

# **2024-2025 Action Plan**

**Reynolds Elementary School**

**Alandra Brewington**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data:

### STAAR Historical Data

**STARR Data 2021 - 2024**

Achievement Math STAAR			
	Approaches	Meets	Masters
2021	21%	7%	2%
2022	36%	16%	7%
2023	41%	14%	3%
2024	38%	16%	1%

**STARR Data 2021 - 2024**

Achievement Reading STAAR			
	Approaches	Meets	Masters
2021	29%	7%	3%
2022	61%	31%	13%
2023	55%	20%	6%
2024	59%	18%	4%

**STARR Data 2021 - 2024**

Achievement Science STAAR			
	Approaches	Meets	Masters
2021	14%	0%	0%
2022	35%	8%	0%
2023	36%	11%	2%
2024	41%	8%	2%

## NWEA MAP 23-24 and 24-24

NWEA Data  
2023 - 2024

### Achievement (Reading)

	Overall Percentile	Overall Percentile	Overall Percentile
	BOY	MOY	EOY
2nd Grade	30th	24th	30th
3rd Grade	29th	32nd	30th
4th Grade	30th	28th	24th
5th Grade	35th	32nd	38th
Overall	31st	28th	33rd
Students Tested	141	138	139

NWEA Data  
2023 - 2024

### Achievement (Math)

	Overall Percentile	Overall Percentile	Overall Percentile
	BOY	MOY	EOY
Kindergarten	51st	42nd	44th
1st Grade	45th	30th	31st
2nd Grade	28th	24th	20th
3rd Grade	19th	23rd	31st
4th Grade	24th	23rd	21st
5th Grade	16th	24th	19th
Overall	29th	28th	27th
Students Tested	217	210	207

NWEA Data  
2024 - 2025

### Achievement (Reading)

	Overall Percentile	Overall Percentile	Overall Percentile
	BOY	MOY	EOY
2nd Grade	24th		
3rd Grade	43rd		
4th Grade	38th		
5th Grade	27th		
Overall	32nd		
Students Tested	209		

NWEA Data  
2024 - 2025

### Achievement (Math)

	Overall Percentile	Overall Percentile	Overall Percentile
	BOY	MOY	EOY
Kindergarten	42nd		
1st Grade	47th		
2nd Grade	24th		
3rd Grade	28th		
4th Grade	22nd		
5th Grade	15th		
Overall	28th		
Students Tested	209		

NWEA Data  
2023 - 2024

### Achievement (Science)

	Overall Percentile	Overall Percentile	Overall Percentile
	BOY	MOY	EOY
2nd Grade	54th	50th	39th
3rd Grade	49th	44th	39th
4th Grade	29th	23rd	22nd
5th Grade	49th	50th	58th
Overall	47th	45th	33rd
Students Tested	141	138	139

NWEA Data  
2024 - 2025

### Achievement (Science)

	Overall Percentile	Overall Percentile	Overall Percentile
	BOY	MOY	EOY
2nd Grade	23rd		
3rd Grade	58th		
4th Grade	45th		
5th Grade	23rd		
Overall	39th		
Students Tested	149		

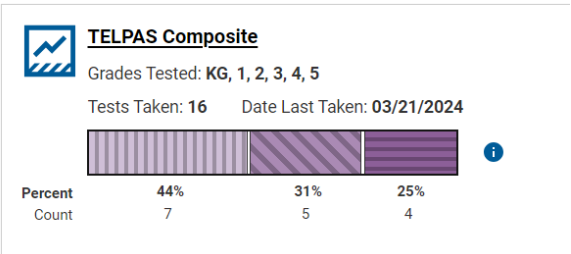
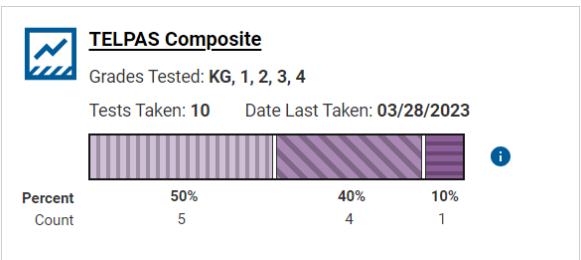
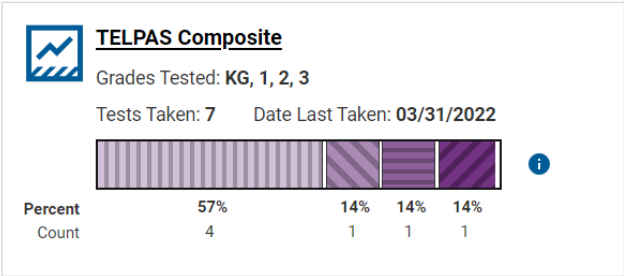
DIBELS- Campus Summary- 2024 - 2025 BOY

Reynolds Elementary (225)		Current as of 09/19/2024
Grade K	Reference Data (Compare these results against a wider population)	
Cervana-Hill, Jayleen	24-25 BOY	<div><div></div><div></div><div></div><div></div></div> <div>3(23%)3(23%)4(31%)3(23%)13</div>
Kinemond, LaKendra	24-25 BOY	<div><div></div><div></div><div></div><div></div></div> <div>3(20%)7(46%)1(7%)4(27%)15</div>
No Official Teacher Assigned	24-25 BOY	<div><div></div></div> <div>1(100%)1</div>
Grade 1	Reference Data (Compare these results against a wider population)	
Bowie, Cynthia	24-25 BOY	<div><div></div><div></div><div></div><div></div></div> <div>13(37%)8(22%)7(19%)8(22%)36</div>
Grade 2	Reference Data (Compare these results against a wider population)	
Johnson, Naja	24-25 BOY	<div><div></div><div></div><div></div><div></div></div> <div>22(54%)6(15%)9(23%)3(8%)40</div>

DIBELS- Campus Summary- EOY 23-24

Reynolds Elementary (225)		Current as of 09/14/2024
Grade K	Reference Data (Compare these results against a wider population)	
No Official Teacher Assigned	23-24 BOY	<div><div></div><div></div></div> <div>7(87%)1(13%)8</div>
	23-24 MOY	<div><div></div><div></div><div></div></div> <div>2(40%)1(20%)2(40%)5</div>
	23-24 EOY	<div><div></div></div> <div>2(100%)2</div>
Grade 1	Reference Data (Compare these results against a wider population)	
No Official Teacher Assigned	23-24 BOY	<div><div></div><div></div><div></div></div> <div>2(50%)1(25%)1(25%)4</div>
Matthews, Ingrid	23-24 BOY	<div><div></div></div> <div>1(100%)1</div>

TELPAS



**Writing Data:****2024**

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2
Grade 3 English	41	25	4	3	32
Grade 3 Spanish*	0	0	0	0	0
Grade 4 English	35	29	2	1	32
Grade 4 Spanish*	0	0	0	0	0
Grade 5 English	48	38	4	0	42
Grade 5 Spanish*	1	0	0	0	0

**2023**

ES Tests	N	Score 0	Score 1	Score 2	Total 0-2
Grade 3 English	40	19	2	11	32
Grade 3 Spanish*	23	15	2	2	19
Grade 4 English	50	38	1	1	40
Grade 4 Spanish*	3	0	0	0	0
Grade 5 English	65	24	8	15	47
Grade 5 Spanish*	2	0	0	0	0

- **17%** of 3rd -5th students scored Meets GL or above on STAAR Math Assessment
- **18%** of 3 rd -5 th grade students scored Meets GL or above on STAAR Reading Assessment
- **8%** of 5 th grade students scored Meets GL or above on STAAR Science Assessment
- K-5th grade students decreased from the **28th to 27th** percentile on the BOY NWEA Math assessment compared to the 23-24 EOY.
- 2nd -5th grade students minimally increased from the **28th to 33rd** percentile on the BOY NWEA Math assessment compared to the 23-24 EOY.
- 2nd -5th grade students decreased from the **45th to 33rd** percentile on the MOY NWEA Science assessment.
- **BOY Circle assessment data will be added when tests are completed**

### **Needs related to improving the quality of instruction:**

Data suggests that students are not receiving high quality instruction and thus student achievement data is suffering. Teacher capacity must be built to ensure students receive high quality instruction across all grade levels and content areas. To do this, we must:

- Improve the quality of instruction in Reading, Math, SOR, and Science across all grade levels.
- Enhance the Professional Learning Community (PLC) framework to bolster teachers' instructional capabilities and streamline the process of internalizing lessons.
- Create monthly professional development sessions of high quality, tailored to insights gathered from collected data, aimed at enhancing teacher skills and capacity.

### **System evaluation** (philosophy, processes, implementation, capacity)

- Implement the NES LSAE model efficiently.
- Build a high-performing culture.
- Strengthen PLC systems and structure.
- Enhance the leadership proficiency of all leaders.
- Build the instructional capacity of all teachers.
- Build teacher capacity through on the spot coaching.
- Weekly calibration walks and alignment of all leaders.
- Weekly monitoring of small group instruction and bi-weekly monitoring of small group binders.

# School Action Plan Template

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

To ensure teachers are providing high quality, engaging, and effective reading and writing instruction.

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

- By December 2024, 70% of the Reading teachers will score at least 5/6 points on the Engage and Deliver component of their spot observations and by April 2025, 85%.
- By February 2025, 75% of 2<sup>nd</sup> -5<sup>th</sup> grade students will meet the expected growth from BOY to MOY NWEA and from MOY to EOY, 85%.
- By January, 65% of Pre-K 4 students will be “On Track” in Phonological Awareness and Rapid Vocabulary based on the Circle assessment data, and by April 2025, 85%.
- By December 2024, students will have written 2 ECRs, and by March, 4.

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

Campus leaders will:

- Provide on-going professional development on the indicators in the Engage and Deliver component of the spot observation to improve scores as evidenced by the spot data.
- Analyze data trends from the spot observations to provide individualized coaching and feedback.
- Leaders will have trackers in their data binders to ensure progress is being made.
- Leaders will provide professional development on NES expectations and instructional characteristics.
- Train teachers on effective instructional practices to write SCR and ECRs with the use of exemplars.
- Collect SCR cards bi-weekly and provide feedback to teachers to improve instruction. Student progress will be monitored by teachers.
- Provide weekly lesson internalization planning meetings with teachers with opportunities for demonstration of lessons (DEMO days).
- Meetings will be documented via follow up email for teachers that are in need. Calendar for teachers doing demo will be available.
- Perform weekly calibration walks targeting effective implementation of reading instruction and provide teachers with high leverage coaching and feedback.
- Calibration forms will be kept in appraisal binder to ensure tight alignment.
- Provide targeted professional development for early literacy teachers and monitor the PK instructional guidelines.
- Identify trends based on IRT walk data and make the necessary adjustments.

KEY ACTION ONE

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

- Teachers and staff will attend Professional Development sessions and implement the training provided. Content/strategies learned in PDs will be noted in the next spot observation or teacher will receive an email if training is not being implemented.
- Teachers and staff will ensure that feedback given from all leaders will be implemented immediately. Implementation of feedback will be noted in the next spot observation or teacher will receive an email if training is not being implemented.
- Teachers will implement the NES expectations and the instructional characteristic training in their lessons daily.
- Teachers will have checklist to ensure environment and lessons account for expectations.
- Teachers will internalize lessons and provide demonstrations of their lessons weekly with campus leaders.
- Teachers will complete weekly Evidence of Internalization forms and submit as lesson plan.
- Teachers will track student Demonstration of Learning electronically and assess data weekly.
- Teachers will track district assessments on classroom data charts posted in the classrooms on the wall and meet with campus leaders to determine instructional moves to improve student outcomes.
- Teachers will teach students how to utilize the RACE writing strategies, collect ECRs and provide students with feedback to make revisions monthly beginning in October.
- Teachers will keep student writing portfolios.
- By December 2024, 3<sup>rd</sup>-5<sup>th</sup> grade students will have written at least two ECRs.
- By December 2024, 3<sup>rd</sup>-5<sup>th</sup> grade students will have written at least two SCR's per week beginning October 2024.
- Teachers will track and utilize Circle assessment data to plan and facilitate small group instruction and to build stations.

**Key Action One:** To ensure teachers are providing high quality, engaging, and effective reading and writing instruction.

**Staff Devel.**

Who: All teachers and teacher apprentices

What:

1. NES Unboxing the Curriculum
2. Highly Effective Engagement Strategies

When: Campus pre-service trainings 8/1- 8/9

Where: Campus pre-service training (ongoing through PLCs and coaching)

**Budget**

**Proposed item**

**Description**

**Amount**

Staff development

N/A

N/A

Materials/resources

N/A

N/A



	Purchased services	N/A	N/A
	Other	N/A	N/A
	<b>TOTAL</b>		
	Funding sources:		

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

To ensure students receive high quality, engaging, and effective math instruction.

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

- By December 2024, 75% of the Math teachers will score at least 4/6 under Engage and Deliver on their spot observation, and 85% will score 5/6 by April 2025.
- By February 2025, 75% of 2nd-5th grade students will meet the expected growth from BOY to MOY NWEA.
- 85% of students in grades Kinder–5<sup>th</sup> will achieve Math proficiency at or above the 50<sup>th</sup> percentile in growth on the NWEA MAP assessment, from BOY to MOY and the 60<sup>th</sup> percentile from MOY to EOY assessment scores.
- By December, 65% of Pre-K 4 students will be “On Track” in Math based on the Circle assessment data, and 85% by April 2025.

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

Campus leaders will:

- Deliver targeted instructional on the spot coaching and feedback tailored to improving instructional strategies, lesson delivery, and student engagement. Professional development calendar and sign in sheets will note topics and attendance.
- Analyze data trends from the spot observations to provide individualized coaching and feedback.
- Create and implement a campus wide and grade level specific ZEARN data tracking system with completion incentives.
- Implement a protocol for quarterly student/family data conferences.
- Facilitate PDs on effective instructional practices to facilitate high quality instruction utilizing the district curriculum.
- Content/strategies learned in PDs will be noted in the next spot observation and coaching sessions.
- Train 3<sup>rd</sup> thru 5<sup>th</sup> grade teachers on the successful implementation of the LSAE push out and reteach expectations.
- Create data tracking wall to collect and monitor student progress on NWEA MAP assessments and STAAR interim assessment data.
- Provide weekly lesson internalization planning meetings (PLCs) with teachers with opportunities for demonstration of lessons (DEMO days).
- Meetings will be documented via follow up email for teachers that are in need. Calendar for teachers doing demo will be available.
- Teachers will complete weekly Evidence of Internalization forms and submit as lesson plan.

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

- Teachers and staff will attend Professional Development sessions and implement the training provided.
- Teachers and staff will ensure that feedback given from all leaders will be implemented immediately.
- Teachers will implement the NES expectations and the instructional characteristic training in their lessons daily.
- Teachers will have checklist to ensure environment and lessons account for expectations.
- Teachers will internalize lessons and provide demonstrations of their lessons weekly with campus leaders.
- Teachers will complete weekly Evidence of Internalization forms and submit as lesson plan.
- Teachers will track student Demonstration of Learning electronically and assess data weekly.
- Teachers will track district assessments on classroom data charts posted in the classrooms on the wall and meet with campus leaders to determine instructional moves to improve student outcomes.
- Staff will monitor progress on ZEARN lesson completion weekly.
- Teachers will track and utilize Circle assessment data to plan and facilitate small group instruction and to build stations.
- Teachers will have checklist to ensure environment and lessons account for expectations.

**Key Action Two:** Improve the quality of Math instruction in Pre-K - 5<sup>th</sup> grade.**Staff Level.**

Who: All teachers and teacher apprentices.

What:

1. NES Unboxing the Curriculum
2. Highly Effective Engagement Strategies

When: Campus pre-service trainings 8/1- 8/9

Where: Campus pre-service training (ongoing through PLCs and coaching)

**Budget****Proposed item****Description****Amount**

Staff development

N/A

N/A

Materials/resources

N/A

N/A

Purchased services

N/A

N/A

Other

N/A

N/A

**TOTAL**

Funding sources:

## KEY ACTION THREE

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

To ensure students receive engaging science instruction that include hands-on learning via labs and high-quality instruction.

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

- 90% of students in grades 2<sup>nd</sup>–5<sup>th</sup> will achieve Science proficiency at or above the 50th percentile in growth on the NWEA MAP MOY assessment, and 65<sup>th</sup> percentile on the EOY.
- 40% or higher of 5<sup>th</sup> grade students will score at the “Meets” level or higher on the STAAR assessment.
- By December 2024, 75% of the Science teachers will score at least 4/6 under Engage and Deliver on their spot observation, and 85% will score 5/6 by April 2025.
- By December 2024, students will have written a minimum of 8 SCRs documented in their student writing portfolios, and 12 by March 2025.

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

Campus leaders will:

- Deliver targeted instructional on the spot coaching and feedback tailored to improving instructional strategies, lesson delivery, and student engagement.
- Analyze data trends from the spot observations to provide individualized coaching and feedback.
- Facilitate PDs with science teachers to build teacher capacity.
- Train all science teachers on how to facilitate lessons utilizing hands-on learning and resources.
- Train 5<sup>th</sup> grade science teachers on the successful implementation of the LSAE push out and reteach expectations.
- Create data tracking wall to collect and monitor student progress on NWEA MAP assessments and STAAR interim assessment data.
- Provide weekly lesson internalization planning meetings (PLCs) with teachers with opportunities for demonstration of lessons (DEMO days).
- Teachers will complete weekly Evidence of Internalization forms and submit as lesson plan.

	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Teachers will guarantee that every student is provided with the chance to actively participate in science laboratory activities and interventions designed to improve their academic performance.</li> <li>• Teachers and staff will attend Professional Development sessions and implement the training provided.</li> <li>• Teachers and staff will ensure that feedback given from all leaders will be implemented immediately.</li> <li>• Teachers will implement the NES expectations and the instructional characteristic training in their lessons daily.</li> <li>• Teachers will have checklist to ensure environment and lessons account for expectations.</li> <li>• Teachers will internalize lessons and provide demonstrations of their lessons weekly with campus leaders.</li> <li>• Teachers will internalize the unit and identify required materials and resources needed to engage students in hands-on learning.</li> <li>• Teachers will complete weekly Evidence of Internalization forms and submit as lesson plan.</li> <li>• Teachers will track student Demonstration of Learning electronically and assess data weekly.</li> <li>• Teachers will track district assessments on classroom data charts posted in the classrooms on the wall.</li> <li>• Teachers will meet with campus leaders to determine instructional moves to improve student outcomes based on data.</li> </ul>
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	<b>Key Action Three:</b> Improve the quality of science instruction in Pre-K-5 <sup>th</sup> grade.		
<b>Staff Devel.</b>	Who: All science teachers		
	What: NES Science Curriculum		
	When: Science PD- Tuesday, September 3, 2024		
	Where: Milby High School		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	N/A	N/A
	Materials/resources	N/A	N/A
	Purchased services	N/A	N/A

	Other	N/A	N/A
	<b>TOTAL</b>		
	Funding sources:		

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

**Provide quality instruction by ensuring accommodation, supplemental aides and services are being provided consistently**

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

- By the end of the first grading period, the principal ensures 100% of special education teachers receive training on progress monitoring for IEPs and progress reports (progress track and report card wizard).
- By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs, and 100% by the end of the school year.
- 85% of SPED students =46 students will show progress towards their IEP goals and objectives by MOY and 100% by EOY.
- 40% (11) of our SPED students will show 85% or more growth from MOY to EOY on their NWEA/STAAR/STAAR Alt assessments. (3-5grade). Currently you have 54 SPED students 29 in testing grades.

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

Campus leaders will:

- Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool. Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs to ensure that 100% of the students have documented accommodations. Attend and document all beginning-of-year meetings organized by the Special Education team, ensuring that every teacher serving students receiving Special Education services receives their Individualized Education Programs (IEPs) and has the chance to ask questions for better understanding and clarity.
- Collaborate with the Special Education Chair and document weekly meetings to ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool. Log of meetings will be maintained.
- Meet with Sped Chair bi-weekly to document status of progress monitoring logs to ensure successful completion. Collaborate with the Special Education Chair to ensure timely completion of progress monitoring reports every 3 weeks.
- Hold bi-weekly meetings with the Special Education team and monthly leadership team meetings with SpEd Chair, to review compliance and instructional concerns reported by the Special Education and core content teachers.

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

- 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs.
- Staff will familiarize themselves with each student's Individualized Education Program (IEP) to guarantee that the necessary accommodations and modifications are implemented to cater to the requirements of students with special needs and document accommodations/modifications provided on each assignment.
- Staff will consistently observe, monitor, and document student growth to generate data aimed at enhancing student performance.
- Staff will employ the district's Special Education Compliance rubric to document and monitor the punctuality of their ARD meetings, the quality of Individualized Education Programs (IEPs), and the quarterly progress monitoring of student IEPs.
- Special Education Chair will collaborate with leadership every 2 weeks to ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool.
- Maintain a SPED binder noting all meetings, meeting outcomes, goals, and follow-up notes.



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

Address learning disparities among students in special populations.

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

- 100% of EB identified students in grades K-5 performing at beginner, intermediate or advanced on TELPAS Reading will increase by at least one growth level or remain at advanced high.
- Students performing at beginner or intermediate will show at least one level of growth to intermediate or advanced by April 2025.
- By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.
- 100% of EB identified students will complete weekly progress monitoring on Summit K-12.

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

Campus leaders will:

- Meet monthly for data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and Summative assessment window and set specific targets for students and action steps to align with campus goals.
- Train teachers on Summit K-12 and ensure all EB students are accessing it at least twice a week.

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

- Teachers will ensure EB students are receiving appropriate in class support including access to Summit K-12 weekly, ESL strategies daily, testing and support based on Lectura/Dibels scores, appropriate placement as designated by the LPAC.
- Teachers will monitor NWEA MAP data of EB students, tracking their progress and supporting in class with ESL supports.

	<b>Key Action Five:</b> Address learning disparities among students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.		
<b>Staff</b>	Who: all staff		
	What: Summit K-12 training		
	When: PLC 9/17/24		
	Where: Campus		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	N/A	N/A
	Materials/resources	N/A	N/A
	Purchased services	N/A	N/A
	Other	N/A	N/A
	Other	N/A	N/A
	<b>TOTAL</b>		
	Funding sources:		