

Stevens E.S Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs Related to Student Achievement Data

The NWEA MAP Growth profiles for Reading and Math show that Stevens Elementary demonstrates pockets of strong growth, particularly in Kindergarten and Grade 5, but overall achievement levels remain inconsistent across grade bands. The school's data suggests a need for stronger Tier 1 instruction, tighter progress monitoring systems, and differentiated support for students in Grades 1–3.

Overall Schoolwide Trends

Strengths

- Kindergarten demonstrated the strongest overall growth with a median growth percentile of 58th percentile in Reading.
- Grade 5 showed strong achievement distribution with 28% of students scoring above the 80th percentile in Reading.
- Grade 3 demonstrated improvement in spring achievement distribution, with 34% of students performing in the 41st–60th percentile range and 25% in the 61st–80th percentile in Math
- Science Acceleration-19-point growth. (Exemplar)

Areas of Concern

- Increase Math Meets+ performance beyond 34%.
- Sustain Reading gains and grow Masters performance above 21%.
- Domain 3, Special pop: EB/SPED increase growth and achievement
- Improve student attendance toward the 96% target.

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 12 to 15.06 – EOY IRT 4, and the HISD Spot App. The data derived 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 how to effectively monitor and adjust both in the moment and with frequent data reviews on CADFA's, DOL, intervention platforms, TELPAS, and NWEA.

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 Stevens ES.

- **Identifying Baseline Data:** By understanding the school’s current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **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.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

- Improve English proficiency for identified at-risk population of Emergent Bilingual students.
- Improve math and reading proficiency in kinder-5th grade, including at-risk population of students. who failed readiness K-3rd and state assessment (STAAR) 3rd – 5th or NWEA MAP.
- Improve SPED Success instruction, service delivery, and outcomes.
- Improve campus culture by increasing opportunities for PD and instructional development of teachers.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency for identified at-risk population of Emergent Bilingual students.
	Indicators of success (Measurable results that describe success.)

- By December 2026, 55% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading on MOY.
- By May 2027 75% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite. 3.
- By January 2027 SPOT scores of campus bilingual instruction teachers (including IRT visits) will meet or exceed 13; this will increase to 15 by May 2027..

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

- Leaders will coach teachers on effectively implementing MRS to provide various opportunities for scholars to increase their ability to read, write, and speak in English.
- Leaders will track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or Math DOLs and unit assessments through block-to-block coaching and weekly PLC meetings with
- Leaders will coach teachers to mastery on how to effectively monitor, make the needed instructional adjustments and provide feedback to EB students.
- Leaders 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 2026 and as needed throughout the school year.

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 8" 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	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. Amira, Summit K-12	0
Purchased services	NA	
Other		
TOTAL		0
Funding sources: SCE funds		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve Math and Reading proficiency for all students in Kinder – 5 th grade, particularly those who failed readiness and state assessment.
	Indicators of success (Measurable results that describe success.)
	By January 2027, 50% of teachers will achieve/maintain the 51st growth percentile, or higher on the Reading and Math MAP tests. By May 2027, this rate will increase to 75%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR & AOT classrooms. - Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery - 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. - Coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement. - 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?)
	- Plan and execute a daily SCR in all core content classrooms from September 2026 to May 2027, and monthly ECR in ELAR - Analyze the quality of student work by identifying trends in gaps of work samples pulled from "ready", "on track", and "not ready" student writing samples during tier 1 instruction, both on a block to block and daily basis. (this includes when unit assessments occur). - 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

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 and side by side co-planning	0
Materials/Resources	District Curriculum, Sweet 16 PD, District PD resources, Spot Form.	0
Purchased Services	NA	
Other		
TOTAL		0
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve student achievement for Special Education students.
	Indicators of success (Measurable results that describe success.)
	● By January 2027, 60% (3 out of 4) sped success teachers will score a 10 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 10 or higher will increase to 80% (4 out of 5) by May 2027. ● By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Perform campus based monthly SPED folder audits, reviewing 20% of all SPED folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric. ● Coach staff on high quality instruction/support, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and Sped Success scholars. ● Engage in block to block, and daily data sorts to urgently close instructional gaps around SpEd scholar outcomes in 1st and 2nd teach. ● Coach staff on high quality instructional look fors, based on the specialty guidance for Sped Success spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Co-Teachers and Teachers will document all SPED. scholar accommodations and/or modifications in PowerSchool/Frontline, as reflected by the 6-week grading benchmarks. ● Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars. ● Implement high quality instructional look fors based on the district specialty guidance for Sped Success teachers, with a targeted focus on Domain 2 Instruction.

Key Action THREE: Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack, Frontline data reports	0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources:		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve Campus Culture – teacher ability to provide HQL.
	Indicators of success (Measurable results that describe success.)
	● By MOY campus culture survey, 70 % of teachers will agree or strongly agree to the following statement, “the instructional feedback I get helps me improve the quality of my instruction”. This percent will increase to 80% by the EOY campus culture survey. ● By MOY campus culture survey, 70% of teachers will agree or strongly agree to the following statement, “My school has an effective instructional team”. This percent will increase to 80% by the EOY campus culture survey.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Conduct daily coaching sessions via in the moment coaching or side by side planning that aligns with written feedback, shared using the Spot Observation form. ● Weekly PLC Training: During weekly PLCs, train teachers on customizing lessons so they reflect both the rigor of the TEKS and unique needs of our students and effectively improve student outcomes and thus teacher effectiveness. ● Conduct at least 9-week cycles (4) of campus listening tours to effectively collect and respond to qualitative feedback on campus culture data. This information along with data collected via the SPOT form will help determine PD session topics for monthly PD's. ● Provide mentors for all new and first year teachers. Host bi-weekly mentor meeting opportunities during side-by side planning and or DEMO day. ● Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude). Positive praise posted weekly in Teams. ● Within the first month of school, record model teachers that demonstrate specific strategies on the SPOT form and share these with teachers for coaching purposes.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Reflect on instructional feedback and improve the delivery of instruction as appropriate. ● Engage in daily structured planning that is both leader and teacher led, to effectively customize lessons to reflect the rigor of the TEKS and unique needs of all students. ● Ensure teachers experience and receive moments of gratitude from leaders, shouting out teacher growth and instructional strengths.

Key Action FOUR: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development	Weekly staff PLC's and Monthly Staff PD's. District Training provided via FusionHub	0
Materials/resources		0
Purchased services	NA	
Other	PTCO	Provide snacks, gifts of appreciation and food for staff.
Other	Houston Promise- Corebridge	Provide snacks, gifts of appreciation and food for staff.
TOTAL		0
Funding sources:		

Updated Campus Action Plan Summary

- This action plan was updated using campus MAP Growth reading and math profile data and aligned to HISD strategic priorities.

Data Sources and References

1. Campus Action Plan 26-27 template
2. School Profile - Reading
3. School Profile - Math
4. Houston ISD Vision, Plan, and Core Beliefs

