SPED teachers a minimum of monthly, conducting spot observations that provide relevant feedback.

**Special Education Compliance Part 2:**  
ARD Timelines & Participation, Quality of IEPs, and Progress Monitoring of IEPs

Compliance Indicator	Percent Met	Points Earned	Level Met
ARD Timelines and Participation	100.00%	5 points	Exemplary
Quality of IEPs	73.33%	1 point	Unsatisfactory
Progress Monitoring of IEPs	100.00%	5 points	Exemplary

## Needs Related to **Quality of Instruction - 30 %**

Part 1: Independent Review Team (IRT) Visits Scores	Part 2: Day-to-Day Coaching	Spot Observations- 2024-2025 Data May 2025
<p><u>IRT #1</u>- 8.67  <u>IRT #2</u>- 10  <u>IRT #3</u>- 10.0  <u>IRT #4</u>- 10.8  <u>Overall Average of Highest Two IRT Scores</u>: 10.4</p>	<p><u>Frequency</u> - 4/4  <u>Clarity, Specificity, and Actionability</u> - 5/7  <u>Evidence Based</u> - 6/7  <u>Overall Engagement</u> - 6/7  <u>Overall Score</u> - 21/25</p>	<p><u>Planning</u>- 2/2  <u>Engage &amp; Deliver</u> - 3/6  <u>Monitor &amp; Adjust</u> - 2/4  <u>Reinforce &amp; Redirect</u>- 1/1  <u>Learning Environment</u>- 2/2</p>

## System Evaluation: **Philosophy, Processes, Implementation, Capacity**

### Our Instructional Systems

At Bruce Elementary, we have established the following systems to ensure strong instructional practices, responsive support, and continuous improvement across all classrooms:

- **Weekly PLC System**
  - **Structured:** We meet as collaborative teams formed by grade and content for grades Pre-K through 1, and solely by grade level for grades 2 through 5 with a campus administrator.
  - **Just in Time:** Data Responsive, Instructional Pivots based on spot scores, daily DOL
- **Demo Days** we meet weekly on Thursdays at 4:30 pm to 5:15 pm by content facilitated by an administrator or teacher leader. Teachers demonstrate a portion of the lesson (I do, We Do, You Do, 2nd Teach). Non-evaluative feedback is provided using the spot observation form giving one polish and one praise.
- **Spot Observation Data System**

We consistently analyze spot observation trends using the Spot Dashboard to identify instructional gaps, trends and strengths. Each week, campus leaders use a structured review protocol to disaggregate data and reinforce Tier 1 instructional practices and non-negotiables. This system ensures our coaching and professional development are data-driven and targeted.
- **Real-Time Coaching System**

We use just-in-time coaching to strengthen Tier 1 instruction and reteach. Leaders provide real-time, bite-sized feedback during instruction, aligned to clearly defined look-fors. This feedback includes success criteria and modeling, allowing teachers to take immediate action and improve instructional delivery within the moment.
- **Demonstration of Learning (DOL) Data System**

Administrators and teachers are expected to review DOL data after the 1st Teach in OnTrack focusing on identifying misconceptions for 2nd Teach and additional learning blocks. Our system includes quick, daily DOL debriefs that align to mastery targets and support instructional pivots based on student performance on specific SEs.
- **Assessment Review System**

After each unit exam and district assessment, teachers use a consistent data review protocol to identify learning gaps and reteach needs. This system allows teams to analyze student performance trends and develop targeted instructional responses aligned to mastery expectations.
- **Reflective Coaching and Goal-Setting System**

We provide protected time during PLCs and after walkthroughs for teacher reflection. Using guided protocols, teachers examine their instructional impact, pacing, and student engagement. This system supports teacher-driven goal setting and action planning grounded in observation and student data.

## School Action Plan

	<b>Key Action One</b> <i>(Briefly state the specific goal or objective.)</i>
<b>KEY ACTION ONE</b>	Increase staff capacity to deliver high quality instruction.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ol style="list-style-type: none"> <li>1. By December 2025 (MOY), 60% of spot observation scores conducted by the Bruce Administration Team using the HISD Spot Observation Tool will meet or exceed the Proficient I level (scores 9–11). By June 2026 (EOY), this percentage will increase to 80%, with scores reaching Proficient II (scores 14.5 - 16.5).</li> <li>2. By December 2025 (MOY), 60% of spot observation scores conducted by the Independent Review Team (IRT) using the calibrated IRT scoring tool will meet or exceed the proficient level. By June 2026 (EOY), this percentage will increase to 80%.</li> </ol>
	<p style="text-align: center;"><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> <li>1. Facilitate weekly, data-driven PLC meetings focused on lesson internalization aligned to the Great 8, analyzing student work samples, identifying instructional gaps, and planning responsive instruction for 2nd teach.</li> <li>2. Provide daily coaching, modeling, and specific feedback during first and second teach, aligned to the Great 8 and informed by spot observations and IRT feedback.</li> <li>3. Monitor and analyze spot observation scores and daily DOL data in OnTrack to identify instructional trends and adjust professional development monthly.</li> <li>4. Develop and implement personalized coaching plans for teachers scoring below Proficient I on spot observations, with targeted goals and progress checkpoints.</li> <li>5. Lead structured data meetings after each unit assessment, MAP, DIBELS, CIRCLE, and Semester 1 DSA to drive instructional adjustments and flexible student regrouping.</li> </ol>
	<p style="text-align: center;"><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> <li>1. Teachers will engage in weekly PLCs to internalize lessons, analyze student work, and plan targeted reteach using the Great 8 instructional practices.</li> <li>2. Teachers will implement feedback from coaching and modeling to strengthen the first and the 2nd teach aligned to the Great 8.</li> <li>3. Teachers will review daily DOL data in OnTrack and use the results to adjust instruction based on student misconceptions and instructional trends.</li> <li>4. Teachers will actively participate in personalized coaching plans by implementing feedback, tracking progress, and striving toward proficiency.</li> </ol>

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|  | <p>5. Teachers will prepare for and contribute to data meetings by bringing student data, create action plan identifying instructional next steps, adjusting instruction and student groups accordingly.</p> |
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<b>Key Action One: Staff Development</b>
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<p><b>Who:</b> School Leaders (Admin Team), Teachers, Teacher Leaders, District Facilitators</p>
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<p><b>What:</b> Provide monthly professional development and Facilitate weekly PLC meetings</p>
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<p><b>When:</b> Weekly PLCs + daily instruction, Monthly data review meetings, After each unit assessment, key points during the year (BOY, MOY, EOY)</p>
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<p><b>Where:</b> Designated PLC meeting rooms at Bruce Elementary School, virtual platform, Admin office, virtual meetings</p>
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<b>Key Action One: Budget</b>
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Proposed item	Description	Amount
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<p><b>Staff Development Topics</b></p>	<ol style="list-style-type: none"> <li>1. <b>Understanding and Implementing the Great 8 Instructional Practices</b> Deep dive into each of the Great 8 strategies with practical examples and modeling.</li> <li>2. <b>Data-Driven Instruction: Using Student Work and Assessment Data Effectively</b> How to analyze student work samples, interpret assessment data (MAP, DIBELS, etc.), and plan responsive instruction.</li> <li>3. <b>Effective Coaching and Feedback: Maximizing Impact on Teaching</b> Strategies for receiving and implementing coaching feedback during first and second teach.</li> <li>4. <b>Using the HISD Spot Observation Tool and IRT Scoring Rubrics</b> Understanding observation criteria, scoring expectations, and how observations inform instructional improvement.</li> <li>5. <b>Planning and Leading High-Quality PLC Meetings</b> Best practices for collaboration, lesson internalization, and action planning within PLCs.</li> <li>6. <b>Personalized Coaching Plans: Setting Goals and Tracking Progress</b> How to develop, participate in, and benefit from personalized coaching aligned to proficiency goals.</li> <li>7. <b>Using OnTrack for Daily DOL Data Entry and Instructional Adjustments</b> Technical training on data entry and using the data to inform daily instructional decisions.</li> <li>8. <b>Flexible Student Grouping and Instructional Adjustments Based on Data</b> Strategies to regroup students effectively based on data from assessments and DOL.</li> <li>9. <b>Building a Culture of Continuous Improvement</b> Embracing feedback, data, and collaboration to grow professionally and improve student outcomes.</li> </ol>	
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<b>Materials/Resources</b>	<p><b>PLC Meeting Agendas &amp; Guides</b></p> <ul style="list-style-type: none"> <li>• Structured agendas aligned to Great 8 practices</li> <li>• Data analysis templates</li> <li>• Student work protocols.</li> </ul> <p><b>Spot Observation Tools</b></p> <ul style="list-style-type: none"> <li>• HISD Spot Observation Tool forms</li> <li>• Rubrics and scoring guides</li> <li>• calibrated IRT scoring tools</li> </ul> <p><b>Instructional Framework Documents</b></p> <ul style="list-style-type: none"> <li>• The Great 8 instructional practices framework and exemplars</li> </ul> <p><b>Data Tracking Platforms</b></p> <ul style="list-style-type: none"> <li>• OnTrack for daily DOL entry and data monitoring</li> </ul> <p><b>Assessment Data Reports</b></p> <ul style="list-style-type: none"> <li>• Unit assessment results</li> <li>• MAP</li> <li>• DIBELS</li> <li>• CIRCLE</li> <li>• Semester 1 DSA reports</li> </ul> <p><b>Coaching Plan Templates</b></p> <ul style="list-style-type: none"> <li>• Personalized coaching plan forms with goal setting and progress tracking sections.</li> </ul> <p><b>Professional Development Presentations</b></p> <ul style="list-style-type: none"> <li>• Slide decks or video tutorials on Great 8 strategies,</li> <li>• data-driven instruction, and differentiated coaching.</li> </ul> <p><b>Student Work Samples</b></p> <ul style="list-style-type: none"> <li>• Collection of anonymized student work examples for analysis during PLCs.</li> </ul> <p><b>Feedback &amp; Reflection Forms</b></p> <ul style="list-style-type: none"> <li>• Tools for teachers to reflect on coaching feedback and PD sessions.</li> </ul>	
<b>Purchased Services</b>		
<b>Other</b>		
<b>Other</b>		
<b>TOTAL</b>		
<b>Funding Sources:</b>		



KEY ACTION TWO	<b>Key Action Two: (Briefly state the specific goal or objective.)</b>
	Improve the quality of Special Education Individualized Education Programs (IEP).
	<b>Indicators of success (Measurable results that describe success.)</b>
	<ol style="list-style-type: none"> <li>1. By December 2025 (MOY), 100% of general and special education teachers will consistently implement and document required accommodations and modifications as outlined in students' IEPs, as evidenced by completed accommodations logs, and accurate entry into PowerSchool and/or IEP management systems. This implementation rate will be maintained at 100% by June 2026 (EOY).</li> <li>2. By December 2025 (MOY), 90% of students' IEPs will include Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements that incorporate data from at least three sources (e.g., classroom performance, standardized assessments, teacher input, progress monitoring), as verified through IEP audits conducted by the Special Education Department Chair and Special Education Administrator 5 to 7 days prior to the ARD meeting. This will increase to 100% compliance by June 2026 (EOY).</li> </ol>
	<b>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</b>
<ol style="list-style-type: none"> <li>1. The Special Education Administrator will monitor accommodations and modifications logs and PowerSchool to provide timely feedback.</li> <li>2. The Principal and Special Education Department Chair will provide ongoing professional development on writing compliant, data-driven PLAAFPs.</li> <li>3. The Special Education Department Chair and Administrator will conduct IEP audits 5–7 days before ARDs to ensure compliance.</li> <li>4. The Principal and Special Education Department Chair will collaborate with special and general education teachers during PLCs and coaching to address trends and strengthen IEP quality.</li> <li>5. The Special Education Administrator will create coaching plans with checkpoints for teachers needing support with documentation.</li> </ol>	
	<b>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</b>
	<ol style="list-style-type: none"> <li>1. General and special education teachers will implement and document accommodations/modifications weekly in logs and PowerSchool.</li> <li>2. Special education teachers will attend and apply PD learning to write PLAAFPs using multiple data sources.</li> <li>3. Special education teachers will submit draft IEPs at least 5- 7 days before ARDs and revise based on audit feedback.</li> <li>4. Special and general education teachers will actively engage in PLCs and coaching to reflect and improve IEP practices.</li> <li>5. Special education teachers will participate in coaching cycles, implement feedback, and produce high-quality IEPs.</li> </ol>

## Key Action Two: Staff Development

**Who:** Special Education Teachers (Case Managers), General Education Teachers, Special Education Department Chair, Special Education Administrator, Principal, District IEP/Compliance Specialists

**What:** Provide weekly PLCs + daily instruction, Monthly professional development, weekly IEP review meetings

**When:** August 2025 - May 2025  
 Special Education Kickoff Training  
 Accommodations & Modifications  
 Writing Quality PLAAFPs  
 IEP Audit Preparation  
 Collaborative PLC Training  
 Coaching Check-ins

**Where:** Bruce Professional Development Room, Virtual Meeting Platform (Zoom or Teams) for remote participation options, PLC Meetings held in designated team rooms or virtually

## Key Action Two: Budget

Proposed item	Description	Amount
Staff Development	<p style="text-align: center;"><b>Professional Development Sessions</b></p> <p><b>Initial Kickoff Training</b>  <b>Presenter:</b> Special Education Administrator and Special Education Department Chair  <b>Audience:</b> Special Education and General Education Teachers</p> <p><b>Accommodations &amp; Modifications</b>  <b>Presenter:</b> Special Education Department Chair  <b>Audience:</b> Special Education and General Education Teachers</p> <p><b>Writing Quality PLAAFPs</b>  <b>Presenter:</b> Special Education Administrator and Special Education Department Chair  <b>Audience:</b> Special Education and General Education Teachers</p> <p><b>IEP Audit Preparation</b>  <b>Presenter:</b> Department Chair  <b>Audience:</b> Special Education and General Education Teachers</p> <p><b>Coaching Check-ins</b>  <b>Presenter:</b> Special Education Department Chair and Principal  <b>Date:</b> Biweekly, August 2025 – June 2026  <b>Audience:</b> Audience: Individual Special Education Teachers and General Education Teachers (based on coaching needs)</p>	

**Materials/Resources****Accommodations & Modifications**

- Accommodation vs. modification comparison chart
- Sample IEPs with accommodation/modification examples
- HISD Accommodation Log template
- PowerSchool access guide for documentation
- Scenario-based case studies
- Presentation slides
- Note-taking tools (notebooks or devices)

**Writing Quality PLAAFPs**

- Sample PLAAFP statements (strong vs. weak examples)
- Data source checklist (e.g., progress monitoring, STAAR, MAP)
- IEP writing guide or district rubric
- PLAAFP writing template
- Student case files or anonymized data samples
- Interactive writing practice handouts

**IEP Audit Preparation**

- IEP Audit Checklist
- Example IEP audit feedback form
- Copies of sample IEPs
- Calendar of upcoming ARD dates
- Teacher self-check reflection tools
- Projector and audit process overview slides

**Collaborative PLC Training**

- PLC agenda templates
- Data protocols for MAP, DIBELS, classroom data
- PLC norms and roles chart
- Collaborative planning templates
- Copies of TEKS/IEP alignment charts
- Student work samples (as needed for discussion)

	<b>Coaching Check-ins</b> <ul style="list-style-type: none"> <li>• Coaching tracker and goal sheet</li> <li>• Walkthrough feedback forms</li> <li>• Personalized coaching plans</li> <li>• Teacher reflection logs</li> <li>• IEP documentation samples</li> <li>• Copies of prior observation notes</li> </ul>	
<b>Purchased Services</b>		
Other		
Other		
<b>TOTAL</b>		
Funding sources:		

KEY ACTION THREE	<b>Key Action Three</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve student achievement in Reading, Math and Science.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>• By December 2025 (MOY), the percentage of students exceeding expected growth targets on the MAP Reading, Math, and Science assessments will increase by 10% from BOY; this will further increase to 15% by June 2026 (EOY).</li> <li>• By December 2025 (MOY), the percentage of K–3 students performing above or well above typical growth on the DIBELS assessment will increase by 10% from the BOY baseline. This percentage will increase to 15% by June 2026 (EOY).</li> <li>• By December 2025, the percentage of students achieving proficiency in Science on the district summative assessment will increase by 10% compared to 2024, reaching at least 70%, and increasing to 80% by June 2026 (EOY).</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ol style="list-style-type: none"> <li>1. School Administrators will facilitate weekly, data-driven PLCs focused on lesson internalization, reteach planning, and student progress monitoring for MAP, DIBELS, and Science assessments.</li> <li>2. School Administrators will monitor student data trends using OnTrack, MAP, and DIBELS dashboards and adjust professional development and coaching based on identified performance gaps.</li> <li>3. School Administrators (Reading, Math, Science) will provide targeted coaching, modeling, and co-teaching support aligned to the “Great 8” instructional practices.</li> <li>4. School Administrators will lead structured data meetings after each assessment cycle (BOY, MOY, EOY) to review performance and guide flexible regrouping decisions.</li> <li>5. School Administrators will ensure intervention schedules and small-group structures are implemented using MAP RIT bands and DIBELS progress pathways to meet student needs.</li> </ol>
<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>	
<ol style="list-style-type: none"> <li>1. Teachers will actively participate in weekly PLCs by internalizing lessons, analyzing student work and data, and planning responsive reteach strategies based on MAP, DIBELS, and Science assessment results.</li> <li>2. Teachers will regularly review and reflect on student data in OnTrack, MAP, and DIBELS to identify trends, adjust instruction, and implement PD and coaching feedback to address performance gaps.</li> <li>3. Teachers will implement strategies modeled during coaching sessions and incorporate “Great 8” instructional practices into daily instruction to improve student learning outcomes.</li> <li>4. Teachers will come prepared to data meetings with student work samples and assessment results, and will collaborate on regrouping decisions and instructional next steps.</li> <li>5. Teachers will use MAP RIT bands and DIBELS data to plan and deliver targeted small-group interventions that align with student-specific growth needs and learning goals.</li> </ol>	

### Key Action Three: Staff Development

**Who:** School Leaders (Admin Team), Teachers, Teacher Leaders

**What:** Provide monthly professional development and Facilitate weekly PLC meetings

**When:** Weekly PLCs + daily instruction, Monthly data review meetings, After each unit assessment, At key points during the year (BOY, MOY, EOY)

**Where:** Bruce Professional Development Room, Virtual Meeting Platform (Zoom or Teams) for remote participation options, PLC Meetings held in designated team rooms or virtually

### Key Action Three: Budget

Proposed item	Description	Amount
<b>Staff Development</b>	<p><b>Professional Development Sessions:</b>  <b>Data-Driven Instruction</b>  <b>Description:</b> Introduction to MAP, DIBELS, and Science assessments. Teachers will set growth goals and understand how data drives instruction and intervention.  <b>Audience:</b> All Core Content Teachers (K–5)</p> <p><b>Analyzing MAP &amp; DIBELS Data</b>  <b>Description:</b> Deep dive into interpreting MAP RIT scores and DIBELS benchmarks to make data-informed instructional decisions.  <b>Audience:</b> Reading, Math, and Special Education Teachers</p> <p><b>Implementing the Great 8 Instructional Practices</b>  <b>Description:</b> Modeling and planning lessons aligned to the “Great 8” best practices to enhance first and second teach.  <b>Audience:</b> General and Special Education Teachers</p> <p><b>Targeted Small Group Instruction</b>  <b>Description:</b> Strategies for planning and implementing effective small group instruction using MAP/DIBELS data.  <b>Audience:</b> K–5 Teachers</p> <p><b>Science Data Deep Dive</b>  <b>Description:</b> Examine district Science benchmark data to inform reteach planning and instructional improvements.  <b>Audience:</b> 3rd–5th Grade Science Teachers</p>	

	<p><b>BOY Data Meeting &amp; Re-Grouping</b>  <b>Description:</b> Analyze Beginning-of-Year data to identify student needs and adjust groupings/intervention plans.  <b>Audience:</b> All Teachers</p> <p><b>MOY Planning &amp; Reteach Cycles</b>  <b>Description:</b> Use MOY assessment data to plan reteach cycles and targeted interventions for struggling students.  <b>Presenter:</b> Admin Team / Coaches  <b>Audience:</b> All Teachers</p> <p><b>Ongoing Coaching Cycles</b>  <b>Description:</b> Biweekly coaching sessions to support teachers with lesson planning, delivery, and student achievement goals.  <b>Presenter:</b> Instructional Coaches  <b>Date:</b> Biweekly, August 2025 – June 2025  <b>Audience:</b> Targeted Teachers</p> <p><b>Monthly Collaborative PLCs</b>  <b>Description:</b> Monthly grade-level/content PLCs focused on lesson internalization, data review, and instructional planning.  <b>Date:</b> First Wednesday of each month (August 2025 – June 2026)  <b>Audience:</b> Grade-Level and Content Teams</p>	
<p><b>Materials/Resources</b></p>	<p><b>Kickoff: Data-Driven Instruction</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● MAP and DIBELS overview slide deck</li> <li>● BOY data reports for MAP and DIBELS</li> <li>● Goal-setting templates for teachers</li> <li>● Data conversation protocol handout</li> <li>● Sign-in sheet and session evaluation form</li> </ul> <p><b>Analyzing MAP &amp; DIBELS Data</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● “Great 8” instructional practices slide deck</li> <li>● Sample lesson plans aligned to Great 8</li> <li>● Observation look-for checklist</li> </ul> <p><b>Targeted Small Group Instruction</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● Small group planning templates</li> <li>● MAP/DIBELS data reports by student</li> <li>● Differentiated lesson bank/resource list</li> </ul>	

	<ul style="list-style-type: none"> <li>● Flexible grouping strategy guide</li> <li>● Chart paper for instructional planning</li> <li>● Laptops/tablets for accessing student data</li> </ul> <p><b>Science Data Deep Dive</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● Science district summative data reports</li> <li>● Released items and student sample responses</li> <li>● Planning template for science intervention/reteach</li> <li>● Vertical alignment chart for science TEKS” Look-for” list for hands-on and inquiry-based instruction</li> </ul> <p><b>BOY Data Meeting &amp; Re-Grouping</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● BOY assessment data (MAP, DIBELS, Science)</li> <li>● Flexible regrouping chart or spreadsheet</li> <li>● Student performance tracking sheets</li> <li>● Intervention plan template</li> <li>● Printed and digital class rosters</li> <li>● Access to OnTrack system</li> </ul> <p><b>MOY Planning &amp; Reteach Cycles</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● MOY data reports for MAP, DIBELS, and Science</li> <li>● Reteach planning templates</li> <li>● Intervention cycle planning calendar</li> <li>● Progress monitoring tools</li> <li>● Copies of previous student groupings and plans</li> </ul> <p><b>Ongoing Coaching Cycles</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● Coaching log templates</li> <li>● Personalized teacher growth plans</li> <li>● Observation feedback form</li> <li>● “Look-for” rubric aligned to Great 8 practices</li> <li>● Coaching Cycles Calendar</li> </ul> <p><b>Monthly Collaborative PLCs</b></p> <ul style="list-style-type: none"> <li>● Projector, laptop, and Wi-Fi access</li> <li>● Grade-level planning template</li> <li>● Assessment data snapshots (monthly)</li> <li>● Standards-aligned curriculum and scope &amp; sequence</li> <li>● Student work samples for analysis</li> <li>● PLC norms and agenda templates</li> </ul>	
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<b>Purchased Services</b>		
<b>Other</b>		
<b>Other</b>		
	<b>TOTAL</b>	
<b>Funding sources:</b>		

<b>KEY ACTION FOUR</b>	<b>Key Action Four</b> <i>(Briefly state the specific goal or objective.)</i>
	Increase campus leadership capacity to foster a high-performance and collaborative school culture.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ol style="list-style-type: none"> <li>1. By December 2025 (MOY), the number of teacher leaders on campus will increase from 4 to at least 6; this number will be maintained or increased by June 2026 (EOY) to support sustained leadership development.</li> <li>2. By June 2026 (EOY), 100% of teacher leaders will demonstrate effective leadership practices, as measured by completion of leadership training, positive staff feedback surveys, and evidence from leadership observation checklists.</li> </ol>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ol style="list-style-type: none"> <li>1. Principal and Assistant Principal will identify and recruit potential teacher leaders by reviewing performance data and leadership interest forms by September 2025.</li> <li>2. Principal and Assistant Principal design and deliver monthly leadership development training, including leadership tasks and peer collaboration opportunities.</li> <li>3. Principal and Assistant Principal Assign teacher leaders to strategic campus roles such as PLC leads, mentors, or initiative leaders aligned to campus goals.</li> <li>4. Principal and Assistant Principal Provide ongoing coaching and feedback through observations and leadership check-ins.</li> <li>5. Principal and Assistant Principal Collect and analyze mid-year and end-of-year staff surveys and observation checklists to evaluate leadership effectiveness.</li> </ol>
<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>	
<ol style="list-style-type: none"> <li>1. Identified teacher leaders will complete and submit leadership interest forms by September 2025 to express intent to lead.</li> <li>2. Teacher Leaders will participate fully in monthly leadership training sessions and complete assigned leadership tasks.</li> <li>3. Teacher Leaders will take on assigned leadership roles (e.g., PLC facilitator, mentor) and lead related campus initiatives.</li> <li>4. Teacher Leaders will apply leadership feedback in practice and reflect on growth through leadership portfolios.</li> <li>5. Teacher Leaders will gather and provide feedback from peers and colleagues, and document leadership contributions.</li> </ol>	

**Key Action Four: Staff Development**

**Who:** School Leaders (Admin Team), Teacher Leaders

**What:** Provide monthly Leadership professional development and Facilitate bi- weekly leadership meetings

**When:** Monthly and weekly

**Where:** Bruce Professional Development Room, Virtual Meeting Platform (Zoom or Teams) for remote participation options, PLC Meetings held in designated team rooms or virtually

**Key Action Four: Budget**

Proposed item	Description	Amount
<p><b>Staff Development</b></p>	<p align="center"><b>Professional Development Sessions</b></p> <p><b>Leadership Interest &amp; Recruitment</b>  <b>Description:</b> Introduce leadership opportunities and explain the application process.</p> <p><b>Foundations of Teacher Leadership</b>  <b>Description:</b> Training on leadership skills, roles, expectations, and campus goals.  <b>Presenter:</b> Leadership Consultant / Principal  <b>Audience:</b> Identified Teacher Leaders</p> <p><b>Coaching &amp; Feedback Strategies</b>  <b>Description:</b> Focus on peer coaching, giving/receiving feedback, and reflection.  <b>Presenters:</b> Principal, Assistant Principal, Teacher Leaders</p> <p><b>Leadership Practice &amp; Reflection</b>  <b>Description:</b> Ongoing support meetings for sharing experiences and strategies.  <b>Presenter:</b> Principal, Assistant Principal  <b>Date:</b> Monthly</p> <p><b>Leadership Effectiveness Review</b>  <b>Description:</b> Review leadership growth, feedback data, and plan next steps.  <b>Presenter:</b> Principal, Assistant Principal</p>	
<p><b>Materials/Resources</b></p>	<p><b>Leadership Interest &amp; Recruitment Training</b></p> <ul style="list-style-type: none"> <li>● Presentation slides outlining leadership roles and expectations</li> <li>● Leadership opportunity flyers/handouts</li> <li>● Teacher leadership application forms</li> </ul>	

	<ul style="list-style-type: none"> <li>● Sign-in sheets</li> <li>● Pens and notebooks for participants</li> <li>● Laptop, projector and screen</li> </ul> <p style="text-align: center;"><b>Foundations of Teacher Leadership Training</b></p> <ul style="list-style-type: none"> <li>● Leadership handbook/manual for participants</li> <li>● Presentation slides on leadership skills and campus goals</li> <li>● Role-play scenarios and discussion guides</li> <li>● Note-taking materials</li> <li>● Laptop, projector and screen</li> </ul> <p style="text-align: center;"><b>PLC Facilitation &amp; Data Use</b></p> <ul style="list-style-type: none"> <li>● PLC meeting templates and agendas</li> <li>● Data dashboards or sample student data reports (MAP, DIBELS, etc.)</li> <li>● Facilitator’s guide for PLCs</li> <li>● Collaboration tools (sticky notes, chart paper, markers)</li> <li>● Laptop, projector and screen</li> </ul> <p style="text-align: center;"><b>Coaching &amp; Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>● Peer coaching protocol handouts</li> <li>● Feedback and observation checklists</li> <li>● Video examples or case studies on coaching conversations</li> <li>● Reflection journals or worksheets</li> <li>● Laptop, projector and screen</li> </ul> <p style="text-align: center;"><b>Leadership Practice &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>● Reflection logs or journals</li> <li>● Meeting agendas and notes templates</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Shared digital folder for resource sharing</li> <li>● Flip charts and markers</li> <li>● Projector (if needed)</li> </ul> <p style="text-align: center;"><b>Leadership Effectiveness Review</b></p> <ul style="list-style-type: none"> <li>● Leadership observation checklists and rubrics</li> <li>● Staff feedback survey results</li> <li>● Data summary reports</li> <li>● Certificates of completion (optional)</li> <li>● Presentation slides</li> <li>● Projector and screen</li> </ul>	
<b>Purchased Services</b>		
<b>Other</b>		
<b>Other</b>		
<b>TOTAL</b>		
<b>Funding Sources:</b>		