

2025-2026 Action Plan

Katherine Smith Elementary School

Melinda Daugherty, Principal

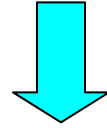
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

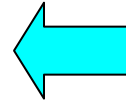
STAAR Data:

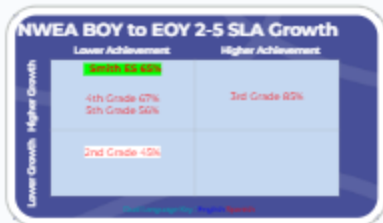
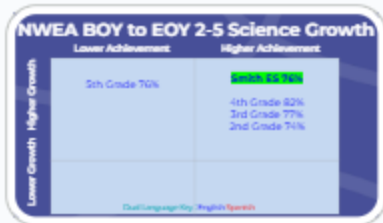
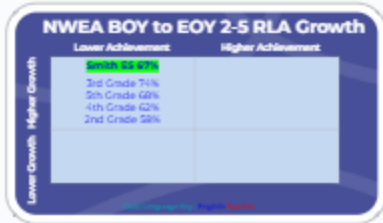
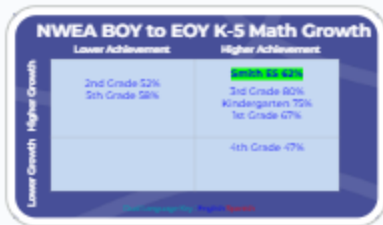
| Subject | % App | % Meets | % Masters | %Δ App | %Δ Meets | %Δ Masters |
|---------|-------|---------|-----------|--------|----------|------------|
| READING | 57 | 30 | 11 | -3 | -4 | -3 |
| MATH | 66 | 34 | 13 | 2 | -6 | -1 |
| SCIENCE | 40 | 4 | 1 | 2 | -7 | -4 |

NWEA MOY Data:

- (% of students who scored at least .60 annual growth in the first half of the year) 65.88% Percent Met in LEAD/ 3.75 of 5 points earned in LEAD
- % of campus overall average of EOY student achievement on MAP Math, MAP Reading, MAP Science 38.88% Percent Met in LEAD / 1.25 of 5 points in LEAD

Parameters and metrics established by the District





DIBELS MOY Data:

- (% of students in grades K through 1 above or well above typical growth on NWEA with in the first semester) 72.67% Percent Met in Lead / 2.25 of 3 points earned in LEAD

CIRCLE MOY Data: (Benchmark Growth Report)

- Rapid Letter Naming
 - Wave 1 - 30%
 - Wave 2 - 70%
- Rapid Vocabulary
 - Wave 1 - 40%
 - Wave 2 - 65%
- Early Writing Skills
 - Wave 1 - 80%
 - Wave 2 - 90%
- Phonological Awareness
 - Wave 1 - 35%
 - Wave 2 - 60%

Needs related to improving the quality of instruction

Teacher Capacity / Quality of Instruction

IRT feedback:

- IRT #1 8.88 IRT #2 9.13 IRT #3 10.00

IRT VISITS / TRENDS FOR KATHERINE SMITH ES

| IRT VISIT | GROWS/ REINFORCEMENTS | GROWS/REFINEMENTS | OTHER COMMENTS | FINAL SCORES |
|---|--|---|---|-------------------------------------|
| #1 10.23.24 Wednesday 8 classes visited. 7 classes from grades 3-5 1 grade from PK-2 ALL Core Classes | <ul style="list-style-type: none"> • 6/8 classes visited had exemplary learning environments and reinforce/redirect. • 8/8 classes aligned lessons / rigor. • 5/8 classes were at proficient 1 / proficient 2. <ul style="list-style-type: none"> o Team highlighted 2 specific teachers and invited them to a NES Focus Group: Cubero and Pena | <ul style="list-style-type: none"> • 6/8 classrooms pacing off (early/late) • Monitoring/Adjust: 50% did not monitor/adjust by tracking data. <ul style="list-style-type: none"> o they wanted to see teachers collecting data more. | The team thanked our campus for welcoming them. <ul style="list-style-type: none"> • loved our campus environment. • teachers were genuinely internalizing lessons. • Answer keys/exemplars were in hand. • They loved our lesson template packets our teachers use for students to engage within the lesson. They had not seen them in any other campus. Recognition: Cubero, Pena | 8.88 Progressing 2 |
| #2 2.13.25 Thursday 8 classes visited. 6 classes, grades 3-5 2 PK-2 ALL core classes | <ul style="list-style-type: none"> • 6 of 8 teachers were proficient 1 or higher. • 6 of 8 teachers received both points in domain 3: learning environment. • 5 of 8 teachers scored 2 points for planning (scaffolds & fluid delivery) | <ul style="list-style-type: none"> • 8 of 8 teachers received only 2 of 4 points in monitoring and adjust (adjustments were not effectively executed) • 7 of 8 teachers had issues with pacing (example 1: the I do, and we do were combined and not gradual, example 2: some over scaffolded 3. LSAE -straight teach to DOL was not smooth (up to 7 minutes) | ***Students were really engaged (truly engaged) Recognition: Montoya, Casilla 1 st Teach: 5 2 nd Teach: 3 | 9.12 Proficient |
| #3 3.25.25 Tuesday 8 classes visited. 7 classes from grades 3-5 1 grade from 1 st grade ALL Core Classes | <ul style="list-style-type: none"> • 5 of 8 classes exhibited strong internalization with purposeful at bats: NOT relying on slides. • 7 of 8 classes exhibited inviting, safe learning environments | <ul style="list-style-type: none"> • 5 of 8 classes exhibited pacing concerns (i.e., all actively learning, potential excessive reviews, prompting prior lesson, NOT stamping LO) • 5 of 8 classes did not adjust to data (in the moment monitoring or collecting evidence and adjusting) | Recognition: Casilla Class scores: 6, 8, 8, 10, 10, 12, 12, 14 1 st Teach: 5 2 nd Teach: 3 | 10.00 Proficient |

SPOT Data:

Total-

| Level | August | September | October | November | December | January | February | March | April |
|--------------|-------------|--------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| ☐ North | 9.91 | 10.06 | 9.94 | 10.27 | 10.53 | 10.73 | 10.71 | 10.88 | 10.92 |
| ☐ A1 | 9.91 | 10.06 | 9.94 | 10.27 | 10.53 | 10.73 | 10.71 | 10.88 | 10.92 |
| Smith ES | 9.91 | 10.06 | 9.94 | 10.27 | 10.53 | 10.73 | 10.71 | 10.88 | 10.92 |
| Total | 9.91 | 10.06 | 9.94 | 10.27 | 10.53 | 10.73 | 10.71 | 10.88 | 10.92 |

Planning-

| Level | August | September | October | November | December | January | February | March | April |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ☐ North | 1.37 | 1.23 | 1.12 | 1.27 | 1.23 | 1.51 | 1.74 | 1.63 | 1.69 |
| ☐ A1 | 1.37 | 1.23 | 1.12 | 1.27 | 1.23 | 1.51 | 1.74 | 1.63 | 1.69 |
| Smith ES | 1.37 | 1.23 | 1.12 | 1.27 | 1.23 | 1.51 | 1.74 | 1.63 | 1.69 |
| Total | 1.37 | 1.23 | 1.12 | 1.27 | 1.23 | 1.51 | 1.74 | 1.63 | 1.69 |

Engage and Deliver-

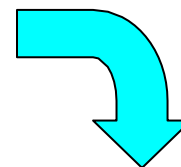
| Level | August | September | October | November | December | January | February | March | April |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| North | 3.43 | 3.57 | 3.56 | 3.60 | 3.78 | 3.71 | 3.54 | 3.74 | 3.67 |
| A1 | 3.43 | 3.57 | 3.56 | 3.60 | 3.78 | 3.71 | 3.54 | 3.74 | 3.67 |
| Smith ES | 3.43 | 3.57 | 3.56 | 3.60 | 3.78 | 3.71 | 3.54 | 3.74 | 3.67 |
| Total | 3.43 | 3.57 | 3.56 | 3.60 | 3.78 | 3.71 | 3.54 | 3.74 | 3.67 |

Monitor and Adjust-

| Level | August | September | October | November | December | January | February | March | April |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| North | 2.43 | 2.45 | 2.37 | 2.47 | 2.57 | 2.60 | 2.50 | 2.61 | 2.60 |
| A1 | 2.43 | 2.45 | 2.37 | 2.47 | 2.57 | 2.60 | 2.50 | 2.61 | 2.60 |
| Smith ES | 2.43 | 2.45 | 2.37 | 2.47 | 2.57 | 2.60 | 2.50 | 2.61 | 2.60 |
| Total | 2.43 | 2.45 | 2.37 | 2.47 | 2.57 | 2.60 | 2.50 | 2.61 | 2.60 |

System evaluation (philosophy, processes, implementation, capacity)

- Increase the instructional capacity of teachers to deliver sheltered instruction to EB students
- Increase the instructional capacity to deliver high quality first-teach using high yield monitoring / adjusting strategies.
- Increase the instructional capacity to deliver high quality second-teach with multiple opportunities to check for understanding and practice via student at bats.
- Grow capacity of tier two leaders for monitoring given feedback.
- Implement effective planning PLC to support teachers with internalization and customization of slide decks



Key Actions

1. Improve the Quality of Instruction for Emergent Bilingual students.
2. Improve the Quality of Instruction in Core Contents
3. Improve Utilization of High-Quality Instructional Material (Zearn, Amira, Summit) Digital Platforms

School Action Plan Template

| | |
|-----------------------|---|
| KEY ACTION ONE | Key Action One <i>(Briefly state the specific goal or objective.)</i> |
| | Improve the quality of instruction for Emergent Bilingual students. |
| | <i>Indicators of success (Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> By December 2025, 80% of EB (Bilingual/ESL) teachers will utilize visuals, sentence stems, gestures and/or other support for all students and the special population as measured by the "Instruction: Scaffolds" portion of the Spot form, and by May 2026, this will increase to 90%. By December 2025, 65% of EB (Bilingual/ESL) teachers will earn a SPOT that meets or exceeds a 10, and by May 2026, 85% of EB (Bilingual/ESL) teachers will meet or exceed a SPOT score of 11. By December 2025, 70% of students will demonstrate 1.5 growth on Summit K-12 in all domains and by the end of the academic year, will demonstrate a 2.75 or higher in all domains. |
| | <i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> Host PD sessions in August, October, and January focused on second language acquisition and scaffolding strategies Provide real-time coaching, modeling, and feedback during visits Track observation data using "Engage" and "Deliver" domains from SPOT |
| | <i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> <i>Attend PD sessions on campus or through the Multilingual Department and integrate strategies into daily instruction</i> <i>Use classroom supports such as cognate walls, visuals, and sentence stems to aid language learners</i> <i>Internalize strategy slide decks to embed techniques that benefit Emergent Bilingual (EB) students</i> <i>Apply coaching feedback directly to lesson delivery</i> |

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| Key Action One: Staff Development |
| Who: Katherine Smith ES Staff, all instructional (Teachers, Learning Coaches, Teacher Apprentices, and Teacher Assistants) |

| What: Great 8 Instructional Strategies, Summit K-12, AMIRA Training, | | |
|--|--|---------------------|
| When: Pre-Service Weeks, HISD/Campus Designated Professional Development days, DEMO days | | |
| Where: Katherine Smith Elementary School | | |
| Key Action One: Budget | | |
| Proposed item | Description | Amount |
| Staff development | Quality of Instruction | 0.00 |
| Materials/resources | HISD Curriculum, HISD Professional Development resources | 0.00 |
| Purchased services | Summit K-12 (HISD allocated) AMIRA K-5 (HISD allocated) | 0.00 |
| Other | Breakfast or Lunch approximate cost for professional days | \$400-\$1500 |
| Other | Professional Development kits: response cards, highlighters, pens, anchor charts, timers | \$100.00 |
| TOTAL | | \$400-\$1500 |
| Funding sources: General Funds | | |

| | | |
|--|--|--|
| | Key Action Two <i>(Briefly state the specific goal or objective.)</i> | |
| | Improve the Quality of Instruction in Core Contents | |
| | Indicators of success <i>(Measurable results that describe success.)</i> | |
| | <ul style="list-style-type: none"> ● By December 2025, at least 75% of teachers will score at least a 5 in "Instruction" on the HISD SPOT form, by May 2026, 90% of teachers will score a 7 in "Instruction" on the HISD SPOT form. ● By December 2025, 65% of all teachers will earn a SPOT that meets or exceeds a 10, and by May 2026, 85% of all teachers will meet or exceed a SPOT score of 11. ● By December 2025, the campus will score at least a 10.0 on the mid-year IRT, by May 2026, the campus will score at least 11.0 on the end-of-year IRT. | |
| | Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> | |

KEY ACTION TWO

- Deliver PD sessions on engagement strategies and aggressive monitoring
- Host ongoing workshops and coaching tailored to teacher needs; highlight MRS strategies, tech integration, and subject-specific best practices
- Implement a campus-wide system to track instructional progress
- Provide in-the-moment coaching, modeling, and lesson delivery feedback
- Demonstrate strategies live to support immediate implementation and clarify techniques
- Participate in weekly calibration walks to ensure instructional alignment and consistency
- Facilitate post-assessment data digs to identify learning trends and instructional gaps

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

- Engage in professional development and apply learning to daily instruction
- Incorporate coaching feedback into teaching practices
- Participate in weekly Demo Days to refine instructional strategies
- Collaborate actively in PLCs to share best practices and align instruction
- Uphold tracker expectations for monitoring instructional progress and student learning
- Use DOL (Demonstration of Learning) data to guide LSAE (Language Supports for Academic Engagement) instruction and track student outcomes

Key Action Two: Staff Development

Who: Katherine Smith ES Staff, all instructional (Teachers, Learning Coaches, Teacher Apprentices, and Teacher Assistants)

What: Professional Development Days tailored to campus-specific trends and individualized staff needs.

When: Pre-Service Weeks, HISD/Campus Designated Professional Development days, DEMO days

Where: Katherine Smith Elementary School

Key Action Two: Budget

| Proposed item | Description | Amount |
|-------------------|------------------------|--------|
| Staff development | Quality of Instruction | 0.00 |

| | | |
|--------------------------------|--|--------------|
| Materials/resources | HISD Curriculum, HISD Professional Development resources (Qol) | 0.00 |
| Purchased services | | |
| Other | Breakfast or Lunch approximate cost for professional days | \$400-\$1500 |
| Other | Professional Development kits: response cards, highlighters, pens, anchor charts, timers | \$100.00 |
| TOTAL | | \$400-\$1500 |
| Funding sources: General Funds | | |

| | |
|---------------------------------|---|
| KEY ACTION THREE | Key Action Three <i>(Briefly state the specific goal or objective.)</i> |
| | Improve Utilization of High-Quality Instructional Material (Zearn, Amira, Summit) Digital Platforms |
| | <i>Indicators of success (Measurable results that describe success.)</i> |
| | <ul style="list-style-type: none"> ● By December 2025, 80% of K-5 students will have completed 45 Zearn lessons, by the end of the academic year, 80% or more will meet the yearly Zearn goal. ● By December 2025, 80% of K-4 NON-EB students will have completed at least 50 Amira lessons, by the end of the academic year, at least 80% will meet the yearly Amira goal. ● By December 2025, 80% of grades 2-4 EB students will have completed at least 90 minutes a week in Summit and 60 minutes for grade 5, by the end of the academic year, at least 80% will meet the yearly Summit goal. |
| | <i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> ● Attend professional development on usage of Zearn, Summit, Amira ● Collaborate with Academics to ensure teachers are trained in the use of Zearn, Summit, and Amira ● Design master schedule to support Zearn/Amira/Summit usage ● Support District and Local incentive program to meet goals ● Identify and implement supports for Tier II and HB1416 students |
| | <i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i> |
| | <ul style="list-style-type: none"> ● Attend professional development on usage of Zearn/Amira/Summit <ul style="list-style-type: none"> ○ Organize workshops on campus or attendance through One Source i.e.: Getting Started with Zearn, Elem Grades K-5 Introduction to Zearn Math Curricular Resource and Amira ● Track weekly usage and follow-up as necessary ● Adhere to Master Schedule ● Collaborate to support incentive program |

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| Key Action Three: Staff Development |
| Who: Katherine Smith ES Staff, all instructional (Teachers, Learning Coaches, Teacher Apprentices, and Teacher Assistants) |

| What: Zearn & Amira-Usage, Tracking and Expectations | | |
|--|--|---------------------|
| When: Pre-Service Weeks, HISD/Campus Designated Professional Development days, DEMO days | | |
| Where: Katherine Smith Elementary School | | |
| Key Action Three: Budget | | |
| Proposed item | Description | Amount |
| Staff development | Zearn, Summit, & Amira-Usage, Tracking and Expectations | 0.00 |
| Materials/resources | Zearn K-5 (HISD allocated) AMIRA K-5 (HISD allocated) SUMMIT K-5 (HISD allocated) | 0.00 |
| Purchased services | | 0.00 |
| Other | Breakfast or Lunch approximate cost for professional days | \$400-\$1500 |
| Other | Professional Development kits: response cards, highlighters, pens, anchor charts, timers | \$100.00 |
| TOTAL | | \$400-\$1500 |
| Funding sources: General Fund | | |