

2024-2025 Action Plan

Whidby Elementary School

Sheryl Turner, Principal

Needs related to improving the quality of instruction.

- 1) Improve pacing of lesson during the instructional block during Tier I instruction.
- 2) Increase the effective use of MRS strategies during instruction to increase engagement and check for student understanding.
- 3) Consistency with PLCs to focus on building the instructional capacity of teachers by improving the lesson internalization process.
- 4) Consistency with PLCs to perfect components of the instructional block during Tier I instruction through At Bats.
- 5) Consistency of Biweekly Calibration Leadership Classroom Walks
- 6) Consistent on-the-spot coaching and feedback of teachers through SPOT observations

Needs Assessment related to Student Achievement:

2024 STAAR Accountability:

Overall Rating: D

Domain I: Student Achievement 31/F

Domain II: Academic Growth 56/D

Domain III: Closing the Gaps 34/F

70% of 1st graders scored above grade level in DIBELS

75% of 2nd graders scored at or above grade level in DIBELS

24% of students, grades 3-5, scored at the Meets Level in Reading

8% of students, grades 3-5, scored at the Masters Level in Reading

20% of students, grades 3-5, scored at the Meets Level in Math

7% of students, grades 3-5, scored at the Masters Level in Math

0% of students, grade 5, scored at the Meets/Masters Level in Science

Students K-5 met the 1.4 growth at the 42nd percentile on EOY NWEA Reading

Students 2-5 met the 1.4 growth at the 57th percentile in EOY NWEA Math

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Key Actions

1. Building Teacher Capacity
2. Special Education
3. Quality of Instruction in Reading/Math and Science
4. Improve English Proficiency for Emergent Bilinguals

System evaluation (philosophy, processes, implementation, capacity)

- Implementation of tight NES structures and systems relating to first instruction, DOL, and LSAE times
- Implementation and consistency of NES Look Fors (5-minute reminders of LOOK FORS during instructional block)
- Consistency of PLCs systems and protocols
- Consistency of Biweekly Calibration Leadership Classroom Walks
- Continuous improvement of teacher instructional capacity through weekly SPOT observations 2

School Action Plan Template

KEY ACTION ONE

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

Improve the quality of instruction by building the instructional capacity of teachers.

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

- By the end of May 2025, 70% of 3-5 grade teachers (6/9) will receive a rating of 6/10 on Domain II (Engage/Deliver, Monitor/Adjust) as measured by the monthly average spot score for the second semester.
- By end of May 2025, on teachers' EOY conferences, 75% of core classroom teachers will be rated at a minimum of Proficient I or higher for the EOY appraisal.
- By January 2025, 50% of teachers scored by an Independent Review Team (IRT) will be scored at Proficient higher. The percentage will increase to 70% by May 2025.

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

- Leaders will conduct a minimum of 6 SPOT observations per week from August 2024 to May 2025.
- Leaders will conduct biweekly calibration walks of core classrooms from PreK to 5th grade.
- Leaders will provide on-the-spot coaching and feedback during SPOT observations.
- Leaders will conduct PLCs with teachers on lesson plan internalization and lesson rehearsals (At Bats).
- Leaders will model and co-teach (as needed) for tier 2 and 3 teachers.
- Leaders will review teachers' lesson plan annotations submissions weekly through Sharepoint.

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

- Teachers will annotate lesson plans weekly and submit them by Thursday at 5:00 pm utilizing the provided district curriculum lessons.
- Teachers will complete exemplars of DOLs and Learner and Secured 1 packets to prepare for their reteaching block after the Tier I instruction.
- Teachers will adhere to the daily instructional block times for Tier I instruction, DOL, and the LSAE block time.
- Teachers will participate in weekly PLCs around lesson plan internalizations and lesson rehearsals/At Bats.
- Teachers will implement next steps for instruction based on coaching and feedback provided by the administrator/appraiser.

Key Action One: Improve the quality of instruction by building the instructional capacity of teachers

Staff Development

Who: All teachers

What: NES Expectations, Amplify and Eureka Refresher training, Appraisal training (ie. Spots, AIM, etc.)

When: August 2024

Where: Whidby Elementary

Budget

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

Funding sources:

KEY ACTION TWO

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

The principal consistently provides on-the-job coaching and feedback at a minimum monthly to special education teachers.

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

- Beginning August 2024, a structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
- By December 2024-2025, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).
- By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

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

- Ensure attendance at all initial Special Education team meetings alongside homeroom teachers to facilitate clear communication and documentation of students' Individualized Education Plans (IEPs).
- Leaders will participate in scheduled ARD meetings.
- Leaders will monitor accommodations on students' Demonstration of Learning during their designated block.
- Leaders will monitor and provide updates on a biweekly basis of Special Education IEPs, ARDS to ensure compliance.
- Observe and ask for work samples to document the use of accommodations and/or modifications.
- Utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide.

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

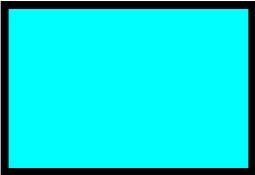
- Professional Development: Conduct and attend training sessions with a focus on understanding IEPs, What is Special Education, Accommodation types, IAT Process.
- Monthly IEP review meetings with the administration and special education team to review students' IEPs and accommodations and its progress and tracking.
- Teachers with special education students will implement and input student IEP accommodations in Power Teacher Pro.
- Teachers will provide appropriate accommodations in the classroom for students with IEPs during Tier I, DOL, and LSAE blocks.
- Teachers will track student progress and document accommodations DOL trackers and district

	assessments.
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Key Action Two: Our goal is to ensure 100% of our teachers are equipped and trained to implement all Special education accommodations for our Special education students according to their Individualized Education Plans (IEPS) and to ensure we are in compliance with all ARDS and deadlines.

Staff Level.	Who: All teachers and staff
	What: IAT Process, What is Special Education?, Special Education Accommodations and reading to understand IEPs professional development trainings
	When: August 2024
	Where: Whidby Elementary

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



Funding sources:

KEY ACTION THREE

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

Increase the quality of instruction in reading/writing and math

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

- By June 2025 the percentage of 4th grade students in MEETS level Reading will increase from 24% in June 2024 to 29% in June 2025.
- By May 2025, 90% of students in grade 4 will complete at least 65 grade level Zearn lessons.
- By May 2025, the percentage of students who perform at/above benchmark on the EOY DIBELS assessment will improve from 32% at BOY to 65% in grade K by EOY (32/49).

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

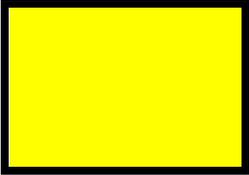
- Leaders will lead weekly PLCs with a focus on lesson internalization and lesson rehearsals (At Bats)
- Leaders will model and exemplify RLA, Math and Science instruction with teachers in the classrooms.
- Leaders will provide coaching and feedback to teachers during on-the-spot observations and in one-on-one conferences.
- Leaders will conduct biweekly calibrated classroom walks to observe instruction and provide on-the-spot coaching and feedback.
- Leaders will review SPOT observations (on a monthly basis) and plan for next steps with identified tier 2 and 3 teachers.

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

- Teachers will annotate lesson plans weekly for the week ahead and be given feedback on lesson plan annotations by the end of each Thursday by the instructional leader.
- Teachers will adhere to the instructional daily schedule with its various lesson components. Teachers will utilize the classroom timers to ensure they stay within the time limits for each lesson component (ie. from Tier I instruction, to DOL, to LSAE block)
- Teachers will participate and collaborate with their content peers and instructional leaders during weekly PLCs and learning labs.
- Reading and Math teachers will actively engage in data-driven PLC sessions to analyze BOY, MOY, and EOY data from NWEA assessments and mCLASS Lectura/DIBELS; establishing specific student targets and action steps aligned with campus goals during each progress monitoring date.

	<ul style="list-style-type: none"> Teachers will implement feedback provided by leaders, ensuring it is frequent, specific, bite-sized, and easy to implement, in line with the criteria outlined in the spot observation form
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		Key Action Three: Increase the quality of reading and math instruction	
Staff Devel.	Who: All teachers		
	What: Lesson Internalization, Amplify, Eureka, PLC Protocols, T-TESS, SPOT Observation, DIBELS/LECTURA, NWEA MAP ASSESSMENTS Professional Development trainings		
	When: August 2024		
	Where: Whidby Elementary		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		



Funding sources:

KEY ACTION FOUR

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

Campus will improve English proficiency for Emergent Bilingual students

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

- By June 2025, 49% or higher of EB students will grow one level of Proficiency on their composite score for TELPAS. By January 2025, 40% of students will show progress on Listening, Speaking Reading and Writing as measured by the Summit K-12 individualized learning plan.
- By January 2025, 40% of Emergent Bilingual students will meet their individual growth target on 2-5 MOY NWEA MAP Reading.
- By June 2025, 60% of emergent bilingual students will meet thier individual growth target on 2-5 NWEA MAP Reading.

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

- Leaders will monitor and track Summit K12 usage by all students.
- Leaders will monitor ELD block at the primary grade level
- Leaders will monitor/coach teachers in student engagement strategies across grade levels to increase speaking, listening, reading and writing skills

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

- Teachers will track student Summit K12 progress and participation.
- Teachers will use the ELD time to build language proficiency
- Teachers will use historical data for all EB students to set a goal for 2024-25 student composite score growth by 1-2 levels.
- Teachers will use response cards to support students in planning what they say

	Key Action Four:		
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		