

# Houston Independent School District

## 254 Wesley Elementary School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

## Our Mission

Mabel B. Wesley Elementary School strives to meet the academic, social, emotional, and digital needs of ALL students for excellence in secondary education, college, and career.

# Vision

## Our Vision

Mabel B. Wesley Elementary School will create a climate conducive to the holistic development of EVERY student.

# Value Statement

## Wesley Instructional Priority

Teachers will facilitate engaging lessons by utilizing pre-planned H.O.T. questions and modeling the thinking process. As a result, scholars will collaborate to develop critical thinking responses and apply their learning to real-world experiences.

## Wesley Cultural Priority

At Wesley we value a safe, caring, and innovative environment that empowers our scholars and staff through character involvement and community engagement.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mabel B. Wesley Elementary School is in the historic Acres Home Community located in Northwest Houston. The school serves a population of 250 scholars ranging from Pre-K to 5th Grade. The current demographics are 80% African American, 16% Hispanic, 1% Multi-Racial, and 3% White. The campus mobility rate, currently at 41.1%, is much higher than the District at 19.2% and State at 16.0%. These rates not only affect lower scholar achievement; however, lower scholar outcomes associated with the instructional programs on campus. 99% of the scholar population is labeled as economically disadvantaged, receiving free and reduced lunch. Wesley is comprised of 15 teachers total with 10 teachers being new to the campus. Because of the inconsistent history of academic achievement the Wesley, a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities.

### Demographics Strengths

Compared to previous school years, Wesley scholars (African American and Hispanic) are exhibiting progression in Literacy & Math resulting in an overall accountability rating of "B".

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Wesley's daily attendance rate has consistently been below 95% over the past 3 years directly impacting appropriate academic growth for all scholars. **Root Cause:** An attendance protocol and accountability system for parents and scholars have not been established. Routines and systems for effectively monitoring student attendance and expanding outreach services to families have not been implemented with fidelity by the campus.

**Problem of Practice 2:** Wesley's enrollment has significantly decreased consistently over the last 10 years, ending the 2021-2022 school year with a population of approximately 250 scholars. **Root Cause:** Wesley's leadership has not devised a plan to market, and carry out with fidelity the programs and STEAM curriculum that displays their uniqueness from nearby schools in the community.

# Student Learning

## Student Learning Summary

Wesley Elementary reached its 2021-2022 goal of attaining an overall "B" accountability rating. To improve further the academic success already experienced, campus leadership will develop a concrete system for delivering quality instructional coaching and feedback that will lead to building leadership capacity, teacher development, and a rigorous learning environment for all scholars.

## Student Learning Strengths

Students have attained the following ratings in each of the 3 domains for state accountability:

### Domain 1

Scholar Achievement - 67

### Domain 2

Academic Growth- 94

### Domain 3

Closing the Gaps- 76

**Overall Rating:** B

**Distinctions:** ELA/Reading, Math, Science, Comparative academic growth, Post secondary readiness, Comparative Closing the gaps

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Scholars have not received instruction at the appropriate level of rigor to ensure sustained success on STAAR assessment as well as overall yearly growth. **Root Cause:** At Wesley Elementary, teachers have been void of receiving quality feedback and coaching as a concrete system has not been devised by campus leadership.

**Problem of Practice 2:** Teachers are inconsistent in executing facilitating objective-driven lessons that are sequenced and organized in order to lead scholars toward mastery of concepts. **Root Cause:** Of Wesley's teaching staff of 15, 6 teachers are new to the profession while 10 total are new to the campus. As a result, teachers have not received the appropriate feedback and development aligned to district and campus instructional expectations.

# School Processes & Programs

## School Processes & Programs Summary

### Teacher Capacity

Teacher Capacity is built through the Professional Learning Community process, where teachers collaborate with instructional leadership to plan and execute effective lesson plans for Tier I instruction. Teachers are responsible for researching and vetting high-quality instructional materials, with guidance from instructional leadership, so that high-yielding instructional strategies are executed within the classroom.

### Coaching & Feedback

Daily observations and walkthroughs (formal & informal) are conducted to provide feedback utilizing the See it, Name it, Do it framework which is aligned with campus goals and the instructional foci for the 2022-2023 school year.

### Campus-wide Intervention

So that learning loss is addressed in a proactive manner, intervention time has been built into the master schedule to allow for teachers to address learning deficits in a small-group setting. In addition, a Math Interventionist and Reading Interventionist have been staffed to oversee and engage students in the Math and Reading Labs, where reading comprehension and math fluency are the focus.

## School Processes & Programs Strengths

In 2022-2023, Wesley ES begins the school year with a staff comprised of 50% new staff members, therefore, streamlined systems that will address instructional and cultural priorities following the See it, Name it, Do it protocol have been established and are as follows:

### Instructional Levers

1. Data-driven instruction: Define the road map for rigour and adapt teaching to meet students' needs.
2. Instructional planning: Planning backwards to guarantee strong lessons.
3. Observation and Feedback: Coach teachers to improve the learning
4. Professional development: Strengthen culture and instruction with hands-on training that sticks.

### Cultural Levers

1. Student Culture: Create a strong culture where learning can thrive.
2. Staff Culture: Build and support the right team.

3.Managing school leadership teams: Train instructional leaders to expand impact across the school.

### **Problems of Practice Identifying School Processes & Programs Needs**

**Problem of Practice 1:** In the recent years, Wesley Elementary has displayed inconsistencies in accountability data due to unestablished processes and procedures that have been uniform across campus. **Root Cause:** A vision and execution of systems and routines have not been modeled, identified, and carried out with fidelity by campus leadership and thus the staff.

# Perceptions

## Perceptions Summary

Wesley's campus leadership has devised the following 90 day plan to enhance and strengthen the culture and current perception:

Phase/Timeline	Stakeholder/Constituency Group	Entry Plan Goal/Objective	Meetings/Opportunities for Conversation	Activities Document Review
First 30 Days	Staff, PTO, Parents, Students, and Community Members	Create a safe, warm, and welcoming learning environment for staff and student	Faculty meetings, Department meetings, PTO meetings, Open House, School Assemblies, Donuts with Principal	Teacher Handbook, School Schedule, Arrival and dismissal procedures, Discipline records, attendance
30-60 Days	Staff and Students	Create positive communication between staff and students. in an effort to create an engaging learning environment.	Open House, School Assemblies, PLCS, Faculty Meetings, Passing periods in the Hallways, Cafeteria during lunch, Morning duty and dismissal duty	Master Schedule, All student assessment data, Attendance, Teacher Handbook, Student Handbook
60-90 Days	Parents and Community members	Establish strong and effective relationships so parents and community members feel welcome and create two-way communication to share expectations for improving student achievement.	Donuts with Principals, Open House, Stem Night, Literacy Night	Master Schedule, All student assessment data, Attendance, Teacher Handbook, Student Handbook

## Perceptions Strengths

Wesley Elementary School has increased programming, resources, and partnerships that directly impact both instructional and non-instructional needs. By adhering to Houston ISD's 5 year strategic plan as well as partnering with School Choice, NASA, and Wraparound Services, Wesley Elementary School is able to gain a competitive advantage over surrounding neighborhood schools. Since the 2020-2021 school year, the campus has exhibited consistent recruitment efforts and partnerships that lead to positive exposure in the media and school community.

## Problems of Practice Identifying Perceptions Needs



**Problem of Practice 1:** Wesley Elementary has been perceived as an unfavorable campus to attend due to ongoing contentions between school personnel and the community. **Root Cause:** Parents and community members have not experienced a welcoming environment that showcases a high level of professionalism, support, and clear communication.

# Priority Problems of Practice

**Problem of Practice 1:** Scholars have not received instruction at the appropriate level of rigor to ensure sustained success on STAAR assessment as well as overall yearly growth.

**Root Cause 1:** At Wesley Elementary, teachers have been void of receiving quality feedback and coaching as a concrete system has not been devised by campus leadership.

**Problem of Practice 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** ELAR The percentage of 3rd-grade scholars performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase by 15 percentage points from 25% in spring 2022 to 40% in spring 2023.

**Strategic Priorities:**


Expanding Educational Opportunities







**Measurable Objective 1:** By the end of the 2022-2023 school year, 100% of the teachers will incorporate Higher-order thinking questions that are aligned to STAAR into their daily lessons which will be made evident via exit tickets, do nows, and formative assessments to ensure students are successful on the STAAR test.

**Evaluation Data Sources:** District Level Assessment

STAAR Release

STAAR, Spring 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will deliver effective Tier I instruction with coaching and support, during the campus PLC process. The instructional leadership team will monitor the implementation of instruction through consistent coaching and feedback sessions in alignment with the Texas Teacher Evaluation and Support System.</p> <p><b>Strategy's Expected Result/Impact:</b> Wesley ES will be able to meet their goal of obtaining an overall component score of a 80 in Domain I: Student Achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Joshua Dawson, Principal Rhobia Solomon, Teacher Specialist</p> <p><b>Action Steps:</b> A continuous, consistent cycle of coaching and feedback Ongoing professional development and support for all teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Research Based Instructional Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in Guided Reading, Reading Workstations, and Reading Intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading levels will increase by one reading level, which promotes students achievement in overall reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Leadership</p> <p><b>Action Steps:</b> Campus leadership will provide professional development sessions and learning labs throughout the school year. Administration and CIC will provide feedback to teachers via coaching and at-bats. PD sessions will be geared towards unpacking the HISD Reading Standards and Creating and Analyzing Student and Teacher Exemplars.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Build Teacher Capacity utilizing See it, Name it, Do it Protocol</p> <p><b>Strategy's Expected Result/Impact:</b> Reading deficits will begin to decrease</p> <p><b>Staff Responsible for Monitoring:</b> Campus instructional leadership, CIC</p> <p><b>Action Steps:</b> Wesley Leadership Team will provide professional development learning sessions and learning labs utilizing the See It, Name It, Do It Protocol, throughout the school year. Administration and CIC will provide feedback to the teachers via coaching and at-bats.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional materials, PD - 1991020003 - General Fund - Magnet Program - 6200 - Contracted Services - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** A minimum of 80% of students in grades 3 will score at or above Approaches on the Math/Reading STAAR, a minimum of 35% of students in grades 3-5 will Meet grade level, and a minimum of 25% of scholars will score Masters.

**Strategic Priorities:**


Expanding Educational Opportunities







**Measurable Objective 1:** A minimum of 80% of students in grades 3-5 will score at or above Approaches on the Math/Reading STAAR, a minimum of 50% of students in grades 3-5 will Meet grade level, and a minimum of 25% of scholars will score Masters.

**Evaluation Data Sources:** District Level Assessment

STAAR Release

STAAR, Spring 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide support, guidance, coaching &amp; feedback to teachers in the implementation of highly effective best practices &amp; adhere to pacing.</p> <p><b>Strategy's Expected Result/Impact:</b> Domain component goals are met</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership , Teachers</p> <p><b>Action Steps:</b> Coaching and Feedback Calendar Weekly Calibration Walks Implementation of Six Steps of Effective Feedback (See it, Name it, Do it)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Books, instructional materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build teacher capacity and math content knowledge via Eureka math curriculum and HB3 academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar achievement and progress in math will be evidenced by 2023 STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dawson, Teacher Specialist, CIC (Math)</p> <p><b>Action Steps:</b> All content teachers will be trained in professional learning that supports the district's implementation of the Eureka Math program. A continued cycle of coaching and feedback will occur</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional Resources (Math) - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Accelerated learning intervention will be implemented in grades 3-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Math deficits will be addressed, resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dawson, Math instructional specialist, CIC</p> <p><b>Action Steps:</b> Designated intervention time has been built into the campus master schedule Daily imagine math time Coaching and feedback around intervention</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional materials, technology - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.


**Goal 1:** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2020-2021 graduates to 71% for 2022-2023 graduates reported in 2024.







**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2020-2021 graduates to 71% for 2022-2023 graduates reported in 2024.

**Evaluation Data Sources:** STAAR, Spring 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Among scholars who exhibit below satisfactory performance on state assessments, the percentage who reach at least approaches level will be a minimum of 80%.</p> <p><b>Strategy's Expected Result/Impact:</b> Component goals are met in Domain I</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership, Teachers</p> <p><b>Action Steps:</b> Coaching and Feedback Calendar Weekly Calibration Walks Implementation of Six Steps of Effective Feedback (See it, Name it, Do it)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional Books &amp; Materials - 1991020003 - General Fund - Magnet Program - 6300 - Supplies and Materials</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the number of 1st - 4th Grade students who qualify during the Districtwide GT Screener window by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher percentage of students scoring Masters on the STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Campus instructional leadership, GT Coordinator Ms. Colon</p> <p><b>Action Steps:</b> Model higher level thinking skills that develop critical thinking responses and process skills during whole and small group instruction.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify at least 3 high yield instructional strategies to allow for differentiation, student choice, and multiple pathways to student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> High percentage of students scoring Masters on the STAAR Test</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dawson, Teacher Specialist, and GT Coordinator</p> <p><b>Action Steps:</b> Tier 2 Leaders will support teachers to ensure that strategies are modeled and utilized to provide students equitable opportunities to learn.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Resources (D.O.K.) - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.


**Goal 1: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 45% in spring 2024.







**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Measurable Objective 1:** By the end of the 2022-2023 school year, Wesley Elementary School's campus goal is to increase our Domain 3 component score from a 73 to a 80 to obtain an overall accountability rating of a B.

**Evaluation Data Sources:** STAAR, Spring 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By differentiating instruction within sub-pops and tailoring learning to scholar learning modalities, scholar outcomes will be able to show substantiated progress as skills deficits are remediated.</p> <p><b>Strategy's Expected Result/Impact:</b> Component goal of 80</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership, Teachers</p> <p><b>Action Steps:</b> Coaching and Feedback Calendar Weekly Calibration Walks Implementation of Six Steps of Effective Feedback (See it, Name it, Do it) Targeted PLC</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Instructional materials to assist with various learning modalities and sub-pops - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials</p>	Formative			Summative
	Nov	Jan	Mar	June
				


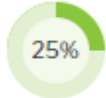
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Special Education teachers will be highly trained in the State Reading Academies</p> <p><b>Strategy's Expected Result/Impact:</b> Students will utilize HB3 strategies to promote student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dawson, Special Education Coordinator</p> <p><b>Action Steps:</b> The instructional leadership team and Reading CIC will provide on the spot instructional coaching and observation/walkthrough feedback to ensure teachers are providing TEKS aligned lessons that will lead to scholar concept mastery. Students will participate in hands on learning to build concrete knowledge to understand abstract concept.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will build capacity by learning how to effectively backwards plan lessons that will address all learning modalities as well as participate in At-Bats sessions to vet efficiency of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Sub-population scholars STAAR scores will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dawson, Teachers, Tier 2 leaders</p> <p><b>Action Steps:</b> CIC and Tier 2 leaders will conduct data digs with teachers after assessments with a specific focus on sub-population performance. An individualized intervention plan for each scholar will be created and carried out with fidelity.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

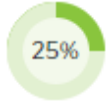




**Board Goal 5:** N/A - Additional Campus Goals

**Goal 1:** ATTENDANCE

**Measurable Objective 1:** 100% of scholars missing 2 consecutive days or tardy 2 consecutive days will be contacted by Wesley to rectify attendance inconsistencies.

**Evaluation Data Sources:** Power School Pro

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> An early scholar attendance check will be conducted by 9:00 am. Wraparound Specialist and SIR will complete the first attendance check and begin making phone calls to parents</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar attendance at 93% last year will increase to 98% or above.</p> <p><b>Staff Responsible for Monitoring:</b> SIR, Teachers, Wraparound Specialist</p> <p><b>Action Steps:</b> Copies of the attendance policy will be sent to all parents, explained and enforced. The campus Wrap-around and FACE specialist will conduct home visits and follow-up with campus administration.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In order to address absenteeism, a school-wide incentive program will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scholar enthusiasm about attending school, thus, leading to an overall uptick in attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus SIR, Wraparound Specialist, Teachers</p> <p><b>Action Steps:</b> Create a plan of healthy competition among classrooms or grades for the highest or most improved attendance. Implementing a reward system for scholars Showcase pictures of scholars with improved and good attendance</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Incentive Resources - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A school attendance policy will be developed to hold scholars and parents accountable for scholar absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> A 10% reduction of absenteeism on campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus SIR, Wraparound Specialist, Counselor</p> <p><b>Action Steps:</b> Create a schoolwide attendance policy detailing steps to correct a chronically absent scholar Develop actions to take when a scholar violates the school attendance policy</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Beginning in the 2022-2023 school year, the campus displayed overall scholar progress, however, scored a 67 in Domain 1 (Student Achievement) This proved that there was instructional capacity that was needed in both the leadership team and teachers. Systems surrounding instruction and professional learning communities needed to be developed and monitored in order to increase overall student achievement levels. There was not an emphasis on delivering feedback to teachers with actionable follow-up items.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Joshua Dawson, Principal
- Rhobia Solomon, Teacher Specialist
- Shaquetha Brown, Magnet Coordinator/RtI/IAT Coordinator
- Rhian Hennessey, Instructional Specialist
- Kimberly White, Special Education Department Chair
- Britney McFadden, Parent

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Daily classroom walkthroughs, with targeted feedback and modeling of instructional practices
- Weekly Calibration Walks
- Weekly PLC collaboratives
- Weekly feedback of lesson plans
- Monthly instructional rounds with district-leadership

- Weekly formative assessments

### **2.3: Available to parents and community in an understandable format and language**

The SIP is available to parents in the following locations:

- School website ([www.houstonisd.org/wesleyelem](http://www.houstonisd.org/wesleyelem))
- Printed copies upon request

The SIP was made available to parents by:

- School website ([www.houstonisd.org/wesleyelem](http://www.houstonisd.org/wesleyelem))

We provide the SIP to parents in the following languages:

- English
- Spanish

### **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Math/Reading Interventionist Pull-outs (Intervention Block)
- Math Lab with Math Interventionist
- Tutorial Pull-outs conducted by campus tutors
- Level-Up Overage Program
- Imagine Learning

### **2.5: Increased learning time and well-rounded education**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Math/Reading Interventionist Pull-outs (Intervention Block)
- Math Lab with Math Interventionist
- Tutorial Pull-outs conducted by campus tutors
- Level-Up Overage Program
- Imagine Learning
- After School Tutorials

### **2.6: Address needs of all students, particularly at-risk**



An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Weekly Lesson Rehearsals
- Small Group Instruction based on student data needs

### **3. Annual Evaluation**

#### **3.1: Annually evaluate the schoolwide plan**

The SIP will be evaluated by stakeholders on a quarterly basis. Focuses will include:

- Academic progress of all scholars
- Effectiveness of strategies outlined in plan
- Data analyzed and interpreted to make essential adjustments
- Culture shifts that are needed
- Parent and community engagement

### **4. Parent and Family Engagement (PFE)**

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Britni McFadden
- Parent - Johnnie Johnson
- Title 1 Coord.- Janet Douglas
- 

The PFE was distributed

- On the campus website

- Through the Wraparound Specialist

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Establishment of PTO
- Working Closely with FACE Specialist in efforts to increase parental engagement
- Hiring of Parent Engagement Rep
- Monthly parent/family activities (pending guidance from district)
- Quarterly Title I meetings
- Weekly communication through online platforms (Class Dojo, Twitter, Instagram) and take-home folders

## **4.2: Offer flexible number of parent involvement meetings**

Wesley ES will provide a total of 5 parent meeting during the 2022-2023 school year. These meetings are meant to engage parents and the community in talks around scholar success, school improvements, requirements and parent participation in upcoming events.

**Meeting #1:** August 18, 2022 (Meet the Teacher)

**Meeting #2:** September 29, 2022 (Parent Digital Learning Lab)

**Meeting #3:** November 16, 2022 (Coffee w/ the Principal)

**Meeting #4 :** February 16, 2023 (Data Dig)

**Meeting #5:** April 27, 2023 (Donuts w/ Grown-ups)

## **5. Targeted Assistance Schools Only**

### **5.1: Determine which students will be served by following local policy**

All scholars will be served on an individual basis and based on academic strengths and deficits. Subgroups will also be a primary purpose as outlined in Domain 3 of the TEA accountability system.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janet Douglas	Media Specialist		1.0
Rhian Hennessey	Math Interventionist (Title 1)		1.0
TBD	Parent Liaison		1.0

# Campus Funding Summary

<b>1991010001 - General Fund - Regular Program</b>						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Research Based Instructional Materials	6300 - Supplies and Materials	\$0.00
<b>Sub-Total</b>						<b>\$0.00</b>
<b>1991010007 - General Fund - Special Education</b>						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Instructional materials to assist with various learning modalities and sub-pops	6300 - Supplies and Materials	\$0.00
<b>Sub-Total</b>						<b>\$0.00</b>
<b>1991020003 - General Fund - Magnet Program</b>						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Instructional materials, PD	6200 - Contracted Services	\$3,000.00
3	1	1	1	Instructional Books & Materials	6300 - Supplies and Materials	\$0.00
<b>Sub-Total</b>						<b>\$3,000.00</b>
<b>2110000000 - Title 1 Basic Programs</b>						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	Instructional Materials	6300 - Supplies and Materials	\$0.00
2	1	1	1	Books, instructional materials	6300 - Supplies and Materials	\$2,000.00
2	1	1	2	Instructional Resources (Math)	6300 - Supplies and Materials	\$5,000.00
2	1	1	3	Instructional materials, technology	6300 - Supplies and Materials	\$5,000.00
3	1	1	3	Instructional Resources (D.O.K.)	6300 - Supplies and Materials	\$500.00
5	1	1	2	Incentive Resources	6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						<b>\$13,500.00</b>