

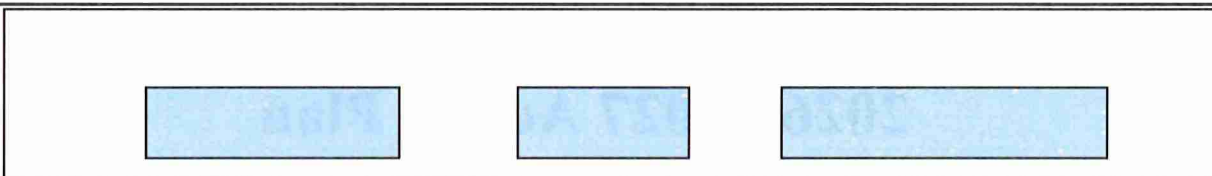
2026 - 2027 Action Plan

Anna B. Kelso Elementary School



Delandra Mickens, Principal

School Action Plan – Needs Assessment



Needs related to student achievement data:

Based on analysis of MAP, DIBELS, and STAAR assessment data, opportunities for growth have been identified across multiple grade levels in literacy, mathematics, and science. The data indicates a need to strengthen Tier 1 instruction, increase student mastery of grade-level standards, and implement targeted support systems to close achievement gaps. Through intentional planning, data-driven instruction, progress monitoring, and a commitment to instructional excellence, Kelso Elementary will focus on accelerating student growth and improving outcomes for every student.

Student Achievement Key Takeaways:

Math

Math Proficiency:

- NWEA MAP:
 - **Grades K–5:** 55% of students met expected growth from BOY to EOY.
 - **Grades 3–5:** 63% of students met expected growth from BOY to EOY.
 - **Grades K–5:** BOY to EOY median growth percentile reached the 52nd percentile.
 - **Grades K–5:** Overall achievement reached the 52nd percentile.
- **STAAR: (Preliminary Data):**

Reading

Reading Proficiency

- NWEA MAP ENGLISH:
 - **Grades 2–5:** 52% of students met expected growth from BOY to EOY.
 - **Grades 3–5:** 59% of students met expected growth from BOY to EOY.
 - **Grades 2–5:** BOY to EOY median growth percentile reached the 50th percentile.
 - **Grades 2–5:** Overall achievement median percentile reached the 52nd percentile.
- NWEA MAP SPANISH:
 - **Grades 2–5:** BOY to EOY median growth percentile reached the 58th percentile.

- **Grades 2–5:** Overall achievement median percentile reached the 57th percentile.

- **STAAR: (Preliminary Data):**

- **Early Literacy (K–2): DIBELS/LECTURA:**

- Early literacy data demonstrates opportunities to increase the percentage of K–2 students reading at or above benchmark. Continued focus will be placed on strengthening foundational literacy skills, implementing targeted interventions, and monitoring student progress to ensure students are on track for reading success.

Early Literacy (K–2): DIBELS:

- Grades K–2: 53.59% of students scored At/Above Benchmark at EOY.
- Kindergarten: 48% (21/44 students) scored At/Above Benchmark.
- 1st Grade: 54% (25/46 students) scored At/Above Benchmark.
- 2nd Grade: 57% (36/63 students) scored At/Above Benchmark.

Early Literacy (K–2): mCLASS Lectura:

- Grades K–2: 61% of students scored At/Above Benchmark at EOY. *(43/70 students)*
- Kindergarten: 81% (17/21 students) scored At/Above Benchmark.
- 1st Grade: 46% (11/24 students) scored At/Above Benchmark.
- 2nd Grade: 60% (15/25 students) scored At/Above Benchmark.

Science

Science Proficiency

- **NWEA MAP:**
 - **Grades 2–5:** 66% of students met expected growth from BOY to EOY.
 - **Grades 3–5:** 68% of students met expected growth from BOY to EOY.
 - **Grades 2–5:** BOY to EOY median growth percentile reached the 62nd percentile.
 - **Grades 2–5:** Overall achievement median percentile reached the 55th percentile.
- **STAAR: (Preliminary Data):PENDING TEA**

School-Wide Focus Areas:

Instructional Priorities & Next Steps:

- Implement targeted intervention systems to support students performing below grade-level expectations, with a focus on accelerating growth in reading and mathematics.
- Strengthen early literacy practices through intentional intervention, progress monitoring, and foundational skill development to support long-term reading success.
- Provide ongoing professional development and coaching focused on differentiated instruction, effective scaffolding, monitoring and adjusting instruction, and using data to drive instructional decisions.

Monitoring & Assessment

- Implement consistent progress monitoring systems using formative assessments, student work analysis, and campus data checkpoints to identify student needs and adjust instruction.
- Utilize PLCs, data analysis cycles, and Extended LSAE Fridays to analyze trends, respond to learning gaps, and make intentional instructional decisions that accelerate student achievement.

Family & Community Engagement

- Strengthen family partnerships through consistent communication regarding student progress, academic goals, and available resources to support learning beyond the classroom.
- Implement APTT meetings to engage families in understanding student data, building at-home learning strategies, and partnering with the school to increase student achievement.

Needs Relating to Improving the Quality of Instruction:

IRT Analysis:

	IRT #1	IRT #2	IRT #3	IRT #4
Overall	11.3	11.9	15.5	13.75

Current Campus SPOT YTD Average: 12.54

Data Analysis:

IRT and SPOT data indicate opportunities to continue strengthening instructional practices to ensure consistent high-quality instruction across all classrooms. The campus will focus on building teacher capacity through effective planning, delivery of instruction, student engagement strategies, and responsive teaching practices.

Leaders will prioritize coaching and professional development focused on:

- Multiple Response Strategies (MRS) to increase student engagement and accountability for learning.
- Effective scaffolding and differentiation to meet the needs of all learners.
- Monitoring and adjusting instruction based on student understanding and evidence of learning.

Needs Identified:

- Strengthen implementation of high-quality Tier 1 instruction focused on student achievement.
- Increase consistent use of differentiation and scaffolds to support diverse learners.
- Enhance instructional coaching and feedback systems to improve teacher practice.

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Attendance Analysis

- 2025–2026 Campus Attendance Rate: **93.6%**
- TEA Attendance Goal: **98%**

Data Analysis:

Attendance data indicates a need to strengthen systems that support consistent student attendance and reduce chronic absenteeism. Increasing daily attendance will be a priority to maximize instructional time and improve student achievement outcomes.

Action Steps:

- Implement consistent attendance monitoring systems to identify trends and provide timely interventions for students with attendance concerns.
- Strengthen family communication and partnerships to promote the importance of daily attendance.

- Recognize and celebrate improved and consistent attendance to encourage positive attendance habits.

Needs Identified:

- Increase overall student attendance toward the **98% TEA goal**.
- Reduce chronic absenteeism through proactive monitoring, intervention, and family engagement.

System Evaluation (philosophy, processes, implementation, capacity)

Kelso Philosophy: At Kelso Elementary, we are committed to building a high-performance culture where every decision is grounded in what is best for students. Through Destination Excellence: Every Student. Every Classroom. Every Day., we believe student success is achieved through strong relationships, high-quality instruction, accountability, and continuous improvement.

Our campus vision aligns with district priorities by ensuring students remain at the center of our work while strengthening partnerships with families and the community. Our mission is to provide high-quality instruction that empowers every learner with the knowledge, skills, and confidence needed for future success.

Kelso Process:

To ensure consistency, effectiveness, and improved student outcomes, campus systems will focus on:

- Strengthening the IAT/RTI process to ensure early identification, intervention, and progress monitoring for students.
- Implementing intentional collaborative planning that aligns instruction, student needs, IEP goals, and learning objectives.
- Establishing schoolwide expectations, common language, and consistent systems across all classrooms.
- Utilizing data-driven practices to monitor progress and adjust instruction based on student needs.

Implementation

Campus leaders will ensure systems are implemented with fidelity by:

- Building leadership capacity and ensuring alignment with NES expectations and campus priorities.
- Ensuring teachers and staff understand schedules, instructional expectations, and operate with a sense of urgency focused on student achievement.
- Protecting instructional time through consistent routines, effective transitions, and adherence to the daily schedule.
- Monitoring LSAE implementation, student progress data, and intervention effectiveness.
- Implementing PLC structures to strengthen teacher capacity through lesson internalization, data analysis, collaboration, and instructional feedback.

Capacity Building

Leadership will focus on developing staff through:

- Targeted professional development aligned to campus instructional priorities.
- Coaching and feedback cycles focused on improving teacher practice.
- Collaborative structures that promote shared ownership of student outcomes.
- Opportunities for teachers to grow as instructional leaders.

School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the quality of instruction in Reading and Writing for PK-5.
	Indicators of success <i>(Measurable results that describe success.)</i> ○ By March 2027, 70% of students in Grades 3–5 will score a 3/5 or higher on the extended constructed response rubric from the campus-based collection of extended constructed responses. By November 2026, 45% of students in Grades 3–5 will score a 3/5 or higher. By January 2027, 60% of students in Grades 3–5 will score a 3/5 or higher. ○ By May 2027, 70% of reading & writing teachers will score 10/13 or higher in the Instruction domain of SPOT observations. By November 2026, 50% of teachers will score 8/13 or higher. By February 2027, 60% of teachers will score 9/13 or higher. ○ By May 2027, 80% of students in Grades K–4 will complete at least 120 Amira stories. By November 2026, 70% of students in Grades K–4 will complete at least 40 Amira stories. By February 2027, 75% of students in Grades K–4 will complete at least 80 Amira stories.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> 1. Implement weekly PLCs focused on lesson internalization, data analysis, student work analysis, and instructional adjustments to strengthen Tier 1 instruction and increase student achievement. 2. Facilitate weekly planning support and Demo Days to build teacher capacity in effective lesson delivery, modeling, MRS, scaffolding, differentiation, and monitoring student understanding. 3. Conduct weekly SPOT observations and coaching cycles focused on improving Instruction domain practices through targeted feedback, modeling, and follow-up support. 4. Implement a campus ECR monitoring system through scheduled PLC writing calibration, analysis of student writing samples using the ECR rubric, progress monitoring by score bands (0–5), and targeted instructional adjustments based on student needs. 5. Monitor student achievement data through DOL mastery, formative assessments, intervention data, and ECR collections to identify trends and adjust instructional supports. 6. Strengthen systems that support instructional consistency, including effective use of LSAE, intervention structures, and protected instructional time.

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

1. Strengthen Instructional Planning & Lesson Internalization

- Teachers will implement the district lesson internalization protocol to prepare high-quality instruction aligned to learning objectives, student tasks, and expected outcomes.
- Teachers will create lesson exemplars, including SCR/ECR responses, to ensure clarity of expectations and alignment to the rubric.
- Teachers will intentionally plan opportunities for students to engage in writing, academic discourse, and evidence-based responses across content areas.

2. Strengthen Instructional Delivery (SPOT Instruction Domain)

- Teachers will implement high-impact instructional practices with a focus on Get to the Objective, Writing, and Pacing to maximize student learning and improve instructional effectiveness.
- Teachers will strengthen lesson delivery through effective modeling, multiple response strategies (MRS), scaffolding, checks for understanding, and monitoring/adjusting instruction based on student understanding.
- Teachers will maximize instructional time through strong pacing, smooth transitions, and consistent opportunities for students to demonstrate mastery.

3. Implement Consistent Writing Practices

- Teachers will implement consistent writing opportunities aligned to content objectives, including SCR/ECR practice and evidence-based responses.
- Teachers will participate in scheduled writing calibration using the ECR rubric to analyze student samples, identify trends, and adjust instruction.
- Teachers will provide targeted feedback to students to improve writing quality and response development.

4. Engage in Professional Learning & Continuous Improvement

- Teachers will participate in PLCs, Demo Days, coaching cycles, and professional development aligned to campus instructional priorities and SPOT instructional practices.
- Teachers will use feedback and student data to refine instructional practices and increase student achievement.

5. Monitor & Support Amira Implementation

- Teachers will monitor student Amira progress, track lesson completion, and provide support to ensure students meet annual completion goals.

	Key Action One: Improve the quality of instruction in Reading and Writing for PK-5.		
Staff Devel.	Who: Campus Leaders		
	What: Provide instructional leadership through planning support, professional development, at-bats, classroom observations, coaching, and actionable feedback to build teacher capacity and ensure high-quality instruction is delivered daily with appropriate rigor and student engagement.		
	When: • Planning/At-Bats: Weekly planning sessions focused on lesson internalization, exemplars, instructional delivery, and student outcomes. • Professional Development: Ongoing training through PLCs focused on SPOT Instruction Domain priorities, ECR implementation, data analysis, and instructional best practices. • Coaching & Feedback: Daily classroom observations, coaching conversations, and in-the-moment feedback aligned to campus instructional priorities.		
	Where: Kelso Professional Learning Spaces, PLC Meetings, and Classrooms		
Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service Professional Learning Communities Demo Day	0.0
	Materials/resources	Aligned District Curriculum, Pacing Calendars, and TEA TEK Guides	0.0
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources:		

KEY ACTION TWO

Key Action (Briefly state the specific goal or objective.)

Improving the quality of Tier 1 K-5 Math and Science instruction.

Indicators of success *(Measurable results that describe success.)*

- By May 2027, 70% of K-5 math teachers will score 10/13 or higher in the Instruction domain of SPOT observations. By November 2026, 50% of teachers will score 8/13 or higher. By February 2027, 60% of teachers will score 9/13 or higher.
- By May 2027, 70% of K-5 science teachers will score 10/13 or higher in the Instruction domain of SPOT observations. By November 2026, 50% of teachers will score 8/13 or higher. By February 2027, 60% of teachers will score 9/13 or higher.
- By May 2027, 80% of students in Grades K–4 will complete at least 90 Zearn lessons. By November 2026, 70% of students in Grades K–4 will complete at least 30 Zearn lessons. By February 2027, 75% of students in Grades K–4 will complete at least 60 Zearn lessons.
- By May 2027, 80% of students in Grade 5 will complete at least 60 Zearn lessons. By November 2026, 70% of students in Grade 5 will complete at least 20 Zearn lessons. By February 2027, 75% of students in Grade 5 will complete at least 40 Zearn lessons.

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

the objective?)

1. Strengthen Math Instructional Planning & Lesson Delivery

- School leaders will facilitate PLCs focused on lesson internalization, data analysis, lesson rehearsals/at-bats, and instructional adjustments to strengthen math instruction and student mastery.

2. Build Teacher Capacity Through Coaching & Feedback

- School leaders will conduct SPOT observations and coaching cycles focused on Domain II Instruction.
- School leaders will provide actionable feedback and follow-up support aligned to teacher growth areas and campus instructional priorities.

3. Monitor Student Mastery & Respond to Data

- School leaders will analyze DOL mastery, NWEA data, and formative assessments to identify trends, support reteach planning, and monitor effectiveness of interventions.

4. Strengthen Zearn Implementation & Accountability

- School leaders will monitor Zearn completion data, identify usage trends, celebrate progress, and support teachers with implementation to ensure students meet annual lesson completion goals.

5. Ensure Effective Use of Instructional Time

- School leaders will monitor implementation of LSAE, small group instruction, and intervention structures to ensure students receive targeted support aligned to identified needs.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> 1. Strengthen Math & Science Instruction & Student Mastery - Teachers will implement high-quality math and science instruction focused on Domain II deep dive to increase student achievement. - Teachers will utilize DOL data, NWEA reports, and formative assessments to identify student needs and plan targeted reteach opportunities during LSAE and small group instruction. 2. Implement Data-Driven Intervention Practices - Teachers will maintain evidence of student progress through data tracking systems and adjust instruction based on mastery trends. - Teachers will implement targeted supports, including supplemental aids and scaffolds, to address learning gaps and increase access to grade-level content. 3. Strengthen Lesson Internalization & Planning - Teachers will engage in lesson internalization, planning, and instructional preparation to ensure alignment between learning objectives, tasks, questioning, and student outcomes. 4. Monitor & Support Zearn Implementation - Teachers will monitor student Zearn progress, track lesson completion, and provide support to ensure students meet annual completion goals.
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	Key Action Two: Improve the quality of Tier 1 Math and Science instruction
Staff Devel.	Who: K-5th Math and Science Teachers
	What: Provide instructional leadership through planning support, professional development, at-bats, classroom observations, coaching, and actionable feedback to build teacher capacity and ensure high-quality math and science instruction is delivered daily with appropriate rigor, pacing, engagement, and student mastery.

When:

Planning/At-Bats:

Weekly planning sessions focused on lesson internalization, exemplars, effective lesson delivery, scaffolding, differentiation, and alignment between learning objectives, student tasks, and demonstrations of learning.

Professional Development:

Ongoing training through PLCs focused on SPOT Instruction Domain priorities, data analysis, effective math/science instructional practices, and responding to student misconceptions.

Coaching & Feedback:

Daily classroom observations, coaching conversations, and in-the-moment feedback focused on **Get to the Objective, Pacing, MRS, scaffolding, monitor & adjust practices, and student engagement.**

Data Monitoring:

Regular monitoring of DOL mastery, NWEA data, intervention progress, and Zearn completion data to identify trends and adjust instructional support.

Where: Cafeteria/Library

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Need more science materials for lab experiments.	
Purchased services		
Other		
Other		
TOTAL		

Funding sources: Bilingual Budget

**KEY
ACTION
THREE**

Key Action *(Briefly state the specific goal or objective.)*

Close achievement gaps for students in special populations, including Special Education, At-Risk, and Emergent Bilingual students

Indicators of success *(Measurable results that describe success.)*

- By May 2027, campus leaders will provide monthly coaching and feedback to 100% of SPED teachers through classroom observations, coaching conversations, and SPOT-aligned feedback focused on improving instructional practices and student outcomes. By November 2026, 100% of SPED teachers will receive monthly instructional support. By February 2027, campus leaders will continue coaching cycles focused on effective implementation of accommodations, scaffolds, and differentiated supports.
- By May 2027, Kelso Elementary will maintain 100% compliance with special education requirements by ensuring 0 TEA deadlines are missed and fewer than 20 HISD deadlines are missed. By November 2026, campus leaders will establish compliance monitoring systems and maintain 0 missed TEA deadlines. By February 2027, campus leaders will review compliance data and implement adjustments to maintain timely completion of all required special education processes.
- By January 2027, 80% of EB students in Grades 2–5 will score at least 2+ points on a 4-point TELPAS-aligned writing rubric based on proficiency level descriptors. By December 2026, 60% of EB students in Grades 2–5 will score at least 2+ points. By January 2027, 70% of EB students in Grades 2–5 will score at least 2+ points.
- By May 2027, 70% of EB students in Grades 2–5 will meet or exceed their individual growth targets in Summit K12, as measured by platform progress reports and TELPAS-aligned assessments. By November 2026, 50% of EB students in Grades 2–5 will be on track toward meeting individual growth targets. By February 2027, 60% of EB students in Grades 2–5 will meet or be on track toward meeting individual growth targets.

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

the objective?)

1. Strengthen Special Education Instruction & Compliance Systems

- School leaders will monitor SPED services through monthly walkthroughs, coaching cycles, and feedback focused on accommodations, scaffolds, differentiation, and access to grade-level instruction.
- School leaders will conduct monthly reviews of IEPs, PLAAFPs, and compliance data to ensure student needs are identified, progress is monitored, and required timelines are met.

2. Strengthen Emergent Bilingual Supports & Language Development

- School leaders will provide professional development and coaching focused on TELPAS proficiency level descriptors, language acquisition strategies, structured student discourse, and writing across content areas.
- School leaders will support teachers in implementing effective linguistic accommodations and scaffolds to increase EB student achievement.

3. Monitor Student Progress & Data Systems

- School leaders will utilize Summit K12 reports, assessment data, and student progress monitoring systems to identify trends, adjust instruction, and ensure targeted supports are implemented.
- School leaders will facilitate data discussions during PLCs to analyze special population performance and determine instructional next steps.

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

1. Implement Data-Driven Goal Setting & Progress Monitoring

- Teachers will establish individual student goals, monitor progress, and use student data to adjust instructional supports for students in special populations.
- Teachers will utilize multiple data sources, including NWEA, DOLs, unit assessments, writing samples, and classroom performance data to track progress and determine next steps.

2. Strengthen Differentiation & Instructional Supports

- Teachers will implement accommodations, scaffolds, sentence stems, visuals, structured response protocols, and differentiated supports to increase student access to grade-level instruction.
- Teachers will monitor the effectiveness of supports and adjust based on student progress and performance data.

3. Strengthen Emergent Bilingual Language Development

- Teachers will provide consistent opportunities for EB students to develop listening, speaking, reading, and writing skills through structured language routines and writing across content areas.
- Teachers will analyze TELPAS-aligned writing samples and Summit K12 data to monitor student progress and adjust language supports.

4. Strengthen Special Education Progress Monitoring

- Teachers and case managers will develop clear, data-driven PLAAFP statements using multiple sources of evidence to identify present levels, student needs, and measurable growth.
- Teachers and case managers will collaborate to ensure accommodations, services, and supports are consistently implemented across instructional settings.
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	Key Action Three: Close achievement gaps for students in special populations, including Special Education, At-Risk, and Emergent Bilingual students		
Staff Devel.	Who: Campus Leaders, SPED Teacher, English Language Development Interventionist, and Classroom Teachers		
	What: Provide targeted instructional support through professional development, PLCs, coaching, progress monitoring, and data analysis to strengthen differentiated instruction, implementation of accommodations, language supports, and intervention practices for students in special populations.		
	When: Professional Development/PLC: Ongoing learning focused on SPED supports, EB instructional strategies, TELPAS alignment, scaffolding, differentiation, and data-driven instructional practices.		
	Data Monitoring: Regular review of student progress, intervention data, IEP goals, accommodations, TELPAS/Summit K12 progress, and assessment trends to adjust supports based on student needs.		
	Coaching & Support: Classroom observations, feedback, and instructional coaching focused on effective implementation of accommodations, linguistic supports, scaffolds, and access to grade-level instruction.		
	Where: Kelso Professional Learning Spaces, PLC Meetings, and Classrooms		
Budget	Proposed item	Description	Amount
	Staff development		0.00
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		0.00
	Funding sources:		

