

2026-2027 Action Plan

Durham Elementary School

Terence King

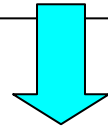
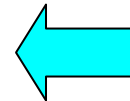
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



**Parameters
and metrics
established by
the District**

Needs related to student achievement data

Math scores have declined in 1st and 2nd grade.

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

MAP EOY Goal (Math): Only **37% met goal**, lowest among all tested subjects.

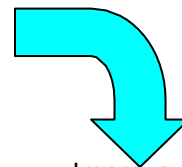
Needs related to improving the quality of instruction

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.



- 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

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve student achievement in Reading, Math and Science.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By December 2026 Middle-of-Year administration, at least 45% of students in Grades K–5 will meet or exceed their projected MOY growth goals on the NWEA MAP Math assessment. • By the December 2026 Middle-of-Year administration, at least 60% of students in Grades 2–5 will meet or exceed their projected MOY growth goals on the NWEA MAP Reading assessment. • By the December 2026 Middle-of-Year administration, at least 60% of students in Grades 2–5 will meet or exceed their projected MOY growth goals on the NWEA MAP Science assessment. • By June 2027, at least 90% of African American students in Grades 2–5 will demonstrate growth on NWEA MAP Reading by increasing their individual RIT score from the Beginning-of-Year to the End-of-Year administration.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • School Administrators will facilitate weekly, data-driven PLCs focused on lesson internalization, reteach planning, and student progress monitoring for High Quality Instruction • School Administrators will monitor student data trends using OnTrack and SPOT dashboards and adjust professional development and coaching based on identified performance gaps. • School Administrators (Reading, Math, Science) will provide targeted coaching, modeling, and co-teaching support aligned to the “Great 8” instructional practices. • School Administrators will lead structured data meetings after each assessment cycle (BOY, MOY, EOY) to review performance and guide flexible regrouping decisions. • 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 <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	<ul style="list-style-type: none"> 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.
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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	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase staff capacity to deliver high-quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By December 2026 (MOY), at least 55% of returning teachers, or 11 of 20, will be classified as Proficient I, Proficient II, or Exemplary based on HISD's quarterly SPOT target distribution. • By December 2026 (MOY), at least 50% of new teachers, or 4 of 8, will be classified as Proficient I, Proficient II, or Exemplary based on HISD's quarterly SPOT target distribution. • By June 2027 (EOY), at least 65% of returning teachers, or 13 of 20, will be classified as Proficient I, Proficient II, or Exemplary based on HISD's quarterly SPOT target distribution. • By June 2027 (EOY), at least 60% of new teachers will be classified as Proficient I, Proficient II, or Exemplary based on HISD's quarterly SPOT target distribution. Because there are eight new teachers, at least 5 of 8 teachers, or 62.5%, must meet the target. <ul style="list-style-type: none"> • By December 2026 (MOY Conferences), 55% of spot observation scores conducted by the Durham Administration Team using the HISD Spot Observation Tool on returning teachers (11/20) will meet or exceed the Proficient I level. • By December 2026 (MOY Conferences), 50% of spot observation scores conducted by the Durham Administration Team using the HISD Spot Observation Tool on new teachers (8) will meet or exceed the Proficient I level. • By June 2027 (EOY), 65% of spot observation scores conducted by the Durham Administration Team using the HISD Spot Observation Tool on returning teachers (11/20) will meet or exceed the Proficient I level. • By June 2027 (EOY), 60% of spot observation scores conducted by the Durham Administration Team using the HISD Spot Observation Tool on new teachers (8) will meet or exceed the Proficient I level. • By December 2026 (IRT 2), Durham IRT spot observation scores will be 14 or higher. • By May 2026 (IRT 4), Durham IRT spot observation scores will be 14.5 or higher.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

- Monitor the HISD SPOT dashboard on a daily, weekly, and monthly basis to identify trends in instructional practice, target coaching and feedback, monitor progress toward campus goals, and inform professional learning and leadership decisions.
- Leaders will identify exemplar classrooms (Proficient II and Exemplary teachers) and facilitate peer observation cycles focused on high-leverage instructional practices including lesson internalization, purposeful student discourse, exemplars/scaffolds, writing aligned to the rigor of the TEKS, and effective monitoring of student work.
- Analyze and track progress on unit assessment data, MAP growth data, walkthrough trends, and student work artifacts during weekly instructional leadership meetings to determine campus-wide instructional priorities and next steps using teacher-facing class data tracker.
- Implement differentiated coaching cycles aligned to teacher instructional needs and student outcomes, including intensive supports such as co-teaching and lesson rehearsal, as well as ongoing feedback through walkthroughs, instructional conversations, and on-the-spot coaching for all teachers whose spot average is below a 13.

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

- Teachers will engage in weekly PLCs to internalize lessons, analyze student work, and plan targeted reteach using the Great 8 instructional practices.
- Teachers will implement feedback from coaching and modeling to strengthen the first and the 2nd teach aligned to the Sweet 16.
- Teachers will review daily DOL data in OnTrack and use the results to adjust instruction based on student misconceptions and instructional trends.
- 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		
TOTAL		0.00
Funding sources:		

	Improve School Climate
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By MOY, 50% of new teachers (8) 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 60% by EOY. ● By MOY, 50% of returning teachers (11/20) will agree or strongly agree with the following statement from the climate survey: (Morale is generally good at my school.) This will increase to 60% by EOY. ● By MOY, 50% of all 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 60% by EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● School leaders will create a PD survey to send out to staff during pre-service week. ● School leaders will identify teacher leaders to provide and support PD offerings. ● School leaders will organize a monthly staff event and appreciation day. ● School leaders will organize campus committees targeted toward improving school climate. ● School leaders will create a MOY survey to monitor progress toward indicators of success.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Staff will complete the PD survey and analyze data to determine individual PD needs. ● Staff will adhere to PD norms during all training. ● All staff will model the school purpose statement to all stakeholders.

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 Four	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>
	<ul style="list-style-type: none"> By June 2027 (EOY), the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> School Administrators will collaborate with SPED DC to provide weekly, data-driven PLCs focused on lesson internalization, scaffolding, and progress monitoring for students who receive services from OSES. SPED DC, in conjunction with SPED teachers will monitor student data trends using OnTrack and SPOT dashboards and adjust professional development and coaching based on identified performance gaps. School Administrators will collaborate with SPED DC to provide targeted coaching, modeling, and co-teaching support aligned to the “Great 8” instructional practices. School Administrators will collaborate with SPED DC to lead data meetings after each assessment cycle (BOY, MOY, EOY) to review performance of students receiving services from OSES. School Administrators will ensure that teachers are tracking students’ progress monitoring via Frontline.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Teachers will actively participate in weekly PLCs by internalizing lessons, analyzing student work and data, and planning responsive reteach strategies based on progress monitoring measures. Teachers will regularly review and reflect student data in OnTrack 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.

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: