



William Wharton PK-8 Dual Language Academy
An IB PYP World School
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A Houston Independent School District School



Campus Action Plan 2024-2025



Wharton K-8 Dual Language Academy

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Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

The Campus needs assessment analyzes the assessment data obtained from NWEA MAP, TELPAS, and STAAR tests. These assessments provide valuable insights into the academic performance of students across various grades, enabling us to identify areas of improvement and develop targeted interventions to support student success.

Assessment Data:

TELPAS:

Writing proficiency assessment revealed that 32% of students in Kinder —8th grade are at the beginner level.

NWEA MAP:

In the subject of Math, students in 1st and 6th grades scored below the 60th percentile. English reading proficiency in 2nd grade also scored below the 60th percentile.

STAAR:

In reading, 25% of students in 3rd—8th grade did not meet proficiency standards, as indicated by STAAR data. Similarly, 28% of students in 3rd—8th grade did not meet proficiency standards in math.

Needs related to improving the quality of instruction

Professional Development:

- We will provide targeted professional development for teachers focused on the integration of the IB PYP framework into lesson planning and instructional delivery.
- Provide training on inquiry-based teaching strategies, concept-driven learning, and assessment practices aligned with the IB PYP philosophy.

Curriculum Alignment:

- Collaborate with teachers to revise and adapt existing curriculum units to align with the IB PYP framework, ensuring a balance between subject-specific content and transdisciplinary inquiry.
- Develop resources, templates, and exemplars to support teachers in designing inquiry-based learning experiences that foster conceptual understanding and student engagement.

Language Support Services:

- Implement differentiated instructional strategies to support emergent bilingual students in accessing grade-level content in both English and Spanish.
- Provide language scaffolds, vocabulary support, and bilingual resources to facilitate comprehension and language development for all students, including non-Spanish speakers.

Collaborative Planning:

- Establish collaborative planning structures where teachers from different grade levels and subject areas can collaborate to develop interdisciplinary units of inquiry that integrate language learning objectives with IB PYP concepts.
- Foster a culture of reflection and inquiry among staff members, encouraging ongoing dialogue and professional growth in implementing the IB PYP framework and supporting language development.
- Transdisciplinary lesson plans and projects for middle school teachers.

System evaluation (philosophy, processes, implementation, capacity)

When evaluating the systems of the campus from the 2023 - 2024 school year, we have identified 3 areas of focus for next year.

- Intentional PLC planning and expectations for the campus. We will create a calendar of PLC meetings and agenda topics.
- Campus-wide student data trackers and data binders. We will utilize a campus wide system to hold teachers accountable for student data.
- Monitoring the integration of IB PYP principles into unit plans, including central ideas, lines of inquiry, and key concepts.
- Reviewing student portfolios for samples of student work demonstrating inquiry-based learning, conceptual understanding, and transdisciplinary skills.

School Action Plan

KEY ACTION ONE

Key Action:

Grow staff capacity to provide the highest quality instruction around the framework of Wharton Dual Language and IB characteristics.

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

- 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2025.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. [The Principal and Assistant Principal will evaluate all teachers using the HISD evaluation system.]

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

- Train teachers on the Wharton DLA -Ready characteristics during summer orientation and professional development days so Professional development is tied to Wharton DLA-Ready characteristics 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.
- Train teachers on the HISD-specific student engagement strategies including but not limited to: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response, and Quick Response.
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the District spot observation form.
- For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency
- Train lead teachers on spot observation form and walk with 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 effective PLCs that focus on data and specific intervention strategies
- All staff will use planning time once every six weeks to observe core content across the campus to gain insight into how they can improve their own instructional practices.

	Key Action One:		
Staff Devel.	Who: Principal, Assistant Principal, Instructional Coordinator, Special Education Chairperson, Intervention Leaders		
	What: Teacher Professional Development and PLC meeting facilitation		
	When: August 2024 – June 2025		
	Where: Wharton K-8 Dual Language Academy		
Budget	Proposed item	Description	Amount
	Staff development	NWEA, Inquiry based question strategies SPOT Form	
	Materials/ Resources	District materials, resource books	5000.00
	Purchased services		

	Other		
	TOTAL		5,000
	Funding sources: GFI, GT, and Comp Education		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i> 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 <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource) Ensure special education teachers are utilizing Goalbook to create measurable goals. Work with the 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.

	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Hold a PLC every six weeks with the caseload manager to ensure IEP's are being strictly met, including any and all accommodations and modifications needed with curriculum, assessments, and/or daily assignments • Know their IEP students and effectively and consistently implement the IEP daily as required by law • Complete all required paperwork for ARD meetings and documentation of IEP implementation • Instructional and ancillary staff will familiarize themselves with student IEPs and supports needed prior to the first day of school. • Teachers will track student accommodations and support into PowerSchool and provide accommodation reports to the Special Education Chair every 6 weeks.
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	Key Action Two:		
Staff Devel.	Who: Principal, Assistant Principal, Instructional Coordinator, Special Education Chairperson, Intervention Leaders		
	What:		
	When: August 2024 – June 2025		
	Where: Wharton K-8 Dual Language Academy		
Budget	Proposed item	Description	Amount
	Staff development	NWEA, Inquiry based question strategies, SPOT Form	
	Materials/ Resources	District materials, resource books,	5000.00
	Purchased services		
	Other		
	Other		
	TOTAL		5,000
	Funding sources: GFI, GT and Comp Education		

KEY ACTION THREE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Campus improves English proficiency for Emergent Bilingual students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p>

- By June 2025, 55% of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS.
- DIBELS: In Dibels, we will increase the number of proficient kindergarten students from 64% to 70% and in first grade from 76% to 80%. In Lectura, we will maintain or increase the number of proficient kindergarten students at 92% and increase the number of proficient first grade students from 75% to 80%.
- NWEA MAP: By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-8 NWEA MAP Reading.
- By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

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.
- Facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
- Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders. .

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

- Utilize student data binders and online data trackers for accessing, retrieving, organizing and analyzing information for planning instruction for Emergent Bilingual students in the general education classroom.
- Actively engage in pre-service, PLC, form partnerships and work interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student support plans.
- Teachers will integrate 2-3 sheltered instruction strategies in lesson planning and delivery to increase second language acquisition for all students.
- Download emergent bilingual rosters from A4E and create a language development plan for each emergent bilingual student by the end of the first 6 weeks of school (September 2025).

	<ul style="list-style-type: none"> • Develop emergent bilingual students' ability to demonstrate English language proficiency by using Summit K-12 • Ensure bell-to-bell instruction of differentiated content delivery through MRS to support emergent bilinguals • Teachers will draft a writing plan that supports the campus writing expectations (1 extended constructed response per six weeks). Teachers will bring the writing samples to the designed PLC to analyze student writing samples, reflect on writing practices, and identify next steps for the class/grade level. • 100% of students will complete TELPAS MOY practice by December 2024. • Modify emergent bilingual language development plans by January 2025. • Teachers will assume an active role in serving students with diverse needs and work collaboratively with special service providers to support students.
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	Key Action Three:		
Staff Devel.	Who: Principal, Assistant Principal, Instructional Coordinator, Special Education Chairperson, Intervention Leaders		
	What: Professional Development and PLC facilitation.		
	When: August 2024 – June 2025		
	Where: Wharton K-8 Dual Language Academy		
Budget	Proposed item	Description	Amount
	Staff development	NWEA, Inquiry based question strategies SPOT Form	
	Materials/ Resources	District materials, resource books, data binders	3,000
	Purchased services	Sheltered Instruction Strategies, WhiteBoards	2,000
	Other		
	Other		
	TOTAL		5,000
	Funding sources: Funding sources: GFI, GT and Comp Education		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve reading proficiency in K-8th
	Indicators of success <i>(Measurable results that describe success.)</i>

- The percentage of 2nd -8th grade students in our campus who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 56% in May 2024 to 60% in May 2025.
- In the 2024-2025 school year, there will be an increase from 38% to 48% of the students in grades 3-8th will reach mastery level.
- Spot observation data for Reading and or ELA teachers will show at least 75% of teachers rated PROF I in Domain 2 Instruction (Engagement and monitoring and adjust) by the end of December 2024 and 85% Prof by May 2025.
- In Dibels, we will increase the number of proficient kindergarten students from 64% to 70% and in first grade from 76% to 80%. In Lectura, we will maintain the number of proficient kindergarten students at 92% and increase the number of proficient first grade students from 75% to 80%.

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

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content and earn “microcredential” in SCR and ECR
- Design MS schedule to support double blocking in ELA
- Train teachers in the Science of Reading to gain “microcredential”
- Strengthen ELA curriculum to better support time and experience with reading and writing, especially in social studies and science contents
- Provide on-going refresher for reading and writing progress each month during PD

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

- Plan a daily SCR in all core content from September through April
- Provide feedback on SCR at least once a week
- Ensure at least one ECR a month is implemented in ELA and related to either social studies or science grade level content
- Use the rubric provided by TEA to assess student SCR’s and ECR’s
- Implement the consistent use of a response card for students thinking to be recorded and reviewed

	Key Action Four:
Staff Devel.	Who: Principal, Assistant Principal, Instructional Coordinator, Special Education Chairperson, Intervention Leaders
	What: Professional Development and PLC facilitation.
	When: August 2024 – June 2025

	Where: Wharton K-8 Dual Language Academy		
Budget	Proposed item	Description	Amount
	Staff development	NWEA, Inquiry based question strategies SPOT Form	
	Materials/resources	District materials, resource books	5000.00
	Purchased services		
	Other		
	TOTAL		5000.00
	Funding sources: Funding sources: GFI, GT and Comp Education		