

2025-2026

Action Plan



Sherman Elementary

Central Division – Unit 2

Dr. Racquel Rosenbalm

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data (will update with EOY STAAR results in summer)

MAP BOY Reading – 45% Below GL 2024-25 STAAR Reading – 45% Meets/ 14% Masters

MAP BOY Math – 39% Below GL 2024-25 STAAR Math– 47% Meets/ 19% Masters

- Ensuring all students are reading at or above grade level.
- Ensuring all students can formulate SCR and ECR in any content area.
- Ensuring all students have basic numeracy skills for their appropriate grade level.
- Ensuring all students understand and utilize a standard math problem solving strategy.

Needs related to improving the quality of instruction

IRT Domain 2 average for 24-25 is 4.41 (will update after final IRT)

- Key feedback from IRT on use of appropriate/variety of MRS:
- Ensuring all teachers implement at least one SCR daily. At least two SCRs for RLA/SLA teachers.
- Ensuring all teachers understand the appropriate MRS to use based on the question being asked.
- Ensuring all teachers internalize EVERY lesson and adjust for their students.
- Ensure all math teachers use a uniform problem-solving strategy and all reading teachers use a uniform writing strategy.

System evaluation (philosophy, processes, implementation, capacity)

- Ensure the administration team has a clear protocol for documentation of lesson internalization.
- Ensure the administration team in collaboration with Special Education staff members have a clear plan to check for IEP expectations (tracking progress towards goals, accommodation logs, parent communication).
- Ensure grade level leads in collaboration with grade level team and administration address needs in PLC regarding instructional practices.

School Action Plan Template

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Key Action *(Briefly state the specific goal or objective.)*

Sherman Elementary School will improve high-quality instruction by focusing on SPOT indicators and increase overall scores on Exemplar and Annotation indicators in the SPOT form.

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

- 70% of scores for Exemplar indicator of SPOT form will be at .5 point or higher (1.0) on the SPOT observation rubric by December of 2025. That percentage will increase to 80% by May 2026.
- 70% of scores for Annotation indicator of SPOT form will be at .5 point or higher (1.0) on the SPOT observation rubric by December of 2025. That percentage will increase to 80% by May 2026.
- Scores will be tracked in an Excel tracker using Exemplary and Annotation data from teachers' weekly SPOT forms.

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

- Conduct effective PLCs weekly that focus on teacher modeling of exemplar and annotation indicators. Administrators will complete specific actions (review data, develop exemplars with teachers, rehearse lessons, view annotations, etc...) to support high exemplary and annotation mastery instruction in the classroom.
- Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/appraisers.
- Ensure daily pulse checks with 80% of teachers performing at proficient I or above level.
- Admin and instructional coaches will focus on improving Domain 2 during the 2025-2026 school year by complete specific actions (review data, rehearse lessons, model lessons, daily or weekly coaching depending on teachers' experience, etc...) to support high quality PLC and instruction in the classroom.

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

- Teachers will attend PLC’s with items in SAP for each PLC meeting (exemplars, annotations).
- Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.
- Implement annotation and exemplary strategies to ensure students know their roles when using these tools to drive instruction for the remainder of the lesson.
- Participate in grade level planning sessions to effectively plan daily learning objectives, annotations, exemplars, and DOLs and ensure sure both are aligned to the daily instruction/lesson.

Key Action One:

Who: Teachers and Admin team

What: Teachers and Admin team will participate in weekly PD facilitated by administrative team during weekly PLC’s. During PLC teachers will learn best practices and participate in at-bats aligned with weekly instruction and difficult TEKS. Teachers and admin will provide feedback on at-bats and how the instructional delivery can be improved, how rigor can be increased and how to keep students engaged and the content aligned to the TEKS.

When: PLC’s are every Wednesday 8/13/25 - 5/27/26 and Staff PD designated by HISD.

Where: Sherman Elementary

Proposed item	Description	Amount
Staff development	HMH Writable, PLC’s	unsure of writable cost

B u d g e t	Materials/resources	HMH, writable,	unsure of cost	
	Purchased services			
	Other			
	Other			
			TOTAL	
	Funding sources: General Fund 101			

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Key Action *(Briefly state the specific goal or objective.)*

Sherman Elementary School will improve student writing, focusing on SCR's and ECR's for grades 3rd – 5th.

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

- Each 3rd – 5th grade student completes at least 2 SCR per week
- 90% of SCR's will be submitted to a portfolio (paper or digital) weekly
- Each 3rd - 5th grade student completes at least 1 ECR every 2 weeks
- 90% of ECR's will be submitted to a portfolio (paper or digital) bi-weekly
- Based on the HISD Curriculum Cycle, 70% of students in grades will receive a 3 or greater on ECR Practice in the months of November – April.

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

- Schedule a weekly “Write Wednesday” (or similar) for SCR in ELA AND content areas
- Admin will ensure lesson plans reflect one ECR bi-weekly in ELA.
- Admin will provide a shared prompt bank aligned to current texts/TEKS, plus a one-page planning organizer (RACE/CER) and a student checklist.

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

- Run a 30-minute grade-level calibration: score 4–6 student papers together with the campus rubric, agree on “look-fors,” and save 2 annotated exemplars (one meets, one exceeds) to an exemplar folder teachers can model from next week.
- Teachers will adopt a vertically aligned process for giving students feedback (e.g., highlight claim/evidence) and require students to revise one targeted area before a final score.

Key Action Two: Sherman Elementary School will improve student writing.

Who: Teachers and Admin

What: Teachers and Admin team will participate in weekly PD facilitated by administrative team during weekly PLC’s to review ECR’s and SCR’s. During PLC teachers will learn best practices for writing and participate in scoring ECR’s and SCR’s to ensure alignment with TEKS.

Teachers and admin will provide feedback on writing at-bats and how the instructional delivery can be improved, how rigor can be increased and how to keep students engaged and the content aligned to the TEKS.

Teachers and staff will use the following resources to ensure student proficiency: Amira and Summit K-12 online resource.

When: PLCs are every Wednesday 8/13/25 - 5/27/26 and Staff PD designated by HISD.

Where: Sherman Elementary

Proposed item	Description	Amount
Staff development		

B u d g e t	Materials/resources		
	Purchased services		
	Other		
	Other		
	Other		
			TOTAL
Funding sources: General Fund 101			

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Key Action *(Briefly state the specific goal or objective.)*

Sherman Elementary School will improve SPED accountability.

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

- **ARD timeliness:** 90% of ARDs held by the statutory due date each month (aim for 95% by January).
- **IEP access & documentation:** 100% of K–5 teachers who serve a SPED student receive the student’s “IEP-at-a-glance” within 5 school days of enrollment/ARD, and accommodations/modifications are entered in PowerSchool for 100% of students with IEPs.
- **Progress monitoring cadence:** 90% of students with IEPs have weekly goal data logged; 100% receive IEP progress reports aligned to each grading cycle.
- Quality of IEP’s ratings will improve from 3/5 to 4/5.

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

- **Use an ARD tracker + weekly review:** Use a live tracker with due dates, 10-day reminders, and a brief pre-ARD huddle for complex cases. Review the tracker in your weekly leadership meeting until on-time ARDs stabilize at 90%.
- **IEP Quality “mini-audit” + IEP-at-a-glance rollout:** Implement a pre-ARD checklist (present levels, measurable goals, services, accommodations, data plan). After each ARD, (1) share IEP-at-a-glance with all service providers and (2) verify accommodations/modifications are in PowerSchool; spot-audit 10% of files monthly.
- **Build a simple progress-monitoring system:** Provide a common weekly data log template, set “Data Friday” submission, and calendar IEP progress report pulls to match grading cycles; review in a monthly SPED PLC to adjust goals/services as needed.

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

- Throughout the academic 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 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.

Key Action Three: Sherman Elementary School will improve the quality of IEP’s ratings from 3/5 to 4/5.

Who: Teachers and Admin team

What: Teachers and Admin team will participate in bi-weekly SPED check-ins facilitated by administrative team during weekly PLC’s to ensure IEP’s and accommodations are being implemented with fidelity and students are being provided all materials outlined in individual IEP’s.

Teachers and staff will use the following resources to ensure student proficiency: Power School gradebook, teacher notes, student work products.

When: PLC’s are every Wednesday 8/13/25 - 5/27/26 and Staff PD designated by HISD.

Where: Sherman Elementary

B u d g e t			
	Proposed item	Description	Amount
	Staff development	(pre-service, ongoing in weekly PLCs)	
	Materials/resources		
	Purchased services		
	Other		
	Other		
			TOTAL
Funding source:			

Key Action Four:			
	Who:		
	What:		
	When:		
	Where:		
B u d g e t	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			