



2025-2026 Action Plan

Kate Bell Elementary

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

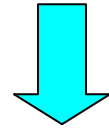
According to DIBELS data, our students continue to demonstrate challenges in the areas of phonemic awareness and basic comprehension skills. Additionally, NWEA MAP data indicates a need for growth in foundational Reading skills, along with English language acquisition. These data points highlight key areas of focus for targeted instruction and intervention.

Needs related to improving the quality of instruction

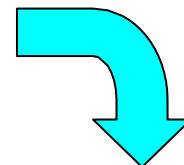
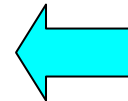
On IRT 1–3, feedback highlighted Monitoring as key area of growth for the campus, with an emphasis on the need for more intentional monitoring during instruction. The average SPOT score for returning teachers in this domain currently falls within the low range of Proficient I, indicating a need for strengthened practices in using real-time data to guide instructional decisions and student support.

System evaluation (philosophy, processes, implementation, capacity)

The greatest area of need identified in the System Evaluation is leadership density, particularly around instructional capacity. While the campus has made significant strides in building a positive culture and implementing the NES model with fidelity, there is a need to expand leadership capacity in guiding and supporting high-quality instruction. Increasing the number of staff who can lead instructional conversations, monitor data, and support best practices will be critical to deepening impact and sustaining progress.



**Parameters
and metrics
established by
the District**



Key Actions

Improve staff capacity to provide high-quality instruction.
Improve Leadership Density at Bell ES
Improve English proficiency for Emergent Bilingual students.
Develop Quality IEPs.

| | |
|-------------------------------|---|
| KEY ACTION ONE | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Improve staff capacity to provide high-quality instruction. |
| | Indicators of success <i>(Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● 75% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026. ● 80% of the teachers will average 6 points or higher in the Instruction domain as defined by MOY SPOT averages by January 2026; that point will increase to 7 points by May 2026. ● IRT 1 and 2 scores will average 10 and will increase to 11 by IRT 4 May 2026. ● 55% or more students in Math and Reading will receive a .6 growth as defined by NWEA MAP MOY. ● 55% or more of students in DIBELS/LECTURA will receive a .6 growth rate, as defined by the MOY score comparison. |
| | 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"> ● Train teachers on the “Great 8” during August PD and thread throughout the year during Campus PD day ● Monitor student data through writing samples, DOL, and authentic student work samples. ● Monitor teacher implementation of the Cougar Aggressive Monitoring Chart and “Student Success Steps”. ● Provide on-the-job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust. ● Facilitate effective planning systems during weekly PLC that include but are not limited to lesson internalization, lesson customization, creation of exemplars, creation of steps for success, and model narration. |
| | Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> |

- Engage weekly in effective PLC focused on lesson internalization, the “Great 8”, and data.
- All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction.
- Implement student success steps and Cougar Aggressive Monitoring strategies.
- Engage in daily and required PLCs consisting of lesson internalization, customization, and demonstrating to ensure effective delivery of instruction.
- Respond to daily on the job coaching and feedback

Key Action One: Staff Development

Who: All instructional staff

What: Professional development on the “Great 8” instructional strategies, lesson internalization, effective use of Engage & Deliver and Monitor & Adjust, data analysis, and aggressive monitoring techniques

When: August 2025 Pre-Service PD, Monthly Campus PD sessions, Weekly PLCs, and designated planning days throughout the school year

Where: Bell Elementary – Library, classrooms, and PLC meeting rooms

Key Action One: Budget

| Proposed item | Description | Amount |
|---------------------|---|---------|
| Staff development | PD on the “Great 8,” instructional planning, Engage & Deliver, Monitor & Adjust | \$0 |
| Materials/resources | Anchor charts, data tracking templates, clipboards, anchor chart holders, markers | \$4,000 |
| Purchased services | | |
| Other | | |

| | | |
|-----------------------------------|--|---------|
| Other | | |
| TOTAL | | \$4,000 |
| Funding sources: General Fund 101 | | |

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|-------------------------------|---|
| KEY ACTION TWO | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Improve English Proficiency for Emergent Bilingual students. |
| | Indicators of success <i>(Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● By December 2025, 55% of students coded as EB students will grow 6 RIT points as defined by the English NWEA MAP MOY, with the goal of increasing 8 RIT points by EOY. ● 75% of teachers will receive a score of 2 in Domain 1- Planning according to the SPOT Observation form. ● 75% of the scores on spot observations conducted on IRT 2 will be proficient or higher, that percentage will increase to 85% by May 2026. |
| | 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"> ● LPAC administrator will monitor coding of new enrolled students within 4 calendar weeks upon initial enrollment. ● Analyze 2025 TELPAS and NWEA BOY data to establish and monitor progress checkpoints using the Summit K-12 program, ensuring alignment with MOY and EOY goals. ● Utilize walkthrough data focused on sheltered instruction strategies to refine instructional priorities and deliver targeted feedback. ● Facilitate PLCs to collaboratively plan, model, and analyze ESL strategies aligned to student language needs, as evidenced in Domain 1 of the SPOT form. |
| | Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> ● Track MAP data and create appropriate interventions utilizing Summit K-12. ● Staff will monitor Summit K-12 usage/completion of lessons to ensure progression through language proficiency bands. ● Attend and implement training on scaffolding the HISD curriculum to support Emergent Bilingual students. ● Implement instructional feedback based on SPOT walkthrough results |

Key Action Two: Staff Development

Who: Computer Lab (Lee), Learning Coaches, Admin

What: Monitoring Summit K-12 usage/lesson completion, creating trackers, and implementing program with fidelity.

When: All year, monthly checkpoint meetings with Admin.

Where: Bell Elementary- computer lab, PLC room

Key Action Two: Budget

| Proposed item | Description | Amount |
|---------------------|------------------------------------|----------|
| Staff development | TEA Dual Language and ESL Training | \$30,000 |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| TOTAL | | \$30,000 |

Funding sources: Title 1

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|---------------------------------|--|
| KEY ACTION THREE | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Improve Leadership Density at Bell ES |
| | Indicators of success <i>(Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● By MOY Conferences, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. This will increase to 19/25 by EOY. ● Tier II leaders will facilitate lesson internalization/demo PLCs. As a result, 80% of teachers will average 6 points or higher in Domain 2- Instruction as defined by MOY Spot averages by January 2026; that point average will increase to 7 points by May 2026. ● Tier II leaders will support at least 60% of teacher in achieving a rating of Proficient 1 or higher, based on the average of October spot observations. This target will increase to 80% by the completion on IRT. |
| | 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"> ● Assign and coach Tier 2 leaders to lead PLCs and PD using the gradual release model. ● Monitor Tier 2 implementation of Key Indicators and provide feedback and accountability. ● Facilitate monthly leadership development meetings, instructional leadership, spot feedback, and coaching. ● Build leadership capacity through walk, calibration, and leadership reflection protocols. ● Observe Tier 2 leaders as they provide on-the-spot coaching, and review their observation data (e.g. spot data) to offer targeted feedback and ensure accountability. ● Provide Tier 2 leaders with a monthly score using the LEAD Day-to-Day Coaching Rubric |
| | Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> ● Teachers will participate in peer observations and determine trends with accompanying administration. ● Teacher leaders will be leading PLCs with guidance from campus administration. ● Implement instructional practices and feedback with fidelity, ensuring alignment with Domain 2 of the SPOT form. ● Each month, teachers will review their SPOT data to identify key instructional actions aimed at improving their SPOT proficiency level. |

Key Action Three: Staff Development

Who: Teacher leaders, instructional coaches, admin team

What: Leadership development sessions, learning walks, and calibration exercises

When: Monthly leadership meetings, August/October/January PD, ongoing coaching

Where: Bell Elementary – Leadership meeting room, classrooms

Key Action Three: Budget

| Proposed item | Description | Amount |
|---------------------|---------------------------|--------|
| Staff development | Leadership Lifts/Meetings | \$0 |
| Materials/resources | Book Study | \$3000 |
| Purchased services | | |
| Other | | |
| Other | | |
| TOTAL | | \$3000 |

Funding sources:

| | |
|--|--|
| KEY ACTION THREE | Key Action <i>(Briefly state the specific goal or objective.)</i> |
| | Develop Quality IEPs. |
| | Indicators of success <i>(Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● By the end of the first semester, 100% of campus ARDs are held on or before the deadline. ● 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. ● 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy. |
| | 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"> ● Principal and Tier II leaders will act as the LEAs in all ARD meetings throughout the year to ensure compliance. ● SPED Chairperson will conduct weekly check-ins with all SPED team members to ensure data is being captured on all platforms and in all classes. ● Tier II leaders will collaborate with the SPED District Coordinator to proactively conduct an in-house audit before the official audit. |
| | Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> |
| <ul style="list-style-type: none"> ● All SPED staff will participate in IEPs to ensure they are accurate and effective. ● Tier II Leaders will ensure that the SPED Chairperson is routinely checking the ARD paperwork for any irregularities. ● Principal will participate in 75% of the ARDs that are scheduled. | |

Key Action Three: Staff Development

Who: Teachers, Assistant Principals, Principal, SPED Staff, SPED Chairperson

What: Accommodations, Testing, ARD Paperwork, ARD Educate

When: Monthly leadership meetings, August/October/January PD, ongoing coaching

Where: Bell Elementary – Leadership meeting room, classrooms

Key Action Three: Budget

| Proposed item | Description | Amount |
|---------------------|-------------|--------|
| Staff development | | |
| Materials/resources | | |
| Purchased services | | |
| Other | | |
| Other | | |
| TOTAL | | \$3000 |

Funding sources: