

School Action Plan: Template Overview

Directions: The School Action Plan template has several tabs. They include:

Achievement Targets (Red Tab)

Page to enter and review data. Metrics aligned with the District Action Plan are listed; however, please feel free to add any other achievement targets relevant to your campus

Needs Assessment (Red Tab)

Open-ended areas to record needs with respect to critical areas.

Key Action 1-5 (Blue Tabs)

5 tabs are provided for Key Actions and Specific Action Steps to be entered.

Summary (Green Tab)

To assist in continual review of the Specific Actions, this tab shows only the Action steps, NLT Date, and status. An additional area for comments and next steps are provided.

Funds (Green Tab)

A summary of the budget information from the action steps. Also a summary of Title I Components addressed is included to help ensure all 10 components are addressed at

TAB ONE: Achievement Targets

SELECT YOUR CAMPUS FROM THE DROP DOWN LIST AT THE TOP OF THE PAGE. THIS POPULATES YOUR SCHOOL INFORMATION TO ALL TABS FOR PRINTING PURPOSES.

- **The purpose of this section is to help the campus align on student achievement targets.**
- Space is provided for you to enter the data for your campus for last year as well as set targets for the coming year. For this reason, the metrics may be broader than at the - campus level (e.g., combining ACP performance from both semesters and all content areas) and you may feel the need to disaggregate this metrics further and add it to this sheet.
- There are no formulas in this page, so feel free to delete items that are not applicable to your school.

TAB TWO: Needs Assessment

- **The purpose of this section is to synthesize your team's assessment of the campus needs.**
- Open-ended space is provided to synthesize the metrics into a Needs list. The Excel cells are designed to expand as you type; however, multiple lines are also provided if you wish to list them.

TAB 5-7: KEY ACTION (Briefly state the specific goal of objective.)

- The purpose of this section is to outline the 3-5 key actions and associated specific actions your school will take to address the identified needs and are likely to lead to achieving the school's achievement targets. Please note that you do not need to use all five sheets.

All of the following fields have a drop down list with the most used choices for each field; HOWEVER, you may enter in values that are not listed in the drop down. For example, special grants may have funding codes not listed or if the step uses split funding (i.e. 199/211). Know that you are not limited to the choices in the drop down list. It is merely a drop down list for your convenience

Title I – This asks campuses to justify Title I Expenditures by Action Step

FUND – Funding Sources

OBJ – Object code

AMOUNT – Amount of funds needed for action

Status – The progress of the action step (aligned to Mid-Year and Summative terminology) color coded.

NLT Date – The date that the step will “NO LATER THAN” be completed.

There are formulas in this page, so please be careful with inserting and deleting rows and columns if at all possible.

TAB EIGHT: SUMMARY

- The purpose of this section is to show the progress of the Campus Action Plan. The timelines and statuses are highlighted for each Key Action on one workbook page, with a section for comments and next steps.

Area for Principal to see all action steps and their statuses. Area for comments and next action steps made available to the right of the

TAB NINE: FUNDS

- The purpose of this section is to show a summary of utilized funds of the specific action steps. A total expenditure by funding source and object code is shown. In addition, campuses can check if they have successfully addressed each of the 10 components of Title I at least once.

This area shows total expenditures by Funding Source and Object Codes. In addition, it gives the counts of action steps which are designated to address one of the ten components on Title I.

If a principal can find a specific action that follows with the campus' key actions, then they can update the Key Action Plan. In fact, if there is a component at 0, it is indicated red and a note appears.

If the component that is lacking in the plan does not align with the Key Actions the campus is addressing, the principal can add Title I Specific Actions in the table to the right. Adding actions there will adjust the counts in the table.

Also, add staff funded by Title I and SCE funds in the table to the right.



SELECT YOUR CAMPUS FROM THE DROP DOWN MENU

Achievement Targets

Instructions: The metrics below are aligned with the metrics in the District Action Plan. Using your most recent data, determine goals for SY2014.

Metric	SY2013 Score	SY2014 Goal
Elementary (K-5)		
STAAR at Level III-Advanced (%)	2.5	5.1
STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results)		-29
Grade 3 STAAR Reading (Level II - Recommended)		18.9
Grade 4 STAAR Writing (Level II - Recommended)		17.5
Kindergarten Readiness on ISIP (% Tier 1)		37.8
Average of Campus End- and Mid-year Course ACPs (% passing)		46.4

Middle (6-8)		
STAAR at Level III-Advanced (%)		
STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results)		
Grade 8 STAAR Math (Level II - Recommended)		
Average of Campus End- and Mid-year Course ACPs (% passing)		

High School (9-12)		
STAAR at Level III-Advanced (%)		
STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results)		
Average of Campus End- and Mid-year Course ACPs (% passing)		
AP (% exams passed - score of at least 3)		
Grade 12 SAT/ACT (Sum of average SAT Critical Reading and Mathematics or ACT Reading and Mathematics)		
College Readiness (% of seniors: ACT 21 or SAT of 1110)		

#N/A
#N/A
#N/A

Needs Related to Student Achievement Data:

According to trend data, double digit gains were achieved in all subgroups in Reading, Math and Science. For mathematics, summative data indicates that the LEP and Hispanic subgroups unsatisfactory levels increased from the previous year and may suggest language is a barrier. Close inspection of the STAAR categories reveals the African American population made improvements in all Reporting Categories but continue to struggle with Probability and Statistics and Patterns, Realationships, and Algebraic Reasoning.

Specifically, third grade will focus on category 2. Patterns, Relationships, and Algebraic Reasoning as that was the lowest reporting category at their level and fourth grade, will focus on category 1. Numbers, Operations, and Quantitative Reasoning as this category also indicate a regressive score.

For English categories 1-3, students had a significant improvement in summative performance while category 3, Understanding/Analysis of Informational Texts indicating the lowest improvement thus warrants monitoring.

For Writing English, summative evaluations indicate student improvement by 1.5 in average scores; however, monitoring of students' performance will be needed in the areas of Personal Narrative and Expository texts.

In Spanish Reading, third grade will be on the radar as summative data indicates that no growth was evident throughout the level. Specifically, monitoring on category 1, Understanding Across Genres as data indicates there was a 20 point drop.

ITBS assessments indicates that lower grades also exhibit a large gap of performance average between subgroups as much of the scores highlight a regression and could potentially address the low performance in standardize testing in the upper grades.

Specifically, second grade ITBS scores indicate a drop in the PERCENTAGE AT OR ABOVE THE 40th PERCENTILE number of students in mathematics and a even lower NUMBER AT OR ABOVE THE 80th PERCENTILE. This warrants close monitoring for all second grade students in mathematics.

Needs Related to Improving the Quality of Instruction:

After reviewing the academic tracker, spot observations indicate the DOL is the lowest measure of student success for general education and bilingual education. As such, continuous PD will center on MRS, the lesson cycle, unpacking standards, curriculum alignment and articulation of LO and DOLs, conceptual refinement and alignment of standard; including fidelity to the bilingual model adopted by DISD.

Curriculum Alignment is needed to ensure that standards are understood and instruction and assessment are directly aligned with content and rigor of state assessments for grades 3-5.

For grades K-2, emphasis will be focused on students reading on-grade level as indicated by ISIP tier I. This will be achieved through fidelity with the district's literacy plan five core targets, coupled with ISIP and DRA progress monitoring.

Needs Related to System Evaluation (philosophy, processes, implementation, capacity):

After reviewing campus climate survey, campus leadership needs to cultivate an environment of connected values while embracing individual differences that intersect such as, but not limited to, race, class, gender, abilities, belief systems and language. Teaching with Poverty in Mind and Teach Like a Champ will be cornerstones for creating this inclusive environment.

School leadership will address the need to enact personal transformation and reforming of systems. PD will focus on teacher beliefs and its connectedness to student achievement and school wide goals. Through weekly conversations with the administrative team, relationship will be forged to support school transformation.

Building leadership capacity on the campus continues to be a top priority. Developing clear expectations around the campus goals, setting specific protocols around the work to be done and modeling quality leadership standards will provide emerging leaders to surface.

Goals Developed from Needs Assessment:

Create a Culture that Supports Change and Embraces A Positive School Environment

Strengthen the process of Curriculum Alignment to Establish a System of Excellence for Students

Ensure that staff members effectively implement the use of the RTI model to provide targeted intervention and increase student achievement

Ensure "Good First Instruction" of the guaranteed and viable curriculum by increasing the level of rigor, meaningful Demonstrations of Learning (DOL) and through the use Multiple Response Strategies (MRS)

#N/A
#N/A
#N/A

2013-14 School Action Plan

NO.	KEY ACTION (Briefly state the specific goal or objective.)
1	Create a Culture that Supports Change and Embraces A Positive School Environment
NO.	INDICATORS OF SUCCESS (Measurable results that describe success.)
1	With a targeted focus on sense making around the school priorities, the campus will score 70% in the Fall and 80% in the Spring on questions related to the alignment of priorities on the District Wide Climate Survey.
2	70% (or more)of the teachers will strongly agree on a Climate Survey developed by the campus, targeting school priorities in November.
3	30% of parents will respond positively to the school goals on the district's parent survey.
5	

[illegible]

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5	

[illegible]

#N/A
#N/A
#N/A

2013-14 School Action Plan

NO.	KEY ACTION (Briefly state the specific goal or objective.)
2	Strengthen the process of Curriculum Alignment to Establish a System of Excellence for Students
NO.	INDICATORS OF SUCCESS (Measurable results that describe success.)
1	Each grade level will maintain an Instructional Calendar, utilizing it as a resource for collaborative lesson planning, mapping out the TEKS/ Standards, and administration of common assessments as measured by PLCs each month.
2	Lesson objectives will be posted in 100% of the classrooms. 80% of the teachers will average 1.5 on effective lesson objectives by December 2013 and 2.0 by May 2014.
3	By October 2012, 85% of tested common assessments will directly relate to the lesson objectives and DOLs.
4	
5	

[illegible]

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3	By October 2012, 85% of tested common assessments will directly relate to the lesson objectives and DOLs.
4	
5	

[illegible]

#N/A

NO.	INDICATORS OF SUCCESS (Measurable results that describe success.)
1	The staff will score 4 out of 6 on the RTI School Baseline Survey from <i>RTI Success: Proven Tools and Strategies for Schools and Classrooms</i> by January 2013.
2	All classroom teachers will provide evidence of measurable student growth from Tier 2 and Tier 3 in December 2013 and May 2014.
3	80% of teachers will effectively use the RTI model, I Station, Exceed, and SST accurately to identify students in need of intervention by December 2013 and 100% by April 2014 as measured by administering coaching sessions.
4	
5	

[illegible]

NO.	KEY ACTION (Briefly state the specific goal or objective.)
3	Ensure that staff members effectively implement the use of the RTI model to provide targeted intervention and increase student achievement
NO.	INDICATORS OF SUCCESS (Measurable results that describe success.)
1	The staff will score 4 out of 6 on the RTI School Baseline Survey from <i>RTI Success: Proven Tools and Strategies for Schools and Classrooms</i> by January 2013.
2	All classroom teachers will provide evidence of measurable student growth from Tier 2 and Tier 3 in December 2013 and May 2014.
3	80% of teachers will effectively use the RTI model, I Station, Exceed, and SST accurately to identify students in need of intervention by December 2013 and 100% by April 2014 as measured by administering coaching sessions.
4	
5	

[illegible]

NO.	KEY ACTION (Briefly state the specific goal or objective.)
4	Ensure "Good First Instuction" of the guaranteed and viable curriculum by increasing the level of rigor, meaningful Demonstrations of Learning (DOL) and through the use Mutiple Response Strategies (MRS)
NO.	INDICATORS OF SUCCESS (Measurable results that describe success.)
1	100% of the teachers must provide evidence that they use the Blue Prints, TEKS/ State Standards and Instructional Calendars to develop increased rigor, improve student response on their DOL and MRS.
2	100% of the classroom activities will demonstrate rigor through best practices evidenced by a 2 on Purposeful Instruction by November 1, 2013.
3	80% of teachers will effectively utilize MRS to increase enagement as measured by a 2 on spot observations by November 1, 2013.
4	
5	

REF	SPECIFIC ACTION(S)	LINK TO INDICATOR	TITLE I	FUND	OBJ	ITEM	AMOUNT	NLT DATE	STATUS
SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?)									
A1	The campus administrators will provide additional Professional Development around DOLs, MRS, Spot observation, and the feedback received from the Spot Observations.	1, 2, 3	HQ PD	211					
B1	The campus administrators will provide meaningful feedback via the Spot Observation feedback sessions in an effort to strengthen the delivery of instruction and ensure that meaningful DOLs and MRS are being used to fidelity.	2, 3	Reform strategies	199					
C1	The campus Instructional Coaches will provide on-going support and strategies on best practices, the Distict's Literacy Plan and the Dual Language plan with follow-ups.	1, 2, 3	HQ PD	211					
D1	The campus Instrutional Coaches will host collegial Instructional walks to promote best teaching practices campus wide.	1,2	Needs assessment	199					
STAFF ACTIONS (What specific action steps will the staff take to accomplish the objective?)									
A2	The teachers will develop lesson plans, providing evidence of the use DOLs and MRS for all content areas and adjust with feedback.	1	Needs assessment	199					
B2	The teachers will develop activities that are tightly aligned and reflect the rigor of state standards to the lesson objective and provide opportunities for rigorous DOLs.	1	Reform strategies	199					
C2	The teachers will select and use appropriate pre-planned MRS that support the lesson objective and DOLs.	3	Needs assessment	199					
D2	The teachers will use the data from the implementation of the MRS to engage students in future learning activities and adjust teaching strategies as necessary.	1, 3	Needs assessment	199					

#N/A
#N/A
#N/A

2013-14 School Action Plan

NO.	KEY ACTION (Briefly state the specific goal or objective.)
5	
NO.	INDICATORS OF SUCCESS (Measurable results that describe success.)
1	
2	
3	
4	
5	

[illegible]

#N/A
#N/A
#N/A

KEY ACTION PROGRESS REPORT

KEY ACTION 1
Create a Culture that Supports Change and Embraces A
Positive School Environment

SCHOOL LEADERSHIP ACTIONS		
SPECIFIC ACTION(S)	NLT DATE	STATUS
The campus administators will work collaboratively with the teaching staff to		
The administrators will work collaboratively with the staff to establish a School		
The campus administators will meet with each teacher before September 20th		
The campus administrators will host Faculty, Staff, Advisory Committee each six		

STAFF ACTIONS		
SPECIFIC ACTION(S)	NLT DATE	STATUS
The teachers will work collaboratively to define and revise the school priorities		
The teachers will participate in clearly defining the School Vision and School		
The teachers will present evidence of the SMART goal monitoring by January 21		
Each grade level will identify a representative to serve on the the Faculty, Staff,		
The staff will reinforce school wide goals during parent conferences by		

KEY ACTION 3

Ensure that staff members effectively implement the use of the RTI model to provide targeted intervention and increase student achievement

SCHOOL LEADERSHIP ACTIONS		
SPECIFIC ACTION(S)	NLT DATE	STATUS
The campus administrators will provide professional development on campus benchmark resources (DRA, ISIP, Reasoning Minds) ensure feedback is aligned with student data results.		
The campus administrators will work collaboratively with the grade level chairpersons and Instructional Leadership to create a Campus Instructional Calendar scheduling progress monitoring check points, data analysis, student profiling, tiered instruction and tutoring.		
#REF!	#REF!	#REF!
The campus administrators (and designees) will conduct frequent data discussions utilizing common assessment data, ISIP data, and DRA data. The campus administrators will review ITBS data with the classroom teachers to identify student strengths for incoming third grade students before the end of the third week of school.		
The campus administrator will conduct student tracker data talks with the 4th and 5th grade teachers to ensure adequate progress student progress and progress to SST as needed.		
The campus administrators will provide training and support around student standard analysis and the development of individual student assessment trackers.n		

STAFF ACTIONS		
SPECIFIC ACTION(S)	NLT DATE	STATUS
The teachers will implement DRA, ISIP, and Reasoning Minds in and effort to frequently progress monitor student growth. Teachers will progress montior Tier III students every two weeks, Tier II every six weeks and Tier I at the beginning, middle and end of the year.		
#REF!		
The teachers will consistently analyze student achievement data, ACPs, common assessments STAAR Reporting category standards, Lead 4ward profiles, Blue Prints, the CPGS (CSCOPE) to create prioritized standards for each six weeks.		
The teachers will effectively implement Daily 5 and Daily 4 to ensure differentiation to promote RTI		
The teachers will create incoming plan of action for 3rd grade students with the data identified during the ITBS data talks. The teachers will facilitate After-School Tutoring for Tier 2 and Tier 3 stuents. The teachers will communicate with parents every three weeks		
The classroom teachers will update their student tracker system after each common assessment and Student Standards Assessment (CSCOPE) and submit student information		

KEY ACTION 4

Ensure "Good First Instruction" of the guaranteed and viable curriculum by increasing the level of rigor, meaningful Demonstrations of Learning (DOL) and through the use Multiple Response Strategies (MRS)

[illegible][illegible]

#N/A
#N/A
#N/A

SUMMARY OF KEY ACTION EXPENDITURES

FUND	6100	6200	6300	6400	6500	6600	TOTAL
199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
211	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
240	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
286	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
199/211	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21M	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SCE/199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other SR Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

#	TITLE I COMPONENT	NO. OF ACTIONS	
1	Needs assessment	15	
2	Reform strategies	18	
3	Instr by HQ tchrs	2	
4	HQ PD	2	
5	Attracting HQ staff	0	Must have at least one action step that supports Attracting HQ staff.
6	Parent involvement	0	Must have at least one action step that supports Parent involvement.
7	Grade-level transitions	0	Must have at least one action step that supports Grade-level transitions.
8	Assessment Dec-Mak	0	Must have at least one action step that supports Assessment Dec-Mak.
9	Timely Add'l Assistance	0	Must have at least one action step that supports Timely Add'l Assistance.
10	Coordination of Svcs	0	Must have at least one action step that supports Coordination of Svcs.

Note: In order to meet Title I requirements, Specific Action steps may be added to the Key Action Tabs OR in the Title I Specific Actions in the table to the right.

TITLE I SPECIFIC ACTION STEPS

2013-14 School Action Plan

[illegible]

TITLE I OR SCE FUNDED STAFF

[illegible]