



2025-2026 Action Plan

Stevens Elementary School

Tarren Ellison, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

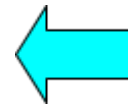
Core Beliefs

Vision

Theory of Action



Parameters
and metrics
established by
the District



Needs related to student achievement data

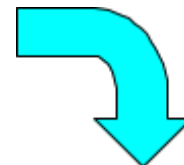
NWEA MAP Math reveals 2nd and 5th grade experienced high growth and low achievement. 5th grade gained one one point growth in percentile from 56% at Meets & Masters at BOY to 57% at EOY. 2nd grade grew from the 34th percentile to the 36th percentile.

In reading, the NWEA data revealed SES landing in the 55th percentile for Growth in Reading and the 25th percentile for Achievement. Rising 3rd graders fell in the 38th percentile, performing the lowest in reading.

45% of students landed in “Beginning” for composite TELPAS score for 2 years or more.

Needs related to improving the quality of instruction

- Teacher planning and lesson internalization with fidelity and with intention on planning for potential misconceptions.
- Prioritization of the Sweet 16 Instructional Foci at the year’s inception.
- Implementation and use of supplemental instruction via Zearn, Amira and Summit K-12
- Quality IEP’s are below proficient



System evaluation (philosophy, processes, implementation, capacity)

- Sweet 16 Instructional Focus
- Data tracking - DOL, DSA's, MAP
- NES Systems and Procedures w/fidelity

Key Actions

- Improve overall student achievement in grades 3-5 for Math and grades K-3 for Reading.
- Improve staff capacity to monitor and adjust and engage students in HQI.
- Improve EB Accountability

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By December 2026 50% of core teachers will score a 8/10 or higher in the "Instruction Domain of the spot form. • By May 2026, 70% of core teachers will score 9/10 or higher in the "Instruction" Domain of the spot form, an increase from 50% December 2025 • 75% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the teacher evaluation system by May 2026
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

- Conduct monthly spot observations and weekly calibration walks focused specifically on Domain II to gather consistent data and identify trends across classrooms.
- Facilitate monthly PLC sessions where teachers analyze spot form data, share best practices, and reflect on student engagement strategies.
- Implement incentives around use of campus interventions and motivating students to meet their goals for MOY and EOY NWEA MAP test.
- Track students performance on NWEA MAP from BOY to MOY and track students progress towards goals.
- Offer weekly PD on use of Exemplars and “Getting to the Objective” in PLCs. Schedule teacher ‘at bats’ with specific engagement strategies at each PLC
- Increase the number of ‘demo days’ Model engagement strategies for 1st and second teach
- Implement and track use of interventions such as Edmentum, Zearn, Summit K-12, and Amira.

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

- Implement student engagement strategies (MRS) modeled during PD and coaching, such as structured turn-and-talks, checks for understanding, and hands-on learning tasks.
- Use real-time data (DOLs, whiteboards, response trackers) to adjust instruction during lessons based on student needs and understanding.
- Participate in monthly PLCs to review observation feedback, reflect on instructional practices, and collaborate on strategies for improving Domain II performance.
- Set personal growth goals aligned to students' success on NWEA MAP and use of campus interventions such as Zearn and Amira.

Key Action One: Improve Student Achievement

Who: All Staff

What: Teachers will implement HQI and effectively utilize campus interventions to improve

student achievement in reading and math.

When: Teacher induction and ongoing PD's/PLC's

Where: Stevens ES

Key Action One: Budget

Proposed item	Description	Amount
Staff development	High Quality Instruction - Student Engagement / Monitor & Adjust Effective Implementation of Interventions- Edmentum, Zearn, etc.	\$0
Materials/resources	Response Tracker Incentives/Rewards	\$550/Donations
Purchased services	N/A	\$0
Other	N/A	N/A
Other	N/A	N/A
TOTAL		\$550
Campus-based training will be delivered by a school leadership team using existing resources and HISD frameworks. No additional funding is required.		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Utilization of High Quality Instruction Materials
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By December 2025, 80% of teachers will score 1 point on the Instruction- Scaffolds indicator of the SPOT form -"Teacher utilizes visuals, sentence stems, gestures, and/or other supports for all students and special populations." - By the end of the academic year, 98% of teachers score 1 point on the Instruction- Scaffolds indicator of the SPOT form -"Teacher utilizes visuals, sentence stems, gestures, and/or other supports for all students and special populations." - By December 2025, 90% of teachers score 1 point on the standards alignment indicator of the SPOT Form,"Teach at Grade Level." Lesson materials and activities are aligned to the objective and to state standards." - By the end of the year, 100% of teachers score 1 point on the standards alignment indicator of the SPOT Form, "Teach at Grade Level. " Lesson materials and activities are aligned to the objective and to state standards."
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Facilitate targeted professional development during Pre-Service Week (August 2025) focused campus expectations and effective use of Zearn, Amira, and Summit K-12. - Track teacher progress using a shared dashboard or tracker to monitor class completion of Zearn lesson per week and time spent on Amira, and Summit K-12 - Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders. - Conduct bi-weekly SPOT-aligned walkthroughs beginning in August 2025, with observed campus intervention times to ensure staff are implementing use of these interventions. In- the- moment coaching will be provided as needed. - Conduct weekly side-by-side planning sessions with all core teachers to ensure lessons are aligned to the learning objective.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Attend Pre-Service Week training on high-leverage engagement and monitoring practices, including Response Cards, Whip Arounds, Think-Pair-Share, Quick Response, and White Board strategies.
- Consistently implement at least two multiple response strategies daily, per lesson, and integrate monitoring techniques to check for student understanding and adjust instruction as needed.
- Respond to SPOT feedback by the following instructional day, taking action on one reinforcement and one refinement provided by school leadership.
- Actively participate in weekly PLCs, where staff will:
 - Analyze SPOT and student learning data
 - Practice modeled strategies
 - Reflect on implementation of engagement and monitoring practices
- Engage in peer observation and “demo rounds” to see response and monitoring strategies in action, then apply observed strategies in their own classrooms.
- Use data from formative checks (white boards, response cards, verbal responses) to adjust pacing, reteach as needed, and improve student mastery.

Key Action Two: Staff Development

Who: All Instructional Staff

What: Implementation of High-Leverage Engagement Strategies and Aggressive Monitoring Techniques

When: Pre-Service Week, August 2025, Ongoing PLC's and PD's

Where: Stevens Elementary School

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Pre-service PD on engagement and aggressive monitoring	\$0
Materials/resources	SPOT-aligned slide decks, observation trackers, exemplar videos	\$0
Purchased services	N/A	
Other	N/A	
Other	N/A	
TOTAL		\$0
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Quality of Instruction for EB Students
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By December 2025 50% of Bilingual teachers will score a 7/10 or higher in the "Planning" Domain of the spot form. • By May 2026, 60% of Bilingual teachers will score 8/10 or higher in the "Planning" Domain of the spot form, an increase from 50% December 2025 • By May 2026, Overall spot scores of at least 80% of the Bilingual teachers will meet or exceed 10. • At least 80% of EB students will spend a minimum of 60 minutes on Summit K-12 by December- MOY, and 90 % of EB students will spend a minimum of 75 minutes on Summit K-12 by EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• The ELD will track and monitor students use of K-12 Summit during intervention and Stallion Success • ELD Interventionist will target and hold intervention sessions for specific students based on last year TELPAS scores and utilization of designated supports • Partner with a Multilingual team to lead ongoing PD on EB supports for teachers to embed in the lesson and support EB students. • Admin will regularly conduct SPOT observations of BIL classes to assess teacher implementation of EB supports and provide in the moment coaching when needed. • At least once a month, specialized PLC's will be held for Bilingual teachers to support lesson internalization and planning for Dual language instruction. • Bilingual teachers will have attended at least 80% of PLC's/Professional Development.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Staff will participate in at least two PD's specifically on supporting EB students in the classroom and how to plan lessons with designated supports.
- Staff will include designated EB supports for specific students in the classroom and within lesson implementation.
- Teachers will increase use of EB supports embedded in the lesson such as cognates, visuals vocabulary and sentence stems.
- Staff will embed use of Connect to Literacy as an intervention support.

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase the quality of IEP's on at Stevens and meet compliance at district level.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the first semester, 98% of campus ARDs are held on or before the deadline. • By the end of the year, 100% of campus ARDs are held on or before the deadline. • 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. • The Leadership Team will consistently provide on-the-job coaching and feedback at a minimum monthly to improve SPED quality of instruction.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Admin and SPED coordinator will meet once a month to review the quality of IEP's. • Torres will work with the SPED team to ensure all IEP's are being completed in a timely manner • Torres and the admin team will commit to leading at least one 30-45 minute session a month for staff on presence during ARD meetings, tracking accommodations, progress monitoring, and supporting students on IEP's. •
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

Key Action Four: Staff Development

Who: All Staff

What: SPED PD Component at Monthly PD sessions

When: Monthly

Where: Stevens Elementary

Key Action Four: Budget

Proposed item		Description	Amount
Staff Development		All SPED staff will attend district provided training on Frontline and SPED compliance.	\$0
Materials/resources		Slide Decks - 504, Frontline, Supporting SPED Students, Expectations during ARD's, High Quality IEP- support from Division staff. PD SPED Dept Resources	\$0

Purchased services		N/A	
Other		N/A	
Other		N/A	
TOTAL			\$0
Funding sources:			