

2025-2026 Action Plan

DAVILA ELEMENTARY

Avisay Cerda

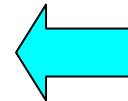
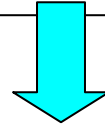
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

K-1: phonemic awareness, decoding, reading fluency, writing.

2-5: reading fluency on grade level, reading comprehension, writing

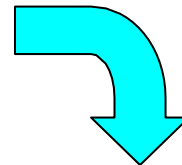
- NWEA Reading - 36% of 2nd-5th met their NWEA Reading goals by EOY.
- DIBELS - 63% of K-1 students are at or above grade level according to DIBELS/mCLASS results for EOY.
- Lectura - 84% of K-1 students are at or above grade level according to DIBELS/mCLASS results for EOY.
- ECR - 42% 3rd - 5th students score 5 or more for ECR questions based on Reading STAAR Spring 2025.

Needs related to improving the quality of instruction

New teachers: content knowledge, lesson internalization, lesson delivery, pacing, monitor and adjust.

Retained teachers: lesson internalization, lesson delivery, pacing, monitor and adjust

- 70% of 3-5 core teachers score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Delivery) as of April, 2025.
- 83% of PK-2 teachers score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Delivery) as of April, 2025.



System evaluation (philosophy, processes, implementation, capacity)

- Structured small group instruction utilizing 2nd teach/reteach resources (close gaps for low achievers and enrichment for high achievers).
- Team planning structure and PLC structure (data protocols, lesson internalization, at bats)
- Data Tracking system to implement small group and intervention instruction based on DOL and FA data

**Parameters
and metrics
established by
the District**

- Schedule weekly DEMO Days
- Campus PDs focused on HQI where teachers have opportunities to share their best instructional practices

Key Actions

1. Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, coaching, and PLC.
2. Reduce the achievement gap in Math and Reading among students receiving Special Education services in General Education setting.
3. Improve students' reading and writing proficiency across grade levels.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By January of 2026, 50% of campus new teachers and tier III teachers will meet or exceed 5.0 in Domain II ; this will increase to 60% of campus new teachers and tier III teachers will meet or exceed 6.0 in Domain II by April of 2026. • As measured by campus Spot observations, 60% of teachers will receive 6 points or higher out of ten points total in Domain II by January 2026. • As measured by campus Spot observations, 80% of teachers will receive 7 points or higher out of ten points total in Domain II by May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Leadership team calibrates spot observations weekly to implement coaching on the spot to improve instructional practices that align with HISD High Quality of Instruction. • Weekly planning sessions with new teachers and tier III teachers in addition to PLCs to coach on lesson internalization and engage & delivery. • Schedule weekly DEMO days to support teachers with Engage & Delivery. • Appraisers model lessons and/or co-teach with new teachers and tier III teachers based on each teacher’s needs and data. • Conduct quality spot observations including on-the-spot coaching and timely feedback for ALL teachers • Implement and monitor a coaching plan for teachers based on the feedback received after each IRT visit (4 times per year) ○ Implement and monitor the use of weekly coaching HQI cards • Modeling observation of peers with effective practices. Practice and inspect daily classroom procedures and instructional expectations • Engage teachers in PLC aligned with student data and identify areas of support by individual and content area.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	- Engage in feedback and discussions during PLCs and other collaborative meetings with colleagues and other school/district personnel regarding best practices, student data, and other instructional support/resources. - Internalize daily lessons using the district's high quality curriculum and slide decks and revise to meet the needs of students. - Collaborate with colleagues and coaches to share and learn best instructional practices to engage all students and enhance learning. - Consistently track and utilize student data to provide interventions that meet the specific needs of students - Consistently implement feedback from IRT, coaching, and spot observations - Follow through with all next steps as directed by the administrator/appraiser - Actively participate in campus PD focused on HQI and lesson internalization
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Key Action One: Staff Development		
Who: Administrators		
What: Grow teacher capacity to provide the highest quality of instruction through observation, feedback, planning, and coaching.		
When: Everyday		
Where: In the Classroom, PLCs, PDs, Faculty meetings		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	August 1-11, 2025 September 2, 2025 October 2, 2025 November 7, 2025 January 5, 2026 February 13, 2026 April 3, 2026 DEMO lessons scheduled weekly PLC days Every Friday Coaching in the spot	\$10,000

Materials/resources	Spot observation data Coaching sections Observing Tier 1 teachers PLC's Planning sessions coaches PDs Spot Observation Rubric	
Purchased services	Summit K-12 (PD) Amira	\$2,000
Other	Teacher Made Winter Conference Region 4	\$820 \$600 \$1,000
Other		
TOTAL		\$14,420
Funding sources: 1991010001		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Reduce the achievement gap in Reading among general education students receiving Special Education services in the General Education Setting.
	Indicators of success <i>(Measurable results that describe success.)</i>
	70% of students in grades 2-5 who receive special education services will meet their expected Winter growth (RIT score) on NWEA MAP in Reading in their language of instruction by January 2026; that percentage will increase 5 percentage points by May 2026. 65% of students in grades K through 2 who receive special education services will meet their expected Winter growth (RIT score) on DIBELS/Lectura by January 2026; that percentage will increase 5 percentage points by May 2026. 70% of students in grades K-5 who receive special education services will complete 36 Amira lessons by December 2025; 75% of students in grades K-5 who receive special education services will complete 40 Amira lessons during the time frame of January 2026 - May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Provide new teachers with PDs regarding implementing students' IEPs to provide accommodations per each student's IEP. - Support teachers to create a data folder for each general education student who receives special education services to track student's progress and maintain consistency in instruction among general education teacher, special education teacher, and interventionist. - Develop a calendar of specific dates for progress monitoring and checking portfolios for the Fall and Spring semesters. - Oversee collaboration between general education teachers, special education teachers, and interventionists to ensure the implementation of students' IEPs. - Collaborate with teachers and special education teachers to analyze BOY and MOY data to identify the trends to improve instruction and interventions. - Ensure PLCs and coaching sessions from Special Education Chairperson with special education teachers. - Create a professional development schedule for all SPED Teacher Assistants and SPED Teacher Apprentice - Lead coaching PLC's weekly with special education teachers - Check-in system with teachers to ensure Amira lessons are completed every Thursday.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP ● Attend PLC every 6 weeks with the caseload manager to ensure IEPs are being strictly met, including any accommodations and modifications needed with curriculum, assessments, and/or daily assignments ● Attend weekly PLC focused around instructional best practices (HQI) ● Know their students' IEP and effectively and consistently implement the IEP daily as required by law ● Complete all required paperwork for ARD meetings and documentation of IEP implementation promptly ● Attend ARD meetings as requested

Key Action Two: Staff Development		
Who: Classroom teachers and Resource teachers		
What: Reduce the achievement gap in Reading among students receiving Special Education services.		
When: Everyday		
Where: Davila ES		
Key Action Two: Budget		
Proposed item	Description	Amount

Staff development	August 1-11, 2025 September 2, 2025 October 2, 2025 November 7, 2025 January 5, 2026 February 13, 2026 April 3, 2026 PLC days Every Friday Coaching in the spot	
Materials/resources	IEP implementation training and tracking Accommodations implementation and input in PowerSchool Student Data Binders Supplemental Aids Folders Special Ed. Chairperson Progress monitoring	
Purchased services	IXL- Reading, Math, Science Baker & Petsche Starfall	\$5,000 \$2,700 \$1,000
Other	Tutorials Power Hour	\$2,000
Other	Interventionists Manipulatives and sensory items Dyslexia Supplies Supplies	\$3,000 \$5,000 \$500 \$40,000
TOTAL		\$59,200
Funding sources: 1991010001, 2110000000, 19991010003, 1991010002		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Students' Writing Proficiency in SCR and ECR in grades 3-5.
	Indicators of success <i>(Measurable results that describe success.)</i>
	70% of students in grades 3rd - 5th will score at least 2 in SCR answers during the RLA Benchmark in January 2026. 43% of students in grades 3rd - 5th will achieve a score of 5 or more in ECR answers in the Reading benchmark in Spring 2026. 46% of students in grades 3rd - 5th will achieve a score of 5 or more in ECR answers on the 2026 Reading STAAR.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Create and monitor and campus wide writing plan - Train teachers in writing across the curriculum with Short Constructed Responses in all core content areas - Train and support reading teachers 2-5 with embedded Extended Constructed Responses in lesson cycle to compose one ECR per month and starting in February to 2 ECRs per month. - Each student has a writing folder/portfolio to track their writing progress. - Design an elementary master schedule to embed writing interventions to target students' needs during classroom instruction such as Power Hour - Provide specific expectations/structures for Intervention times/blocks and accountability - Provide ongoing refresher for reading and writing progress each month during PD - Create a data tracker where teachers input students' writing data monthly. - Create student writing portfolios for teachers and students to track students' writing progress. - The school leaders will provide opportunities for teachers to observe distinguished literacy teachers within the campus/district. Leaders will debrief with teachers to reflect on the best observed instructional practices and strategies that can be implemented within our campus - Collect and rate writing samples every two weeks using TEA's STAAR writing rubric.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	• Create pacing calendars that dedicate more time for the more challenging units with common assessments • Internalize and plan lessons with embedded MRSs to improve students' thinking and writing skills • 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 • Group students by their needs for intervention groups during Power Hour • Monitor students' progress and usage of online programs such as IXL, Summit K-12, and Reading A-Z.
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Key Action Three: Staff Development
Who: Administrators and teachers
What: Improve Students' Writing Proficiency in SCR and ECR in grades 3-5.
When: Daily
Where: In class instruction and pull out intervention

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	August 1-11, 2025 September 2, 2025 October 2, 2025 November 7, 2025 January 5, 2026 February 13, 2026 April 3, 2026 PLC days Every Friday Coaching in the spot	
Materials/resources	Reading by Design Interventionists (Math/Reading/bilingual) R.A.C.E strategies	
Purchased services	IXL-Reading StarFall Summit K-12 (RLA Mastery)	\$10,000 \$400 \$3,000
Other	Tutorials Power Hour	\$40,000
Other	Interventionist	130,000
TOTAL		\$183,400
Funding sources: 1991010001, 2110000000, 19991010003, 1991010002		

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Reading academic achievement and instruction for Emergent Bilingual students
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By May 2026, 60% of EB students in grades 3-5 will meet their expected Spring growth (RIT) score on Reading English NWEA. • By May 2026, 75% of EB students in grades K-1 will demonstrate at least one year growth in DIBELS assessment. • By the end of the academic year, 40% of EB students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite. • By the end of the academic year, 60% of campus Bilingual instruction teachers will meet or exceed 10.0, as measured by the monthly average spot score for the second semester.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Train teachers in “at bats” focused on Shelter Instruction practices to ensure students are getting the practice needed to develop the necessary skills to perform at meets and masters on any assessment • Design an elementary schedule to support additional intervention for EB students during class instruction • Strengthen ELA curriculum to better support time and experience by applying a skill to a story problem • Train teachers on the implementation of Summit K-12 (pre-assessments for PLP), and implement a system that will hold teachers and students accountable for • Implement a literacy-based approach to help develop a high level of independent speaking, reading, and writing skills
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	● If using the required curriculum, consistently ensure all student-facing materials are adjusted, before the first instruction, to fully and directly align with students' needs ● Ensure “at bats” are implemented in the slide deck for authentic engagement with content ● Use research-based engagement strategies in math, such as whiteboard and think-pair-share to ensure full knowledge of the content ● Provide visuals and other scaffolding techniques as part of the regular instruction ● Make in the moment adjustments, as needed, based on data gathered from student engagement strategies ● Utilize a DOL data tracker to ensure mastery of content and to group students and plan small-group instruction and interventions ● Discuss and create visual anchor charts to set expectations for different multiple response strategies (example: how does partner talk look like and sound like) ● Plan lessons collaboratively to include multiple response strategies used in small group instruction time.
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Key Action Four: Staff Development		
Who: Administrators and teachers		
What: Improve Reading academic achievement and instruction for Emergent Bilingual students		
When: Daily		
Where: In class instruction and pull out intervention		
Key Action Four: Budget		
Proposed item	Description	Amount
Staff development	August 1-11, 2025 September 2, 2025 October 2, 2025 November 7, 2025 January 5, 2026	

	February 13, 2026 April 3, 2026 PLC days Every Friday Coaching in the spot	
Materials/resources	Reading by Design STEM Scope Math HMH Interventionists	
Purchased services	Summit K-12 (RLA Mastery) Reading Materials	\$3,000 \$10,000
Other	Tutorials Power Hour	\$3,000
Other	Interventionists	\$40,000
TOTAL		\$56,000
Funding sources:		