

**Action Plan
2026-2027**



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District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- NWEA MAP Beginning of Year (BOY '25– '26) Reading indicated that:
 - 32% of students were in the (1st-21st) percentile;
 - 19% in (21st - 40th) percentile;
 - 18% in (41st – 60th) percentile;
 - 21% in (61st – 80th) percentile;
 - 10% in (81st to 99th) percentile.
- NWEA MAP End of Year (EOY '25 – '26) Reading data indicated that:
 - 26% of students were in the (1st-21st) percentile;
 - 18% in (21st - 40th) percentile;
 - 21% in (41st – 60th) percentile;
 - 23% in (61st – 80th) percentile;
 - 12% in (81st to 99th) percentile.
- NWEA MAP Beginning of Year (BOY '25 – '26) Math data indicated that:
 - 20% of students were in the (1st-21st) percentile;
 - 17% in (21st - 40th) percentile;
 - 22% in (41st – 60th) percentile;
 - 25% in (61st – 80th) percentile;
 - 16% in (81st to 99th) percentile.
- NWEA MAP End of Year (EOY '25– '26) Math indicated that:
 - 19% of students were in the (1st-21st) percentile;
 - 23% in (21st - 40th) percentile;
 - 23% in (41st – 60th) percentile;
 - 22% in (61st – 80th) percentile;
 - 13% in (81st to 99th) percentile.
- NWEA MAP EOY Goals Met data indicated that:
 - 43.09% of students met their EOY MAP Goal in Reading
 - 45.86% of students met their EOY MAP Goal in Math
- 2025-2026 TELPAS Proficiency 44.38%

Needs related to improving the quality of instruction**ROOT CAUSE**

The data used for quality of instruction needs assessment is derived from NWEA MAP student achievement data, TELPAS outcomes, classroom walkthroughs, progress monitoring, and campus instructional observations. The data indicates a need for strengthened Tier 1 instruction, differentiated support for emergent bilingual students and special populations, and intentional intervention practices in reading and math.

Additionally, the data reflects a need for professional development focused on:

- effective small group instruction (during LSAE);
- data-driven lesson internalization;
- rigorous questioning and student discourse;
- active monitoring and immediate feedback cycles; and
- implementation of high-yield instructional strategies aligned to student needs

While Reading data demonstrated growth in the upper percentile bands from BOY to EOY, Math data reflected limited movement in higher achievement bands and an increase in students within the 21st–40th percentile range. These outcomes indicate a continued need for instructional refinement, targeted interventions, and stronger systems for progress monitoring to ensure student growth across all subgroups.

System Evaluation (Philosophy, Processes, Implementation, and Capacity)

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

- Identifying Baseline Data: Leaders analyze BOY, MOY, and EOY assessment data to identify trends, strengths, and areas for growth in reading, math, and language proficiency.
- Setting Measurable Goals: Clear goals aligned to MAP growth, TELPAS proficiency, and student achievement targets ensure focused instructional priorities.
- Monitoring Implementation: Leadership teams conduct walkthroughs, PLC observations, coaching cycles, and data meetings to ensure instructional practices are implemented with fidelity.
- Measuring Progress: Student outcomes are monitored through MAP assessments, unit assessments, DOLs, intervention tracking tools, and progress monitoring cycles.
- Making Adjustments: Leaders and teachers engage in ongoing reflection and instructional adjustments to respond to student performance trends and close learning gaps.

Key Actions (Focus Areas)

- Improve English language proficiency and academic achievement for Emergent Bilingual students through targeted language supports, differentiated instruction, and intentional progress monitoring.
- Strengthen Tier 1 instruction in reading and math across Kindergarten through 5th grade through rigorous lesson internalization, data-driven instruction, small group interventions, and high-yield instructional strategies.

- Improve student growth and achievement outcomes for Special Education students through consistent implementation of accommodations, differentiated instruction, progress monitoring, and compliance systems.
- Increase the percentage of students meeting NWEA MAP growth goals in Reading and Math through strategic intervention systems, PLC collaboration, and ongoing analysis of student performance data.
- Improve instructional quality through professional development focused on student engagement, active monitoring, rigorous questioning, differentiated instruction, and effective feedback practices.
- Strengthen campus culture and family engagement by increasing stakeholder communication, fostering positive relationships, supporting teacher development, and implementing systems that promote a safe and collaborative learning environment.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency for the identified at-risk population of Emergent Bilingual students.
	Indicators of success (Measurable results that describe success.)
	Reading Growth and Achievement • By January 2027, 75% of identified EB students will meet or exceed their Domain 2 growth target on reading unit assessments at least 50% of the time; by May 2027, this will increase to 70% of the time. • By Spring 2026, 75% of EB students will meet or exceed their Domain 2 growth target on STAAR Reading. Language Acquisition Growth • The campus TELPAS progress rate will increase from 44% to 45% or higher by Spring 2027, as measured through TELPAS results and quarterly TELPAS-aligned data reviews conducted in PLCs. Effective EB Instructional Practices • By January 2027, bilingual teacher walkthrough (Core/Specialty SPOT forms) scores will average 12 or higher, increasing to 14 or higher by May 2027, with walkthrough data showing at least 90% implementation of language objectives and evidence-based EB instructional strategies.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Leaders will provide ongoing coaching and support to teachers on the effective implementation of HISD-required engagement strategies (MRS) to increase students' opportunities to listen, read, write, and speak in English across all instructional settings.
- Leaders will monitor, analyze, and respond to emergent bilingual student achievement data aligned to Reading and Mathematics Demonstrations of Learning (DOLs) and unit assessments through targeted instructional coaching cycles and weekly leadership team data discussions.
- Leaders will coach teachers to proficiency in monitoring emergent bilingual student progress, making data-driven instructional adjustments, and providing timely, actionable feedback to accelerate language acquisition and academic achievement.
- Leaders will train and support teachers in utilizing the campus Lesson Internalization Framework, with an emphasis on differentiation and scaffolding strategies that address the linguistic and academic needs of emergent bilingual students during August 2026 preservice and throughout the school year.
- Leaders will ensure all Kindergarten and 1st-grade teachers are trained and calibrated on TELPAS administration procedures and student rating processes by February 2027 to ensure compliance and accuracy.
- Leaders will coach, monitor, and support the implementation of Short Constructed Responses (SCRs) and Extended Constructed Responses (ECRs) across all content areas, providing monthly professional learning refreshers and feedback cycles to strengthen teacher practice and improve student writing outcomes.

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

- Teachers will consistently implement HISD-required engagement strategies (MRS) during daily instruction to provide emergent bilingual students with multiple opportunities to listen, read, write, and speak in English across all content areas.
- Teachers will analyze Reading and Mathematics DOL and unit assessment data during PLCs and data meetings to identify learning gaps and adjust instruction for emergent bilingual students.
- Teachers will monitor emergent bilingual student progress, provide timely and actionable feedback, and make instructional adjustments based on student performance and language development data.
- Teachers will utilize the campus Lesson Internalization Framework to plan and deliver differentiated instruction and appropriate scaffolds that address the linguistic and academic needs of emergent bilingual students.

- Kindergarten and 1st-grade teachers will participate in TELPAS training and calibration activities and accurately implement TELPAS rating procedures to monitor and document student language proficiency growth.
- Teachers will implement SCRs and ECRs across content areas, participate in PLC learning and feedback cycles, and use student writing data to strengthen academic language development and writing proficiency.

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	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and to ensure a well-rounded education.	0
Materials/resources	Curriculum documents: Lead4ward documents, Ontrack reports, SPOT form, Lesson internalization document	0
Purchased services	NA	
State Compensatory Education Funds	Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used.	How much of campus \$402,748 will be used for this group?

Other		
TOTAL		0
Funding sources: SCE funds		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve reading proficiency for all students in Kinder – 5 th grade.
	Indicators of success (Measurable results that describe success.)
	Reading Assessment Performance - By January 2027, the campus will meet or exceed 60% of district scores on all Reading Curriculum-Aligned District Formative Assessments (CADFA) for Cycles 2 and 3, and by May 2027, will meet or exceed 60% of district scores for Cycles 4, 5, and 6. Reading Achievement Distribution - By May 2027, the percentage of students scoring in the 1st–21st percentile in Reading will decrease from 32% BOY to 20% EOY, while the percentage of students scoring in the 61st–99th percentile will increase from 31% BOY to 40% EOY. MAP Reading Growth - By May 2027, the percentage of students meeting their EOY MAP Reading growth goal will increase from 45% in 2025–2026 to 55% in 2026–2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	The leadership team will conduct weekly PLCs focused on analyzing DOLs, CADFA assessments, MAP data, and reading progress monitoring results to identify literacy learning gaps, strengthen reading comprehension instruction, and develop targeted intervention plans that accelerate reading growth for all students.

- Campus leaders will implement regular walkthroughs and coaching cycles with a strong emphasis on monitoring the effectiveness of Tier 1 reading instruction, student engagement with complex texts, differentiation, phonics and vocabulary instruction, comprehension strategies, and lesson rigor across grade levels.
- Instructional leaders will provide ongoing professional development focused on strengthening reading instruction through lesson internalization, active monitoring, explicit literacy strategies, rigorous questioning, student discourse, vocabulary development, and differentiated instruction to improve student reading outcomes.
- Leaders will support teachers in planning and delivering effective small group reading instruction during the LSAE block for 3-5 and during the Literacy/Heggerty Block for K-2, targeted literacy interventions, and reteach cycles based on student reading performance data, fluency measures, comprehension checks, and progress monitoring results.
- Campus leaders will facilitate student work analysis protocols during PLCs to examine reading comprehension, writing responses to text, fluency, and literacy misconceptions in order to monitor instructional effectiveness and determine next instructional steps.
- Leadership teams will closely monitor student reading growth throughout the year and adjust instructional supports, intervention systems, literacy resources, and targeted reading interventions to improve overall reading achievement and ensure students are progressing toward grade-level proficiency.

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

- Teachers will actively participate in weekly PLCs to analyze DOLs, CADFA assessments, MAP data, and reading progress monitoring results to identify learning gaps, strengthen reading instruction, and develop targeted intervention plans for students.
- Teachers will implement high-quality Tier 1 reading instruction that incorporates differentiation, phonics, vocabulary development, comprehension strategies, rigorous tasks, and meaningful engagement with complex texts.
- Teachers will engage in professional development, collaborative planning, and lesson internalization processes and apply literacy best practices, including active monitoring, rigorous questioning, student discourse, vocabulary development, and differentiated instruction.
- Teachers will use reading performance data, fluency measures, comprehension checks, and progress monitoring results to plan and deliver targeted small-group instruction, interventions, and reteach cycles.
- Teachers will regularly analyze student work samples, including reading comprehension tasks, writing responses to text, and fluency data, to identify misconceptions and determine next instructional steps.
- Teachers will collaborate with interventionists, instructional support staff, and campus leaders to monitor student reading growth, adjust instructional practices, and implement targeted supports to ensure progress toward grade-level proficiency and MAP growth goals.

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**When:** Daily & Weekly**Where:** Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	0
Purchased services	NA	
State Compensatory Education Funds	Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used.	How much of campus \$402,748 will be used for this group?
Other		
TOTAL		0
Funding sources: SCE		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve Math proficiency for all students in Kinder – 5 th grade.
	Indicators of success (Measurable results that describe success.)
	● Math Assessment Performance ○ By June 2027, the campus will meet or exceed 55% of district scores on all Math Curriculum-Aligned District Formative Assessments (CADFA) across Cycles 2–6, with progress monitored through Cycles 2 and 3 by January 2027. ● Math Achievement Distribution ○ By June 2027, the percentage of students scoring in the 1st–21st percentile in Math will decrease from 20% BOY to 15% EOY, while the percentage of students scoring in the 61st–99th percentile will increase from 35% BOY to 45% EOY. ● MAP Math Growth ○ By June 2027, the percentage of students meeting their EOY MAP Math growth goal will increase from 43% in 2025–2026 to 55% in 2026–2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Leadership teams will conduct weekly PLCs focused on analyzing DOLs, CADFA assessments, MAP data, and common formative assessment results to identify mathematical learning gaps, strengthen problem-solving instruction, and develop targeted intervention plans that accelerate math achievement for all students. ● Campus leaders will implement regular walkthroughs and coaching cycles with a strong emphasis on monitoring the effectiveness of Tier 1 math instruction, student engagement in mathematical thinking, use of academic vocabulary, differentiation, mathematical discourse, and lesson rigor across grade levels. ● Instructional leaders will provide ongoing professional development focused on strengthening math instruction through lesson internalization, active monitoring, conceptual teaching strategies, rigorous questioning, student discourse, and differentiated instructional practices to improve student mathematical understanding and achievement. ● Leaders will support teachers in planning and delivering effective small group math instruction, targeted interventions, and reteach cycles based on student performance data, mastery checks, and progress monitoring results. ● Campus leaders will facilitate student work analysis protocols during PLCs to examine mathematical reasoning, problem-solving processes, computation accuracy, and student misconceptions in order to monitor instructional effectiveness and determine next instructional steps. ● Leadership teams will closely monitor student math growth throughout the year and adjust instructional supports, intervention systems, math resources, and targeted instructional strategies to improve overall mathematics achievement and ensure students are progressing toward grade-level proficiency. ● Campus leaders will ensure teachers consistently implement rigorous, standards-aligned math instruction that provides students with opportunities to explain

	their thinking, justify solutions, apply multiple problem-solving strategies, and engage in meaningful mathematical discussions. • Instructional leaders will utilize coaching cycles, data meetings, and classroom observations to provide teachers with timely feedback and support focused on improving student engagement, mathematical rigor, and effective instructional delivery in mathematics classrooms.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will actively participate in weekly PLCs to analyze DOLs, CADFA assessments, MAP data, and common formative assessment results to identify learning gaps, strengthen problem-solving instruction, and develop targeted intervention plans for students. • Teachers will plan and deliver rigorous Tier 1 math instruction that incorporates mathematical discourse, academic vocabulary, differentiation, and opportunities for students to engage in mathematical thinking and grade-level problem solving. • Teachers will participate in ongoing professional learning and apply lesson internalization, active monitoring, conceptual teaching strategies, rigorous questioning, student discourse, and differentiated instructional practices to improve student mathematical understanding and achievement. • Teachers will use student performance data, mastery checks, and progress monitoring results to plan and deliver targeted small-group instruction, interventions, and reteach cycles that address identified skill deficits. • Teachers will regularly analyze student work samples to evaluate mathematical reasoning, problem-solving processes, computation accuracy, and misconceptions and use findings to determine next instructional steps. • Teachers will use DOLs, CADFA assessments, MAP data, and classroom formative assessments to monitor student growth and adjust instructional supports, interventions, and targeted strategies to ensure progress toward grade-level proficiency. • Teachers will implement rigorous, standards-aligned math instruction that requires students to explain their thinking, justify solutions, apply multiple problem-solving strategies, and engage in meaningful mathematical discussions. • Teachers will actively implement feedback from coaching cycles, data meetings, and classroom observations to strengthen student engagement, mathematical rigor, and effective instructional delivery.

Key Action THREE: 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		
When: Daily & Weekly		
Where: Campus and District locations		
Key Action THREE: Budget		
Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve student behavior and reduce the number of discipline referrals.

	Indicators of success (Measurable results that describe success.)
	• By June 2027, office discipline referrals from Jan. - May 2027 will decrease by 20% compared to Aug. - Dec. 2026 referrals. • By June 2027, referrals involving repeat offenders will decrease by 20% compared to Aug. - Dec. 2026 referrals. • By June 2027, mutual combat incidents resulting in referrals will decrease by 20% compared to 2025–2026 campus data. • By June 2027, Jan. - May 2027 referrals involving derogatory or abusive language will decrease by 20% compared to Aug - Dec. 2026 referrals.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Establish and teach clear campuswide behavior expectations during the first weeks of school and reteach expectations each grading cycle. • Conduct weekly classroom walkthroughs focused on behavior management, student engagement, and instructional practices. • Provide professional development for teachers on classroom management, de-escalation strategies, restorative practices, and relationship-building. • Require teachers to use proactive classroom routines and procedures to minimize disruptions during transitions and instruction. • Monitor office discipline referral data monthly to identify trends by grade level, location, time of day, teacher, and student subgroup. • Meet regularly with teachers who generate high numbers of referrals to provide coaching and support strategies. • Increase positive student recognition programs such as PBIS rewards, student shout-outs, attendance incentives, and leadership opportunities. • Ensure administrators and counselors are visible during high-risk times and locations such as hallways, dismissal, and passing periods. • Develop targeted intervention plans for repeat offenders that include parent conferences, mentoring, counseling, and behavior contracts. • Strengthen parent communication by contacting families early regarding behavior concerns before issues escalate. • Establish clear expectations for respectful language and conflict resolution, and reinforce them consistently with students. • Review and refine the campus discipline plan annually to ensure alignment with district expectations and campus behavior goals.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers and staff will consistently teach, model, and reinforce campus behavior expectations in all learning environments.
- Teachers will implement clear classroom routines and procedures to minimize disruptions and maximize instructional time.
- Staff members will actively supervise students during transitions, lunch periods, arrival, dismissal, and other high-traffic times.
- Teachers will use positive behavior supports and maintain a minimum 4:1 ratio of positive-to-corrective interactions with students.
- Teachers and staff will address minor behavior concerns in the classroom using restorative and de-escalation strategies before submitting office referrals when appropriate.
- Teachers will communicate behavior concerns and student progress with parents and guardians in a timely and consistent manner.
- Staff members will participate in professional development focused on classroom management, restorative practices, and student engagement strategies.
- Teachers will analyze classroom behavior data and collaborate with administrators, counselors, and intervention teams to support students with repeated behavior concerns.
- Staff members will build positive relationships with students by creating welcoming, respectful, and inclusive classroom and school environments.
- Teachers and staff will consistently follow the campus discipline plan and referral procedures to ensure fairness, accountability, and consistency across the school.

Key Action FOUR: Staff Development

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources		0
Purchased services	NA	
Other		
Other		

TOTAL		0
Funding sources:		