

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- The data used for this needs assessment is from the results of the 2025 STAAR tests.
 - STAAR Math scores in grades 3rd-5th - increased from 73% to 76% passing
 - STAAR Reading scores in grades 3rd-5th - increased from 78% to 83% passing
- NWEA MAP Middle of Year (BOY '25 – '26) Math growth data indicated that:
 - 12% of students were in the (1st-21st) percentile;
 - 16% in (21st - 40th) percentile;
 - 19% in (41st – 60th) percentile;
 - 27% in (61st – 80th) percentile;
 - 26% in (81st to 99th) percentile.
- NWEA MAP Middle of Year (BOY '25 – '26) Reading growth data indicated that:
 - 8% of students were in the (1st-21st) percentile;
 - 17% in (21st - 40th) percentile;
 - 22% in (41st – 60th) percentile;
 - 25% in (61st – 80th) percentile;
 - 28% in (81st to 99th) percentile.

STARR 2026

Reading	DNM	Approaches	Meets	Masters
3rd Grade	31%	31%	22%	16%
4th Grade	5%	14%	26%	55%
5th Grade	14%	19%	34%	33%
Math	DNM	Approaches	Meets	Masters
3rd Grade	50%	20%	26%	29%
4th Grade	7%	7%	22%	64%
5th Grade	12%	31%	31%	26%
Science	DNM	Approaches	Meets	Masters
5th Grade	33%	29%	29%	10%

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is from IRT results which grew from 11.75 at IRT #1 to 13.2 for IRT #4, the AIM platform (Lead Rating: Proficient I), and the HISD SPOT Dashboard. The data from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on quality of instruction. The campus will support this work through frequent instructional walks, data driven feedback along with on the spot coaching.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Jefferson ES.

- **Identifying the Needs:** Analyze the current performance, administrators can identify specific areas that require improvement such as low test scores, attendance concerns, or gaps in student growth. This deeper understanding allows leaders to prioritize needs, allocate resources effectively, and set targeted goals. As a result, efforts can be intentionally aligned to state standards and accountability measures, ensuring that all actions taken are purposeful, data-driven, and focused on improving overall student outcomes.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Data Tracking:** Consistently monitoring student performance and instructional effectiveness to gain a clear understanding of how well progress toward closing the gap between current outcomes and expected standards. This ongoing analysis will allow teachers to identify trends, address areas of need, and celebrate growth. It also ensures that both student support and instructional practices are aligned to targeted goals, ultimately driving continuous improvement and increasing the likelihood of meeting or exceeding established expectations.
- **Modifications:** When evaluations indicate that strategies are not producing the desired results, timely adjustments are made to address gaps and improve effectiveness. This ongoing cycle of reviewing data, reflecting on practices, and making informed changes ensures that instruction remains responsive to student needs. By maintaining this level of flexibility, schools can continuously refine their approach, strengthen implementation, and increase the likelihood of meeting or exceeding performance standards over time.

Key Actions (Focus Areas)

- Improve English proficiency of Emergent Bilingual students
- Improve math and reading proficiency in kinder-5th grade,
- Improve SPED accountability
- Improve student writing, focusing on SCR's and ECR's for grades 3rd-5th

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency of Emergent Bilingual students
	Indicators of success (Measurable results that describe success.)
	● By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. ● By December 2026, at least 50% of Emergent Bilingual students will meet or exceed their NWEA growth goal in Reading and Math and by May 2027, at least 60% of Emergent Bilingual students will meet or exceed their NWEA growth goals on the EOY assessment. ● By January 2027 Spot scores of campus bilingual instruction teachers (including IRT visits) will meet or exceed Progressing II; this will increase to Proficient I by June 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Administrators will coach teachers on effectively implementing MRS to provide various opportunities for scholars to increase their ability to read, write, and speak in English. ● Lead data meetings to analyze NWEA data, DIBELS, classroom assessments, progress monitoring data and goal progress for Emergent Bilingual students. ● Administrators will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback and scaffolds to EB students. ● Administrators will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2027 and as needed throughout the school year. ● Administrators will effectively train all K-1st teachers on how to effectively administer the TELPAS assessment and rate student outcomes by February 2027. ● Administrators will provide feedback to teachers to enhance the quality of instruction that drives Spanish and English scaffolds.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Execute HISD specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.
- Execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.
- Implement instructional best practices focused on the "Great 16" provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.
- Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students' writing.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	PD focused on Lesson Internalization framework with a focus on differentiating and scaffolding lessons to meet the needs of EB students	0
Materials/resources	Lesson internalization document	0
Purchased services	NA	
Other		
TOTAL		0
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve math and reading proficiency in for all students in kinder – 5 th grade
	Indicators of success (Measurable results that describe success.)
	● By January 2027, the scores will grow by 3% points in achievement percentile on the Math Assessment, measured by the NWEA MAP, from 64% to 67%. In Reading, the scores will grow by 3% points in achievement on Reading Assessment, measured by NWEA MAP, from 57% to 60%. ● For Math, the campus average engagement on Zearn will be at 90% by January MOY, this will increase to 95% by EOY. * For Reading, the campus average login engagement on Amira will be at 80% by January MOY, this will increase to 90% by EOY.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Administrators will explain the rationale and philosophy of systems thinking to teachers that will support improving student achievement. ● Administrators will check twice weekly and provide teachers with updated Zearn lessons completed based on Zearn dashboard. ● Administration will collaborate closely with the Curriculum Coordinator to monitor updates on Amira progress percentages. This data will be shared with teachers on a weekly basis, and strategies for incentivizing students who meet their goals will be identified and implemented. ● Leadership team will track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, 'meets' and 'masters', outcomes during our weekly leadership team meeting. ● Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● 100% of classroom teachers from K-5th grade will do practice sessions (https://practice.mapnwea.org) during PD day

- Intentionally plan 2nd teach lessons focused on gaps identified in the digital DOL outcomes and district unit assessments
- Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content
- Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days. Debrief teachers on NWEA reports and use practice websites during August PD. During PLC's teachers will review data from NWEA along with Amira and Zearn data to find ways to improve the delivery of instruction.

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	PD, PLCs and DEMO day sessions that focus on improving high-quality instruction to meet the needs of students	0
Materials/resources	District curriculum, Great 16 PD, district PD resources, Spot Form, Amira dashboard, Zearn dashboard	0
Purchased services	NA	
Other		
TOTAL		0
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve Special Education accountability
	Indicators of success (Measurable results that describe success.)
	• Ensure that 100% of IEP Compliance Review Report from the OSES ChatGPT submissions reflect a high quality within the detailed compliance checklist. • Ensure that 100% of newly enrolled students with active IEPs and FIEs will be scheduled in the ARD calendar within one week of their enrollment. • By the end of the first semester, 100% of campus ARDs are held on or before the TEA Annual deadline.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• School administrators will do a monthly check-in of SPED teacher binders to review the ChatGPT reports ensuring compliance. • Maintain the campus ARD calendar to ensure all ARDs are held within HISD guidelines confirming ARD committee participation with required members by scheduling Outlook invites/events. • Campus Administrators will monitor the Campus Compliance Dashboard in Frontline monthly during SPED leadership meetings.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will be trained on creating binders to track their ChatGPT submissions and ensure that the IEP Compliance Review Reports are filled after each ARD. • The SPED chair will ensure to verify the IEPs and FIEs are active and schedule meetings through Outlook with the evaluation team as needed. • The SPED staff will follow the HISD guidelines by creating the prior written notice, sending drafts to parents and holding ARDs in accordance with the campus ARD schedule.

Key Action THREE: Staff Development

Who: Principal, Assistant Principal, SPED Chair, SPED teachers**What:** Binders, Outlook, Frontline Dashboard**When:** Weekly Meetings

Monthly SPED Leadership Meetings

Where: District and campus locations**Key Action THREE: Budget**

Proposed item	Description	Amount
Staff development	HISD District SPED	0
Materials/resources	None	0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve student writing, focusing on SCR's and ECR's for grades 3rd-5th
	Indicators of success (Measurable results that describe success.)
	• By the end of the academic year, ELA teachers will implement 3 SCR practice opportunities for students in each lesson. • By IRT 4, 6/6 teachers who are observed will receive 2 full points for "Engagement Strategies" (Writing). • By April 2027, 60% of students will receive a 3 or higher on ECR practice.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

	• Administrators will model and monitor SCR and ECR integration. They will conduct walkthroughs and SPOT observations to ensure SCR is embedded in lesson cycles, providing immediate feedback. • Administrators will provide targeted professional development on crafting strong SCR/ECR prompts and using rubrics to calibrate. • Administrators will use data to drive adjustments. They will analyze the results of SCR/ECR and identify the trends as well as plan on reteaching and strategies needed to improve. • Administrators will develop a campus wide exemplar bank of teacher and student created exemplar SCR and ECR's to guide instruction and highlight success criteria.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will plan SCR/ECRs opportunities intentionally into every lesson ensuring alignment with the LO/DOL.. • Teachers will model and scaffold writing by using sentence stems, graphic organizers, and exemplars to guide students in crafting responses that demonstrate reasoning and evidence. • Integrate SCR prompt writing across the I Do, We Do and You Do to build consistency and stamina in writing. • Teachers will use rubrics to calibrate student work. They will score student responses to provide feedback and have students revise so that they learn what a “3 or greater” looks like.

Key Action FOUR: Staff Development

Who: Campus leadership team and staff

What: Embed SCR's in all ELA lessons while building student proficiency with ECR's. Administrators will provide professional development, track progress, and celebrate growth.

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources		0

Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		