

# 2025-2026 Action Plan

Durham Elementary School

Terence King

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

## Needs related to student achievement data

Science scores have declined across all performance levels.

LECTURA (Spanish Reading) EOY Benchmark: Only 48.39% met goal (vs. 69.23% last year).

MAP EOY Goal (Reading): Only 32.52% met goal, lowest among all tested subjects.

## Needs related to improving the quality of instruction

Biweekly walkthroughs using a high-expectation "Great 8 Look-For" rubric.

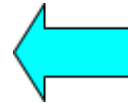
Coaching debriefs with clear, actionable feedback linked to IRT & Spot Data.

## System evaluation (philosophy, processes, implementation, capacity)

- Teacher practice is not consistent with expectations for engagement, monitoring of individual student mastery and focus on the learning objective as it will be assessed by STAAR.



Parameters and metrics established by the District



Key Actions

- Improve student achievement in Reading, Math and Science.
- Increase staff capacity to deliver high quality instruction.
- Improve School Climate
- Improve the quality of SPED IEPs

## School Action Plan Template

KEY ACTION ONE	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve student achievement in Reading, Math and Science.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By December 2025 (MOY), the percentage of students meeting secured and/or advanced level on DOLs in Reading will be 68% or higher from a current standing of 63%.</li> <li>● By December 2025 (MOY), the percentage of students meeting secured and/or advanced level on DOLs in Math will be 81% or higher from a current standing of 76%.</li> <li>● By December 2025 (MOY), the percentage of students meeting secured and/or advanced level on DOLs in Science will be 72% or higher from a current standing of 67%.</li> <li>● By June 2026 (EOY), we will decrease the achievement gap of Black and White students 10% in Reading and/or Math as defined by TEA Domain 3 accountability</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● School Administrators will facilitate weekly, data-driven PLCs focused on lesson internalization, reteach planning, and student progress monitoring for High Quality Instruction</li> <li>● School Administrators will monitor student data trends using OnTrack and SPOT dashboards and adjust professional development and coaching based on identified performance gaps.</li> <li>● School Administrators (Reading, Math, Science) will provide targeted coaching, modeling, and co-teaching support aligned to the “Great 8” instructional practices.</li> <li>● School Administrators will lead structured data meetings after each assessment cycle (BOY, MOY, EOY) to review performance and guide flexible regrouping decisions.</li> </ul>

- School Administrators will ensure intervention schedules and small-group structures are implemented using DOL data and benchmark assessment progress pathways to meet student needs.

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

- Teachers will actively participate in weekly PLCs by internalizing lessons, analyzing student work and data, and planning responsive reteach strategies based on MAP, DIBELS, and Science assessment results.
- Teachers will regularly review and reflect on student data in OnTrack, MAP, and DIBELS to identify trends, adjust instruction, and implement PD and coaching feedback to address performance gaps.
- Teachers will implement strategies modeled during coaching sessions and incorporate “Great 8” instructional practices into daily instruction to improve student learning outcomes.
- Teachers will come prepared to data meetings with student work samples and assessment results, and will collaborate on regrouping decisions and instructional next steps.

### Key Action One: Staff Development

Who: School Leaders (Admin Team), Teachers, Teacher Leaders

What: Provide monthly professional development and Facilitate weekly PLC meetings

When: Weekly PLCs + daily instruction, Monthly data review meetings, After each unit assessment, At key points during the year (BOY, MOY, EOY)

Where: Durham “Model” Planning Room for PLC Meetings.

### Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		

Purchased services		
Other		
Other		
TOTAL		0.00
Funding sources:		

KEY ACTION TWO	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Increase staff capacity to deliver high quality instruction.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By December 2025 (MOY), 70% of spot observation scores conducted by the Durham Administration Team using the HISD Spot Observation Tool will meet or exceed the Proficient I level (scores 9–11).</li> <li>● By June 2026 (EOY), 80% of spot observation scores conducted by the Durham Administration Team using the HISD Spot Observation Tool will meet or exceed the Proficient I level (scores 9–11).</li> <li>● By December 2025 (IRT 2), Durham IRT spot observation scores will be 10 or higher.</li> <li>● By May 2026 (IRT 4), Durham IRT spot observation scores will be 11.5 or higher.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Facilitate weekly, data-driven PLC meetings focused on lesson internalization aligned to the Great 8, analyzing student work samples, identifying instructional gaps, and planning responsive instruction for 2nd teach.</li> <li>● Provide daily coaching, modeling, and specific feedback during first and second teach, aligned to the Great 8 and informed by spot observations and IRT feedback.</li> <li>● Monitor and analyze spot observation scores and daily DOL data in OnTrack to identify instructional trends and adjust professional development monthly.</li> <li>● Develop and implement personalized coaching plans for teachers scoring below Proficient I on spot observations, with targeted goals and progress checkpoints.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Teachers will engage in weekly PLCs to internalize lessons, analyze student work, and plan targeted reteach using the Great 8 instructional practices.</li> <li>● Teachers will implement feedback from coaching and modeling to strengthen the first and the 2nd teach aligned to the Great 8.</li> <li>● Teachers will review daily DOL data in OnTrack and use the results to adjust instruction based on student misconceptions and instructional trends.</li> </ul>

- Teachers will actively participate in personalized coaching plans by implementing feedback, tracking progress, and striving toward proficiency.

### Key Action Two: Staff Development

Who: School Leaders (Admin Team), Teachers and District personnel

What: Provide monthly professional development and Facilitate weekly PLC meetings

When: Weekly PLCs + daily instruction, Monthly data review meetings, After each unit assessment, key points during the year (BOY, MOY, EOY)

Where: Designated PLC meeting rooms at Durham Elementary School, virtual platform, Admin office

### Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		0.00

Funding sources:

	Improve School Climate
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By MOY, 60% of teachers will agree or strongly agree with the following statement from the climate survey: (PD opportunities and training I receive help me become a more effective teacher), this will increase to 70% by EOY.</li> <li>● By MOY, 70% of teachers will agree or strongly agree with the following statement from the climate survey: (Morale is generally good at my school), this will increase to 80% by EOY.</li> <li>● By MOY, 60% of teachers will agree or strongly agree with the following statement from the climate survey: (The spot observation form is aligned with effective teaching practices and strategies.), this will increase to 70% by EOY.</li> </ul>
	<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"> <li>● School leaders will create a PD survey to send out to staff during pre-service week.</li> <li>● School leaders will identify teacher leaders to provide and support PD offerings.</li> <li>● School leaders will organize a monthly staff event and appreciation day.</li> <li>● School leaders will organize campus committees targeted toward improving school climate.</li> <li>● School leaders will create a MOY survey to monitor progress toward indicators of success.</li> </ul>
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> <li>● Staff will complete the PD survey and analyze data to determine individual PD needs.</li> <li>● Staff will adhere to PD norms during all training.</li> <li>● All staff will serve on at least one campus climate committee.</li> <li>● All staff will model the school purpose statement to all stakeholders.</li> </ul>	

Key Action Three: Staff Development		
Who: All Teachers, Coaches, Admin Team		
What: District and Campus trainings, Great 8 Feedback Training		
When: August PD + Ongoing Coaching Cycles		
Where: Campus-based training and admin planning retreats		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		0.00
Funding sources:		

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the quality of SPED IEPs
	Indicators of success <i>(Measurable results that describe success.)</i>



### Key Action One: Staff Development

Who: School Leaders (Admin Team), Teachers, SPED DC and Special Education Teacher

What: Provide monthly professional development and Facilitate weekly PLC meetings

When: Weekly PLCs + daily instruction, Data PLCs at key points during the year (BOY, MOY, EOY)

Where: Durham "Model" Planning Room PLC Meetings held in designated team rooms.

### Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		0.00

Funding sources: