

# **2024-2025 Action Plan**

**Whidby Elementary School**

**Sheryl Turner, Principal**

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

### **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

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

## **School Action Plan – Needs Assessment**

### **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

# 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 end of January 2025, 70% of core 23 classroom teachers will receive a rating of 7/10 on Domain II (Engage/Deliver and Monitor/Adjust) portion of the SPOT observation forms.
- By end of May 2025, on teachers' EOY conferences, 75% of core classroom teachers will be rated at a minimum of Proficient I or II for the EOY appraisal.
- By May 2025, 75% of 23 core teachers will score a rating of 7/10 on Domain II in the 60 minute observations.
- By end of May 2025, IRT Walk scores will be a minimum of 10+ on average.

**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 5<sup>th</sup> 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.

	<b>Key Action One:</b> Improve the quality of instruction by building the instructional capacity of teachers		
<b>Staff Development</b>	<b>Who:</b> All teachers		
	<b>What:</b> NES Expectations, Amplify and Eureka Refresher training, Appraisal training (ie. Spots, AIM, etc.)		
	<b>When:</b> August 2024		
	<b>Where:</b> Whidby Elementary		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
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.)*

- 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 the end of the 2024-2025 school year, 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.
- 100% initial and/or annual ARD meetings will be scheduled in advance so students' IEPs are in compliance.

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

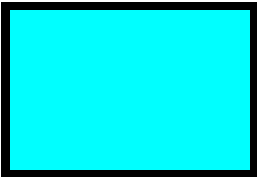
- Ensure attendance at all initial Special Education team meetings alongside homeroom teachers to facilitate clear communication and documentation of students' Individualized Education Plans (IEPs).
- Leaders will participate in scheduled ARD meetings.
- Leaders will monitor accommodations on students' 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.

	<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>Professional Development: Conduct and attend training sessions with a focus on understanding IEPs, What is Special Education, Accommodation types, IAT Process.</li> <li>Monthly IEP review meetings with the administration and special education team to review students’ IEPs and accommodations and its progress and tracking.</li> <li>Teachers with special education students will implement and input student IEP accommodations in Power Teacher Pro.</li> <li>Teachers will provide appropriate accommodations in the classroom for students with IEPs during Tier I, DOL, and LSAE blocks.</li> <li>Teachers will track student progress and document accommodations DOL trackers and district assessments.</li> </ul>
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	<p><b>Key Action Two:</b> 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.</p>
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<b>Staff Level.</b>	<p><b>Who:</b> All teachers and staff</p>
	<p><b>What:</b> IAT Process, What is Special Education?, Special Education Accommodations and reading to understand IEPs professional development trainings</p>
	<p><b>When:</b> August 2024</p>
	<p><b>Where:</b> Whidby Elementary</p>

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



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.)*

- The percentage of 3rd -5th grade students performing at or above grade level in RLA as measured in STAAR 2024 will increase from 33% to 38% at the Meets level.
- The percentage of 3rd -5th grade students performing at or above grade level in Math as measured in STAAR 2024 will increase from 28% to 33% at the Meets level.
- Students’ NWEA MAP growth from BOY to MOY will move from the 49<sup>th</sup> percentile in Reading to a minimum of the 54<sup>th</sup> percentile.
- Students’ NWEA MAP growth at BOY will move to the 60<sup>th</sup> percentile or higher.
- By end of May 2025, 50% or more 3<sup>rd</sup> -5<sup>th</sup> grade students will meet expected growth from BOY to EOY on NWEA Math, NWEA Reading and NWEA Science.
- By March 2025, there will be an improvement in at least 70% of students’ written samples on SCR.
- By May 2025, 90% or more students in grades 3-5 will be on Zearn at least 90 minutes per week.
- The percentage of 3<sup>rd</sup> -5<sup>th</sup> grade students scoring a 4 or above on ECRs as measured on STAAR 2025.
- By end of 2025 year, K-5 students will show one year’s annual growth at 1.60 for the NWEA MAP RLA and Math Assessments.
- By end of the 2024-2025 school year, 70% of K-2 students will move one year’s growth on DIBELS/LECTURA.
- 70% of Special Education students will show growth by one grade level on the NWEA MAP assessments and/or performance level on the STAAR assessments.

**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.
- 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

	<b>Key Action Three:</b> Increase the quality of reading and math instruction
<b>Staff Devel.</b>	<b>Who:</b> All teachers
	<b>What:</b> Lesson Internalization, Amplify, Eureka, PLC Protocols, T-TESS, SPOT Observation, DIBELS/LECTURA, NWEA MAP ASSESSMENTS Professional Development trainings

	<b>When:</b> August 2024		
	<b>Where:</b> Whidby Elementary		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		
	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% of EB students will grow one level of Proficiency on their composite score for TELPAS
- By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
- By March 2025, 80% of EB students will meet the usage goals for Summit K-12.

**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

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