School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

Needs related to student achievement data

- Math-NWEA Map Data indicates we need to continue to show growth in 1st grade and increase achievement in kinder and 2nd grade.

  NWEA MAP Middle of Year (EOY '25 – '26) Math achievement data indicated that:
  - 9% of students were in the (1st-21st) percentile;
  - 12% in (21st - 40th) percentile;
  - 19% in (41st – 60th) percentile;
  - 31% in (61st – 80th) percentile;
  - 29% in (81st to 99th) percentile.
- Reading-NWEA Map Data indicates we need to continue to show growth in 5th grade and increase achievement in 2nd and 3rd grade.

  NWEA MAP Middle of Year (EOY '25 – '26) Reading achievement data indicated that:
  - 10% of students were in the (1st-21st) percentile;
  - 14% in (21st - 40th) percentile;
  - 24% in (41st – 60th) percentile;
  - 31% in (61st – 80th) percentile;
  - 21% in (81st to 99th) percentile.

Needs related to improving the quality of instruction

ROOT CAUSE

The quality of instruction needs assessment is grounded in multiple triangulated data sources, including IRT performance trends (growth from 12.75 on BOY IRT 1 to 15.06 on EOY IRT 4), AIM platform results (Lead rating: Proficient I), and walkthrough data from the HISD SPOT App. The data on the quality of instruction highlights a need for targeted professional development focused on supporting teachers in planning and embedding effective exemplars during the instructional planning process. Additionally, the data indicates a need for professional development on how to strategically use student responses and questions during lessons to reinforce key concepts and address misconceptions in real time.

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 improvement at Ketelsen ES.

- **Identifying Baseline Data:** By analyzing the school's current performance—using formative, interim, and summative data, campus leaders can identify precise areas for improvement in overall quality of instruction to improve student academic 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.
- **Monitoring Implementation:** Regular monitoring ensures turnaround strategies are implemented effectively by teachers and keeps the school on track for students to meet their achievement goals.
- **Data Tracking:** Create a schoolwide system to track student performance and teacher effectiveness, ensuring ongoing monitoring of academic achievement and instructional quality.
- **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 student academic achievement in reading
- Improve student academic achievement in math
- Improve quality of instruction

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve student academic achievement in reading
	Indicators of success (Measurable results that describe success.)
	● By NWEA MAP **MOY**, 61% of students in grades 2 -5 will be at the 50th percentile or higher in achievement for reading. ● By NWEA MAP **EOY** 2027, 67% of students in grades 2 -5 will be at the 50th percentile or higher in achievement for reading. ● By **EOY** 2027, 70% of students in grades K-1 will be At Benchmark or higher as measured by DIBELS. ● By NWEA MAP **MOY**, 48% of students in grades 2nd – 5th with an IEP will be at 50th percentile or higher in growth for reading. By June 2027, this rate will increase to 50%. ● By MOY 2027, 75% of students will be on track to meet EOY goals on AMIRA, as measured by the HISD learning cumulative calendar. By EOY 2027, this rate will increase to 90%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

	● Lead data digs to review student data from mid cycle assessments and CADFAs to create action plans to support student learning and monitor their achievement. ● Provide additional training on utilizing writing strategies to improve scores on SCRs and ECRs for teachers in 3rd – 5th grade for formative, interim, and summative assessments. ● Lead PD on creating exemplars during lesson internalization, and how to use student answers and questions to reinforce learning objectives and address misconceptions. ● Provide weekly reports on AMIRA usage and progress towards individual and grade level goals.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Ensure daily slide decks are internalized and adjusted based on student data to support high-quality first instruction. ● During extended Fridays, assign ECR prompts to students using a program like Writable. ● Consistently provide immediate feedback on response cards, during instruction.

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 creating concrete exemplars to support student learning.	0
Materials/resources	Curriculum documents, NWEA Map Growth reports, Lead4ward documents, Ontrack reports, SPOT form, and Lesson internalization document.	0

Purchased services	Writeable	
Other		
	TOTAL	0
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve student academic achievement in math.
	Indicators of success (Measurable results that describe success.)
	● By NWEA MAP MOY, 63% of students in grades K -5 will be at the 50th percentile or higher in achievement for math. ● By NWEA MAP EOY, 73% of students in grades K -5 will be at the 50th percentile or higher in achievement for math. ● By NWEA MAP MOY, 53% of students in grades K – 5th with an IEP will be at 50th percentile or higher in growth for math. ● By NWEA MAP EOY, 55% of students in grades K -5 with an IEP will be at 50th percentile or higher in growth for math. ● By MOY 2027, 75% of students will be on track to meet EOY goals on ZEARN, as measured by the HISD learning cumulative calendar. By EOY 2027, this rate will increase to 90%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Lead data digs to review student data from mid cycle assessments and CADFAs to create action plans to support student learning and monitor their achievement. ● Lead PD on creating exemplars during lesson internalization, and how to use student answers and questions to reinforce learning objectives and address misconceptions. ● Provide weekly reports on ZEARN usage and progress towards individual and grade level goals.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Ensure daily slide decks are internalized and adjusted based on student data to support high-quality first instruction. ● Review mid-cycle and CADFA blueprints to ensure teachers are prioritizing the tested TEKS during extended Fridays for 3rd–5th grade and during interventions for K–2nd grade.

	● Annotate and solve DOLs for each lesson to identify student exemplars and determine targeted questions that reinforce key ideas of the LO and address anticipated misconceptions. ● Review student progress on ZEARN lessons completion on a weekly basis and provide feedback to students who are not on track. Follow up with parents as needed to communicate student progress.

Key Action TWO: Staff Development

Who: Principal, Assistant Principal, SpEd Department Chair, Grade Level Chairs

What: Digital Resource Training of OnTrack, ZEARN, Weekly TEKS guide for 3rd – 5th grade

- NWEA Map Test Training
- Data PLC/Lesson Internalization Protocol

When: August pre-service, Weekly PLCs, BOY, MOY, EOY Testing Window, PD Days: Sept. 21st, Oct .9th, Nov. 6th, Jan. 4th, Feb. 15th, April 16th, and June 1st

Where: Campus and District locations

Key Action TWO: 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 creating concrete exemplars to support student learning.	0
Materials/resources	Curriculum documents, NWEA Map Growth reports, Lead4ward documents, Ontrack reports, SPOT form, and Lesson internalization document.	0
Purchased services		
Other		
	TOTAL	0

Funding sources:

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve quality of instruction
	Indicators of success (Measurable results that describe success.)
	● 60% of teachers will have a spot average of 14.5 or higher by December 2026. ● 80% of teachers will have a spot average of 14 or higher by May 2027. ● 80% of 2nd teach observations will have a spot average of 14.5 or higher by April 2027. ● 80% of special education teachers will have a proficiency level of Proficient I or higher by April 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Lead PD and support on the district's Great 8 instructional strategies, including Sweet 16. ● Lead vertical alignment PD to give teachers opportunities to collaborate and share instructional best practices (i.e., scaffolds and student exemplars). ● Structure DEMO Day to target the lowest-scoring instructional indicators on spot forms, based on monthly campus spot data and IRT feedback. ● Lead instructional walks across grade levels with teachers and admin, to strengthen staff instructional capacity.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Participate in grade level planning sessions to share best practices for upcoming units. ● Implement strategies and techniques provided in district PD to improve instruction. ● Participate in weekly Demo Day lesson delivery/observation. ● Participate in monthly Calibration Walks lesson delivery/observation with teachers. ● Participate in monthly vertical alignments PD sessions.

Key Action THREE: Staff Development
Who: Instructional Leaders
What: Provide quality PD sessions, 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	PD, PLCs, and DEMO Day sessions that focus on improving high quality instruction to meet the needs of students.	0
Materials/resources	Curriculum documents, SPOT forms, and Great 8 and Sweet 16 district resources.	0
Purchased services	NA	
Other		
Other		
	TOTAL	0

Funding sources: