

2024-2025 Action Plan

Wesley Elementary School

Bathsheba Nash, Principal

Needs related to improving the quality of instruction and the quality of IEPs

Reading Performance

The 2024-2025 BOY NWEA MAP data for reading shows significant gaps in student achievement. The majority of students, 67%, are performing in the 1st–20th percentile, indicating a critical need for foundational literacy instruction. Only 13% of students fall within the 21st–40th percentile, with 7% achieving scores in the 61st–80th percentile range. This distribution highlights the need for targeted interventions, particularly focused on improving literacy skills for students in the lowest performance bands. Despite 7% of students showing proficiency, the data reveals a large portion of students is still significantly below grade level expectations.

Math Performance

Math performance at Wesley Elementary also reflects substantial challenges. The 2024-2025 NWEA MAP data indicates that 43% of students are in the 1st–20th percentile, and an additional 26% fall in the 21st–40th percentile, demonstrating that nearly 70% of students are significantly below grade level in math. While 13% of students perform within the 61st–80th percentile, and 4% are in the highest percentile, the data shows that the majority of students require targeted support to address gaps in foundational math skills and reasoning.

Science Performance

In science, 65% of students are in the 1st–20th percentile, further illustrating that foundational understanding of scientific principles is lacking for the majority of students. With only 6% of students performing at or above the 80th percentile, it is clear that comprehensive improvements in science instruction are required to ensure students grasp key scientific concepts and skills.

Emergent Bilingual and SPED Students

TELPAS data for Wesley Elementary reveals that a large proportion of Emergent Bilingual (EB) students are struggling, particularly in reading and writing. 67% of students are at the beginning or intermediate levels in reading, and 80% fall within these categories in writing. Listening and speaking skills also need attention, with a majority of students performing at the intermediate level. This data suggests the need for focused language development interventions to improve proficiency across all language domains.

SPED students face similar challenges, as evidenced by their performance in both math and reading, with the majority scoring in the lowest percentile ranges. There is a critical need for individualized, data-driven interventions that align with IEP goals and ensure accommodations and modifications are implemented consistently to support academic growth.

Needs related to student achievement data

Based on the 2024 Fall NWEA MAP results for reading and math, student achievement data indicate that a large percentage of students are underperforming. In reading, 67% of students fall within the 1st-20th percentile, highlighting a critical issue with foundational literacy skills across all grades. Similarly, 43% of students in math are scoring within the lowest percentile band, signaling an urgent need for instructional improvement in numeracy and problem-solving.

The TELPAS ratings further emphasize that English language learners are struggling with reading and writing proficiency. The majority of students are performing at the Beginning or Intermediate levels, which requires more targeted language acquisition strategies to improve their academic outcomes.

System Evaluation (Philosophy, Processes, Implementation, Capacity)

Wesley Elementary is committed to providing high-quality instruction through a systematic approach to professional development, curriculum implementation, and coaching. However, current student performance data indicates that adjustments are needed in instructional delivery and support. The school must focus on growing staff capacity to consistently deliver high-quality instruction, especially for emergent bilingual (EB) students and special education populations.

To address these needs, teachers require monthly coaching and feedback to improve their instructional practices. Professional Learning Communities (PLCs) should focus on data-driven decision-making, instructional strategies for differentiation, and the integration of IEP accommodations into everyday teaching.

Key Actions

1. Grow staff capacity to deliver the highest quality instruction through monthly coaching, professional development, and feedback.
2. Ensure IEPs are written effectively, with staff receiving relevant portions of the IEP and accommodations/modifications tracked in PowerSchool.
3. Improve English proficiency for emergent bilingual (EB) students through targeted language support, reading interventions, and writing-focused activities.

School Action Plan Template

**K
E
Y

A
C
T
I
O
N

O
N
E**

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

Grow staff capacity to deliver the highest quality instruction through monthly coaching, and feedback.

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

- By the end of 2024-2025 school year, each teacher will receive at least one classroom observation and feedback will align in part to the previous week's coaching action step(s) as evidenced by a weekly analysis of the coaching feedback tracker.
- Between October 2024 and May 2025, the quality of instruction will be improved by providing structured coaching conversations for 100% of teachers rated at progressing 2 or below as evidenced by the weekly spot analysis and coaching log.
- By October 2024 and May 2025, the quality of instruction will improve by providing coaching aligned to Domain I (Planning) on the spot observation form for 100% of teachers rated at progressing 2 or below as evidenced by a weekly analysis of the lesson plan feedback rubric and coaching logs.

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

objective?)

- Train teachers on the NES characteristics during summer orientation and professional development days so professional development is tied to the NES model and includes effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction”, differentiating instruction, and the use of technology to improve instruction.
- Provide on-the-spot coaching daily and written feedback at least once a month for every teacher using the district spot observation form.
- Train led teachers on spot observation form and walk with the lead teachers at least two classes a month to increase leadership lens.

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

- Implement strategies and techniques provided in PD to improve instruction.
- Reflect on instructional feedback and improve the delivery of instruction as appropriate.
- Conduct PLCs that are data and intervention driven.
- 3rd-5th grade teachers will use a planning period every six weeks to observe core content areas in their grade level and others, to gain insight into how they can improve their own instructional practices.

Key Action One: Grow staff capacity to consistently deliver effective high-quality instruction for K-5th grades.

Who: Campus Leadership Team

What: Lesson Internalization and Customization (Domains 1, 2, and 3), Second Teach, MRS Strategies, Spot Observation, ECR Scoring Rubric, and Data Analysis.

When: Pre-Service Sessions, PD Days (September), Weekly Planning/PLCs (Tuesdays & Wednesdays), and Demo Day (Thursdays).

Where: Wesley Elementary

B u d g e t	Proposed item	Description	Amount
	Staff development	All Instructional Staff members	Not Applicable
	Materials/resources	Professional Development Presentation, Exemplars, Writing Materials, and Laptops.	Not Applicable
	Purchased services	None	Not Applicable
	Other	Not Applicable	
	Other	Not Applicable	
TOTAL			

Funding sources:

**K
E
Y

A
C
T
I
O
N

T
W
O**

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

The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

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

- By December 2024, the principal will ensure that 80% of IEPs will include specific, clear, and measurable goals tailored to each student’s unique needs, as evidenced by quarterly reviews. This target will increase to 100% by June 2025.
- Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization as evidenced by campus record keeping.
- By October 2024, 80% of student statements of accommodations will be implemented and documented as evidenced by monthly Power School progress reports. This target will increase to 100% by May 2025.

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

- Implement and schedule quarterly SPED documentation audits to improve organization, ARD adherence, and IEP quality. Target 80% compliance by December 2024, increasing to 100% by May 2025.

- Review all returning student's IEPs in summer 2024, hosting ARD meetings as needed to update plans for compliance and instructional quality.
- Review IEP documentation every 3 weeks in 1st-5th grade classrooms to ensure teachers are documenting accommodations using the resources provided i.e., accommodation stickers.
- Principal/Assistant Principal/SPED Chair conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.

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

- SPED staff will participate in quarterly documentation audits to review and update SPED folders, ensuring compliance with ARD timelines, utilize Goalbook to write quality IEPs, prior written notice, and ARD participation standards by December 2024 and May 2025.
- General education teachers will integrate IEP accommodations into lesson planning and delivery, documenting accommodations in PowerSchool.
- SPED and general education teachers will collaborate to review and update IEPs in the summer of 2024 and in February 2024 conducting efficient ARD meetings and adjusting IEPs to meet current student needs and compliance requirements.

Key Action Two: The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

Who: Campus Leadership Team, SPED Chair and SPED Teacher

What: Review SPED folders to ensure compliance with ARD timelines, IEP quality, prior written notice, and ARD participation. Customize lessons, document IEP accommodations in PowerSchool, conduct spot observations and analyze data.

--	--

	When: PD Days, Monthly, Quarterly
--	--

	Where: Wesley Elementary
--	---------------------------------

B u d g e t	Proposed item	Description	Amount
	Staff development	All Instructional Staff members	Not Applicable
	Materials/resources	Professional Development Presentation, Exemplars, Writing Materials, and Laptops.	Not Applicable
	Purchased services	None	Not Applicable
	Other	Not Applicable	
	Other		
	TOTAL		

	Funding sources:
--	------------------

**K
E
Y

A
C
T
I
O
N

T
H
R
E
E**

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

Improve English proficiency for Emergent Bilingual (EB) students through targeted language support, reading interventions, and writing-focused activities.

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

- By June 2025, 25% of Emergent Bilingual (EB) students will meet the one-year growth projection as evidenced by TELPAS 2025 results and monthly Summit K-12 progress monitoring.
- By May 2025, 25% of Emergent Bilingual (EB) teachers will score 8 or higher in Domain II (Engage & Deliver) and Domain III (Monitor & Adjust) of the spot, as measured by the monthly average spot score for second semester.
- By October 2025, 100% of Emergent Bilingual (EB) teachers will complete CBLI training and will integrate language and writing supports into their lesson plans to assist Emergent Bilingual (EB) students with listening, speaking, reading, and writing skills as evidenced by lesson plan tracker.

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

- Pull current student’s composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
- Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.

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

- Attend CBLI PD offered on campus twice a month (Wednesdays PLC) by the Multilingual Department
- Collaborate with the administrative team to analyze student TELPAS data and identify appropriate interventions for Emergent Bilingual students.
- Embed language supports in their lesson plans to assist EB students with language, reading, and writing skills.

Key Action Three: Improve English proficiency for Emergent Bilingual (EB) students through targeted language support, reading interventions, and writing-focused activities.

Who: Multilingual Department, Campus Leadership Team and Teachers

What: Staff development will focus on ensuring all educators are proficient in implementing the CBLI strategies in their classroom to provide language, reading and writing skills to support Emergent Bilingual (EB) students.

When: PLCs on Wednesdays twice a month

Where: Wesley Elementary

Proposed item	Description	Amount
Staff development	Multilingual Department, All Instructional Staff members	Not Applicable
Materials/resources	Professional Development Presentation, Exemplar lessons, Writing Materials, and Laptops.	Not Applicable
Purchased services	None	

Other		
Other		
TOTAL		
Funding sources:		

**K
E
Y

A
C
T
I
O
N

F
O
U
R**

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

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

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

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

	Key Action Four:		
	Who:		
	What:		
	When:		
	Where:		
B u d g e t	Proposed item	Description	Amount
	Staff development	All Instructional Staff members	Not Applicable
	Materials/resources	Professional Development Presentation, Exemplars, Writing Materials, and Laptops.	Not Applicable
	Purchased services	None	Not Applicable
	Other	Not Applicable	Not Applicable
	Other	Not Applicable	Not Applicable
			TOTAL
Funding sources:			

