2025-2026 Action Plan

Herod Elementary School

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School Action Plan – Needs Assessment

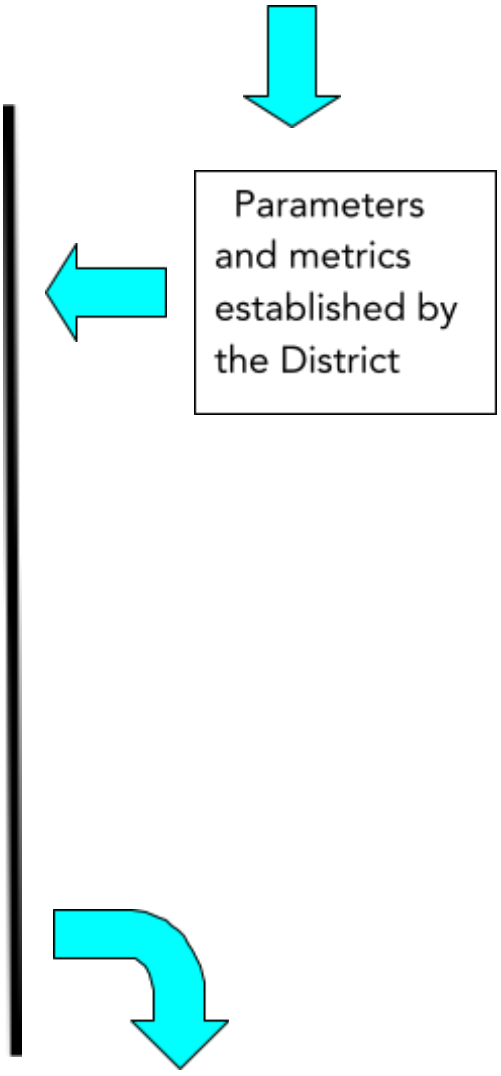
District philosophy and guiding framework:

Core Beliefs **Vision** **Theory of Action**

Needs related to student achievement data
After NWEA MOY, there is a gap between both achievement and growth of All Students and EB/ELL students in Math and English Reading. Herod has higher achievement but lower growth compared to norm-referenced data. African American and Hispanic students at Herod have significantly underperformed in comparison to their White peers.

Needs related to improving the quality of instruction
Based on findings from three formal and three informal Instructional Rounds Team (IRT) visits, Herod teachers require professional development in two key areas: 1) improving pacing to provide students with sufficient content practice time, and 2) ensuring full student engagement during Model-Response-Stamp (MRS) activities, including proper monitoring of student work and recognition of exemplary responses.

System evaluation (philosophy, processes, implementation, capacity)
We need to establish consistent systems for implementing evidence-based supports and scaffolds across all classrooms. This will help address achievement gaps between white and non-white students and ensure the 'Great 8' instructional practices are implemented with fidelity during both first and second teaching opportunities.



Key Actions
1. Improve staff capacity to provide high quality instruction. 2. Ensure English Language Proficiency Growth for Emergent Bilinguals 3. Reduce Academic Outcomes Gaps for African American and Hispanic Students 4. Improve Utilization of High-Quality Instructional Materials

School Action Plan Template

KEY ACTION ONE

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

Key Action 1: Improve staff capacity to provide high quality instruction.

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

- **Indicator of Success:** 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.
- **Indicator of Success:** 80% of the teachers will average 5 points or higher on both the Engage and Deliver and Monitor and Adjust sections as defined by MOY Conference SPOT averages by January 2026; that point average will increase to 7 points by May 2026.
- **Indicator of Success:** 55% or more students in Math and Reading will receive a .6+ growth as defined by NWEA MAP MOY.

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

- Train teachers on the "Great 8" during August PD and thread throughout the year during staff PD days with an emphasized focus on the most recent IRT feedback.
- Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching.
- Provide on the job coaching focusing on best practices aligned to Engage and Deliver and Monitor and Adjust.
- Monitor student data through writing samples, DOLs and authentic student work.
- Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions and planning engagement opportunities.

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

- 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 the use of engagement strategies and aggressive monitoring techniques daily.
- Engage in daily planning consisting of lesson internalization to ensure effective delivery of instruction
- Respond openly to on-the-job coaching both in the moment and/or during planning.

Key Action One: Staff Development
Who: Instructional Leadership Team (ILT) Content Leads / Team Leaders All Core Content Teachers (K–5)
What: • **August PD Launch:** Deep dive into *The Great 8*, Aggressive Monitoring, and lesson internalization • **Weekly PLCs:** Ongoing support in backward planning, engagement strategies, exemplars, and data analysis • **On-the-Job Coaching:** Real-time support aligned to SPOT indicators—*Engage & Deliver* and *Monitor & Adjust* • **Quarterly Peer Calibration:** Structured walkthroughs focused on "look-fors" from IRT and SPOT rubrics • **ILT Calibration Routines:** Weekly instructional rounds and norming sessions to align feedback across observers
When:

August pre-service PD: August pre-service PD

Weekly PLCs: Ongoing throughout the year

Coaching & Observations: Daily/weekly embedded walkthroughs with feedback

Peer Calibrations: Once per quarter

ILT Calibration: Every Wednesday morning

Where:

Herod campus: Classrooms, PLC room, shared planning spaces

Walkthroughs, coaching check-ins, and team planning sessions

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

	Key Action ***(Briefly state the specific goal or objective.)***
	Key Action 2: Ensure English Language Proficiency Growth for Emergent Bilinguals
	Indicators of success ***(Measurable results that describe success.)***

KEY ACTION TWO	• **Indicator of Success**: By the end of the academic year, 50% of 3rd through 5th grade students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite. • **Indicator of Success**: The percentage of English Learners (EBs) in grades 2-5 who meet their expected annual growth targets on the NWEA Reading MAP assessment will increase by 20 percentage points from Winter 2025 to Spring 2026. • **Indicator of Success:** The percentage of English Learners (EBs) who meet their expected annual growth targets on the Summit K-12 assessment will increase by 20 percentage points from Fall 2025 to Winter 2026.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• Train teachers on sheltered instruction for Emergent Bilinguals, specifically explicit language development (oral, written, academic vocabulary) during August PD and thread throughout the year during campus professional development days. • Monitor student data through writing and work samples in both the Dual Language and General Education classrooms. • Provide on-the-job coaching regularly around 3 key best instructional practices for EB students (sentence frames, visuals, comprehensible input) and coach Monitoring/Adjusting to support language learners specifically. • Calibrate as an intervention team and LPAC leaders to ensure all leaders have an instructional lens that leads to impactful coaching. • Train and monitor teacher/student usage of Summit K-12 as indicated by master schedule • Develop an ELPs academic calendar to train teachers on implementation of key ELPS
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Maintain teacher 'special populations' data binder and update with most recent data.
- Review & annotate the EB (Emergent Bilingual) SPOT guidance document and internalize instructional expectations.
- Implement the use of sheltered instruction strategies and practice aggressive monitoring techniques daily.
- Maintain student access and completion of Summit K-12 support block
- Respond openly to on-the-job coaching both in the moment and/or during planning.
- Plan for EB language development in conjunction with LPAC actions and information
- Embed language objectives in content instruction and provide daily opportunities for explicit practice and feedback

Key Action Two: Staff Development
Who: **ILT (Principal, APs, Instructional Coaches)** **LPAC Committee (Administrator, Bilingual/ESL rep, Interventionist)** **General Education & Dual Language Teachers (Grades 2–5)** **Special Education and Intervention Teachers serving EB students** **Students identified as Emergent Bilinguals via LPAC**
What: - Facilitate PD and coaching around **3 high-leverage EB strategies**: 1. Sentence frames & stems 2. Visuals & graphic supports

3. Comprehensible input routines (gestures, modeling, simplified language, examples)

- Ensure **Summit K-12** is built into support blocks and tracked
- Embed **language objectives** into math, reading and science lessons
- Use **work samples and writing** to track EB progress beyond TELPAS
- Host data talks at BOY/MOY/EOY for teachers of EBs
- Require and review **"Special Pops" data binders** (updated quarterly)

When:

August PD: Launch training on EB instructional strategies

Weekly PLCs: EB student aggregate data review + planning with language objectives

Ongoing Coaching: Biweekly or during weekly coaching cycles

Summit K-12 Check-Ins: Monthly usage reports and reflection, offer student incentives

Quarterly Data Talks: Analyze individual student data and progress and plan a response

Where:

Herod Campus:

- Classrooms for coaching, modeling, and AggMo feedback
- PLC Room for LPAC-aligned planning
- Designated planning spaces for EL instruction coaching cycles

Digital Platforms:

- Summit K-12 (student platform use + teacher reporting)

- Teacher Drive Folders (data binders + annotated EB guidance documents)

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development	PD Resources (General Supplies)	
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding sources:

KEY ACTION THREE

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

Key Action 3: Close Minority Achievement Gap in Math between White and Black Students as well as, between White and Hispanic Students

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

- **Indicator of Success:** By the end of the academic year, 60% of Black and Hispanic students will meet their individual growth target on 2-8 NWEA MAP Math assessment.
- **Indicator of Success:** By the end of the academic year, 44% of Black and Hispanic students in grades 3-5 will demonstrate 1.40 times second semester expected growth in Math.
- **Indicator of Success:** By the end of the academic year, the percent of Black and Hispanic students at Meets Grade Level on the Math STAAR will increase to 40%

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

- Equip teachers with 'Great 8' instructional strategies during August professional development and reinforce these practices throughout the year during campus PD sessions, with specific emphasis on their impact on African American student achievement.
- Regularly analyze Black and Hispanic student performance data through constructed writing samples, DOLs, and authentic Math work to identify achievement patterns and adjust instruction accordingly.
- Provide targeted, job-embedded coaching focused on best practices for Engage, Deliver, Monitor, and Adjust phases of instruction that specifically address the learning needs of Black and Hispanic students.
- Conduct weekly instructional leadership team calibrations to ensure all leaders develop a consistent instructional lens that drives impactful coaching tailored to improve Black and Hispanic student outcomes.
- Implement effective planning systems during PLCs that include lesson internalization, customization for diverse learners, creation of exemplars, high-level questioning strategies, and engagement opportunities designed to accelerate Black and Hispanic student achievement.

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

KEY ACTION FOUR	**Key Action *(Briefly state the specific goal or objective.)***
	Key Action 4: Close Minority Achievement Gap in Reading between White and Black Students
	Indicators of success *(Measurable results that describe success.)*
	• **Indicator of Success:** By the end of the academic year, 60% of Black students will meet their individual growth target on 2-8 NWEA MAP Reading assessment. • **Indicator of Success:** By the end of the academic year, 44% of Black students in grades 3-5 will demonstrate 1.40 times second semester expected growth in Reading. • **Indicator of Success:** By the end of the academic year, the percent of Black students at Meets Grade Level on the Reading STAAR will increase to 40%.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• Equip teachers with 'Great 8' instructional strategies during August professional development and reinforce these practices throughout the year during campus PD sessions, with specific emphasis on their impact on Black student achievement. • Regularly analyze Black student performance data through constructed writing samples, DOLs, and authentic Reading comprehension analysis work to identify achievement patterns and adjust instruction accordingly. • Provide targeted, job-embedded coaching focused on best practices for Engage, Deliver, Monitor, and Adjust phases of instruction that specifically address the learning needs of Black students. • Conduct weekly instructional leadership team calibrations to ensure all leaders develop a consistent instructional lens that drives impactful coaching tailored to improve Black student outcomes. • Implement effective planning systems during PLCs that include lesson internalization, customization for diverse learners, creation of exemplars, high-level questioning strategies, and engagement opportunities designed to accelerate Black student achievement.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Facilitate weekly PLCs focused on lesson internalization, Great 8 instructional practices, and disaggregated data analysis of Black student performance metrics.
- Ensure all core Reading teachers participate in quarterly peer observations to calibrate their understanding of effective instructional practices that accelerate Black student achievement.
- Implement targeted engagement strategies and aggressive monitoring techniques daily to increase participation and track progress of Black students.
- Conduct daily collaborative planning sessions centered on lesson internalization to ensure instructional delivery meets the specific learning needs of Black students.
- Foster a growth mindset among teachers by encouraging receptiveness to real-time coaching during instruction and planning to address achievement gaps for Black students.

Key Action Four: Staff Development
Who:
What:
When:
Where:

Key Action Four: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		

Other		
Other		
	TOTAL	
Funding sources:		

KEY ACTION FIVE	**Key Action *(Briefly state the specific goal or objective.)***
	Key Action 5: Improve the Quality of Student IEPs
	Indicators of success *(Measurable results that describe success.)*
	• **Indicator of Success:** 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. • **Indicator of Success:** By the end of the academic 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.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	• The principal will establish a standardized intake process requiring the registrar to immediately flag all new enrollments with IEPs and forward documentation to the special education coordinator within 24 hours. • School leaders will conduct structured bi-weekly reviews every other Friday, personally examining a rotating sample of 20% of newly enrolled students' ARD tracker entries against their actual IEPs. • School leaders will conduct random quarterly reviews of 25% of all active IEPs, using a standardized rubric to evaluate whether goals meet SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Staff will review all new IEP student files within 3 business days of notification, input verified information into the ARD tracker system, and conduct systematic bi-weekly accuracy checks every other Wednesday by comparing tracker data against original IEP documents.
- All special education case managers will utilize district-approved goal templates that require specific baseline data, measurable criteria, clear timelines, and assessment methods.
- General education teachers will complete standardized data collection forms within 5 school days of receiving a new IEP student, documenting current academic performance levels, behavioral observations, and specific areas of need. Teachers must also participate in goal-writing sessions when requested and provide monthly progress monitoring data to case managers for IEP goal measurement..