



2024-2025

Cougar PRIDE

**Kate Bell
Elementary**

Physical Development Magnet

Joshua Perales, Principal

SY 24-25 School Action Plan (West Division Office)

Campus	Bell Elementary
Principal	Joshua Perales
Grades Served	PK - 5th
Enrollment	550

- [Key Action Guide](#) – Use as a reference to assist with writing the Key Action statements.

[Connection to District Plan](#) – Use as a reference for the Connection to the District Plan

Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

TELPAS RESULTS:

TELPAS: 3-Year Performance

Levels	Year		
	2024-2025	2023-2024	2022-2023
Beginning	110	105	
Intermediate	106	100	
Advanced	41	44	
Advanced High	13	15	
Total	270	264	

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

SPED NWEA RESULTS:

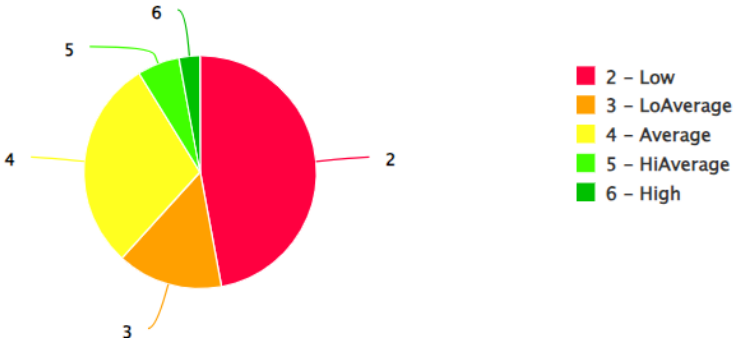
SPED READING

Test Results	Objective Analysis	Banding Report	Summary
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Performance Level Summary	#	%	✓
Number of Students Tested:	34		
2 - Low	16	47.06%	✓
3 - LoAverage	5	14.71%	✓
4 - Average	10	29.41%	✓
5 - HiAverage	2	5.88%	✓
6 - High	1	2.94%	✓



By Performance Levels Chart



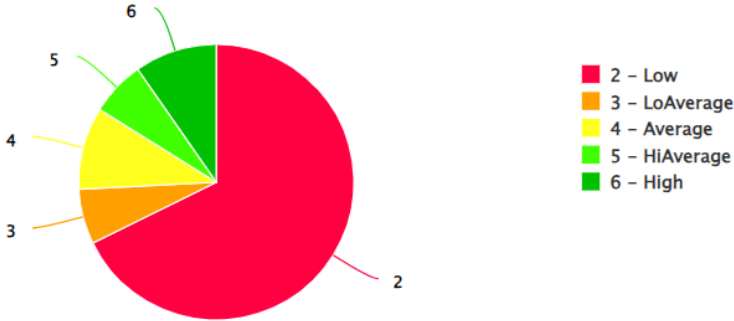
SPED MATH

Test Results	Objective Analysis	Banding Report	Summary
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Performance Level Summary	#	%	✓
Number of Students Tested:	31		
2 - Low	21	67.74%	✓
3 - LoAverage	2	6.45%	✓
4 - Average	3	9.68%	✓
5 - HiAverage	2	6.45%	✓
6 - High	3	9.68%	✓



By Performance Levels Chart



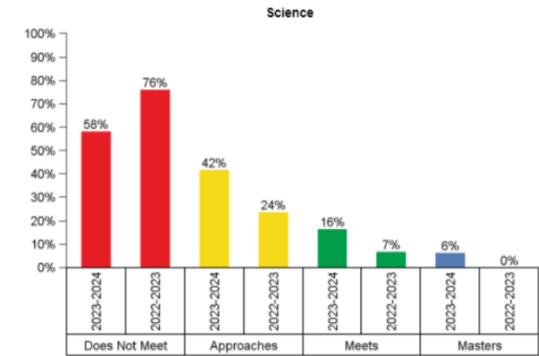
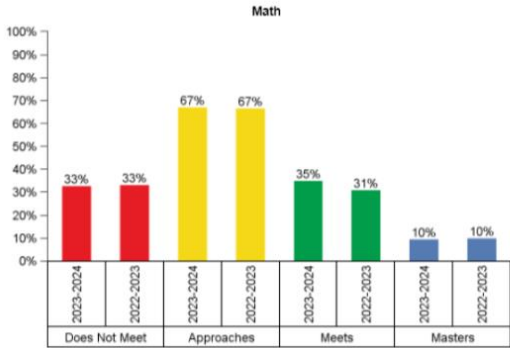
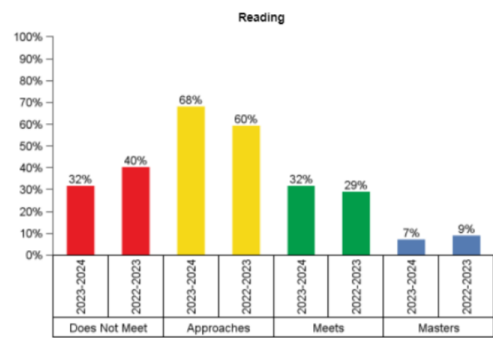
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STAAR RESULTS:

STAAR: 2-Year Performance

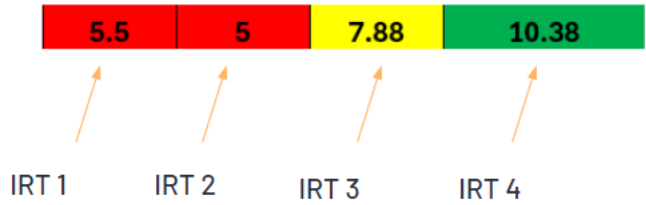
Note: Includes the 2 most recent school years for which we have data.

STAAR 3-8: Spring administration only; not including STAAR ALT, including English and Spanish tests



IRT RESULTS:

2023-2024



The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

2024-2025

1ST 3wk SPOT AVG	PLANNING	ENGAGE & DELIVER	MONITOR & ADJUST	REINFORCE & REDIRECT	LEARNING ENVIRONMENT
9.42	1.61	2.88	2.27	0.91	1.76

Campus Narrative:

The needs assessment for Kate Bell Elementary identifies several key areas of focus to enhance student performance and instructional quality. To support Special Education (SPED) students, there is a need to increase the performance of 3rd-5th grade SPED Resource students on the NWEA Reading assessment by 10% compared to the previous academic year. This will be achieved through targeted interventions and differentiated instruction. For High-Quality Instruction (HQI), the campus will implement the LSAE (Learning, Securing 1 & 2, Accelerated, and Enrichment) model with fidelity in grades 3-5 to ensure a rigorous and engaging learning environment for all students. For Emerging Bilinguals, the focus is to increase the percentage of English Learners (ELs) advancing one level or more on TELPAS 2025 compared to TELPAS 2024 through effective content-based language instruction. Additionally, a campus-wide goal is to raise the SpotCheck Observation average by 10% in the 2024-2025 academic year as compared to the 2023-2024 average, which will be accomplished by providing professional development and coaching to improve instructional practices. These actions are crucial to meeting the diverse needs of our student population and fostering an environment of continuous growth and improvement.

Philosophy:

At Kate Bell Elementary, we believe that all students can learn and reach their full potential. Our philosophy is grounded in the conviction that every child, regardless of their background or learning needs, deserves access to high-quality, rigorous instruction. We strive to create a learning environment where academic excellence is the norm, and students are challenged to grow and achieve at a pace that prepares them for future success. By setting high expectations and providing the support necessary to meet them, we empower our students to become confident, capable learners who are prepared for the challenges of the 21st century.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Processes:

To ensure that our high standards are met, we have adopted the NES (New Education System) model, which provides a structured and consistent approach to school operations and classroom management. From the way we walk in the hallways to maintaining high levels of student engagement in the classroom, every aspect of our school day is designed to promote a safe and focused learning environment, keeping High Quality Instruction as the priority. Teachers implement structured routines, and students are engaged in purposeful activities that foster a culture of respect, discipline, and academic achievement. This structured approach helps us maximize instructional time and supports a positive school culture where all students can thrive.

Implementation:

The implementation of the LSAE (Learning, Securing 1 & 2, Accelerated, and Enrichment) model is central to our instructional strategy. We are committed to delivering this model with fidelity, ensuring that all components are executed effectively to meet the diverse needs of our students. To maintain teacher buy-in and transparency, we continuously communicate our goals and progress, inviting feedback and collaboration. This open communication fosters a sense of ownership among teachers, who are crucial partners in the successful implementation of the LSAE model. By adhering to this structured yet adaptable framework, we can provide students with differentiated learning experiences that are both challenging and supportive.

Capacity Building:

Capacity building is a core focus at our campus, as we believe that investing in the growth of our educators and students is essential to achieving long-term success. We prioritize on-the-spot coaching for both teachers and students, providing immediate feedback and guidance to support continuous improvement. Our leadership team is also committed to ongoing learning, participating in professional development opportunities and engaging in mentorship to refine their skills and stay abreast of best practices. This culture of continuous learning and support ensures that everyone at Kate Bell Elementary—students, teachers, and leaders alike—is equipped to excel and reach their full potential.

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Key Action #1	Key Action for SPED: Increase 3 rd – 5 th grade Special Education Resource students’ performance on NWEA Reading by 10% compared to the previous academic year.
	Needs Assessment with Data and Rationale: Historically, Resource students performed in the Did Not Meets category for STAAR (all contents.) Resource students receive tailored instructional supports to assist with accessing the curriculum, yet there was low success rates for students as it related to standardized testing.
	Goals and Priorities: <ul style="list-style-type: none"> ● Quality reading resource instructional support that includes data-based instructional support strategies for each resource student in grades 3rd-5th as evident by utilization of research-based instructional strategies, and the fidelity of the reading resource block using the Spot Check tool. ● Increased student performance on reading demonstrations of learning (DOL) at a rate of 50% proficient by December 2024, 70% proficient by March 2025, and 80% proficient by May 2025. ● The campus goals, priorities, methods, and standards are specific and clearly laid out in the 2024-2025 Cougar Playbook. ● The methods and standards we will employ to deliver high quality instruction campus-wide is our campus standard and will be monitored via the SpotCheck and formal observations. ● Core content teachers at all grade levels have greater than three years of teaching experience. ● Professional development will be centered around increasing effectiveness of instructional strategies, and deficit identification.
	Indicator of Success: <ul style="list-style-type: none"> ✓ Increased growth points on NWEA in all contents assessed by 5% ✓ Special Education teachers will receive proficient or higher in Domain 2 Dimensions 2.1-2.5. ✓ Special Education teachers will engage in weekly PLC and lesson rehearsal sessions. ✓ Improved quality of instruction for teachers as evidenced by SpotCheck observation scores in comparison to previous year.
	Specific Actions: <p>School leaders</p> <ul style="list-style-type: none"> ● The Principal and Assistant Principals will train, lead, and support the implementation of the Amplify Reading curriculum K-5. ● The principal will allocate instructional resources and manpower to provide intervention to students who demonstrate academic gaps/delays or low performance. ● The Principal and Assistant Principals will consistently monitor the reading instructional block with tailored feedback, in the moment coaching, individual planning sessions, and rehearsal opportunities with DOL and reading assessment data analyzation. <p>School Staff</p> <ul style="list-style-type: none"> ● Teachers, Teacher Apprentices, and Teaching Assistants will train, plan, internalize, and implement quality reading instruction adhering to the Amplify curriculum, and reading intervention processes. ● Teachers, Teacher Apprentices, and Teaching Assistants will utilize feedback to develop mastery in instructional practices, research-based strategies, and the delivery of high- quality instruction daily. ● Teachers, Teacher Apprentices, and Teaching Assistants will collect, monitor, and respond to individual student data which will support student growth and ultimate progress to high student achievement.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Connection to District Plan: Supporting and implementing the Core Belief that all students can learn and reach their full potential. The campus is aligned to the district's focus on Special Education ACHIEVEMENT. We will leverage the Special Education and Data Cross Functional Team members to assist in compliance, best practices, and data analysis to drive decisions.

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Key Action #2

Key Action for HQI: Implement LSAE (Learning, Securing 1 & 2, Accelerated, and Enrichment) model with fidelity in grades 3-5.

Needs Assessment with Data and Rationale: Based on the 2024 campus Report Card score of a 75, we still scored a 65 in Student Achievement. By utilizing HISD's aligned curriculum and following the LSAE model, our campus is looking to improve by 10 points in this area alone. When implemented with fidelity, campuses have seen exponential growth by using the NES system. In HISD- out of 121 schools, only 41 schools did not move out of the D-F range in a single school year.

Goals and Priorities:

- Bell ES will receive a proficient grading in spot observations with an emphasis of the LSAE model within the fall semester with average scores being 8 - 10 points, by end of year Bell ES will receive proficiency in LSAE grading with average scores being 10-12 points.
- Bell ES staff will support students in maintaining hallways procedures when transitioning to the Team Centers.

Indicator of Success:

- Bell Elementary School will have 95% of teachers accurately meeting DOL pacing requirements to push students to the Team Center by 9/1.
- By 10/1, all teachers will be at 100% , maintaining pacing to allow students to reach the Team Center after mastering the DOL.
- All students will be taking online DOLs by October 1, 2024.
- Bell ES will implement HISD's Four core Instructional Practice: Lesson Objectives, Demonstrations of Learning, Engagement Strategies, and purposeful, aligned instruction by end of Fall semester over 85% of teachers will be able to receive Proficiency 1 or Proficiency 2 in SPOT scores received from Administration and the Independent Review Teams.

Specific Actions:


School leaders

- 1. Train administrators and teacher leaders on the use of the LSAE rubric throughout the year.
- 2. Coach and provide specific feedback to teachers regularly on differentiated learning criteria of the Spot Observation form.
- 3. Train staff on effective implementation of the LSAE rubric throughout the year through school staff development.
- 4. Focus on data, DOL, engagement strategies, and aligning instruction to district/school requirements.
- 5. Assess all teachers twice a month on how well the LSAE model has been implemented.

School Staff

- 1. Assess the school to see how well the LSAE model has been implemented using SPOT Observations.
- 2. Train staff on effective implementation of the LSAE model throughout the school year.
- 3. Calibrate on the SPOT Form with each grade level team.
- 4. Coach and provide regular feedback to teachers on the differentiated learning criteria of the spot observation form.
- 5. Plan High-Quality Instruction utilizing the rubric, internalizing lesson plans with the LSAE model to support rigorous instruction and student mastery.
- 6. Use of timers to ensure pacing of lesson so that the lesson cycle can be followed and implemented with fidelity.

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Connection to District Plan: Supporting and implementing the Core Belief that we are accountable for clearly defined outcomes to positively impact student achievement. We will leverage the Data Cross Functional Team member to assist in data analysis to drive decisions. The curriculum department will be a collaborative partner in science materials and best practices.

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Key Action for Emerging Bilinguals: Increase percentage of **English Learners (EL)** student population who grow one level or more on TELPAS 2025 compared to TELPAS 2024 through the implementation of content based language instruction.

Needs Assessment with Data and Rationale: Based on the 2023 Spanish Reading STAAR 68% of 4th grade students were at the Did Not Meet category. 56% of 3rd grade students were at the Did Not Meet category. Compared to 2022 Spanish testers were at 38% Meets category across all tests and grades. These data points indicate that there is a need for high quality, research- based instruction campus-wide. The structured curriculums of Amplify and Eureka, implemented with fidelity will support growth in this student population. Teachers will participate in professional development to support ELPSs and Language development, PLC, and instructional planning to support their acquisition of high quality instructional strategies.

Goals and Priorities:

- Reading and English Language Development (ELD) instruction in grades K-5th as evident by the fidelity of the reading and ELD block instructional minutes using the (EB) Spot Observation tool. Increased student performance on reading and Summit K-12.
- Bilingual and ESL teaching staff each have greater than five years of teaching experience. Professional development will be centered around increasing effectiveness of instructional strategies, and deficit identification.
- Emergent Bilingual teachers have data displayed in the classroom that tracks BOY, MOY & EOY performance (Summit K12) for instructional planning.
- The campus goals and priorities are specific and clearly laid out in the Cougar Playbook.
- The methods and standards we will employ to deliver high quality instruction campus-wide is our campus standard and will be monitored via the SpotCheck and formal observations.

Indicator of Success:

- ✓ Increased percentage of EL students moving up one level on 2025 TELPAS.
- ✓ 90% Student usage on Summit K-12 language intervention resource as evident on usage data reports for 2024-2025.
- ✓ English Language Development Lab utilized daily to support online ESL intervention via dedicated language blocks identified on the master schedule.
- ✓ Effectively implement content-based language instructional practices as evident by 8 out of 13 Emergent Bilingual teachers receiving SpotCheck observation ratings greater than 8 out of 15 points monthly.

Specific Actions: School leaders

- The Administrative team will train and coach campus on Content Based Language Instruction (CBLI) and the alignment to the State Standards and ELPS as evident by the campus professional development plan.
- The Principal and Assistant Principals will monitor the implementation of the EB Action Plan district compliance documentation, EB teacher identification, data monitoring, and ELD block through the implementation of EB Spot Check form.
- The Principal and Assistant Principals will provide support through increased parental engagement, and effective communication practices both oral and written.
- The counselor will deploy Wraparound services tailored to the needs of English Learners and their families both in school and at home.
- The school counselor will provide small group sessions for English Learners to allow their voice and concerns to be heard, ultimately addressing their social emotional needs to support their academic progress.

School Staff

- Teachers, Teacher Apprentices, and Teaching Assistants will implement the Campus EB Action plan through the application of ESL and Bilingual instruction, Content Based Language Instruction in all instructional blocks and targeted ELD instruction in classrooms with fidelity.
- Teachers and Teacher Apprentices will track and monitor EB language acquisition progress via the LPAC and Language Development Coordinator to adequately move students towards exiting the program and reducing the long term EBs.
- Teachers and Teacher Apprentices will utilize feedback from the Language Development Coordinator to increase the utilization of research based,

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high-yield Content Based Language Instructional strategies that enable the delivery of high-quality instruction daily.

- Teachers and Teacher Apprentices will collect, monitor, and respond to individual student data which will support student growth and ultimate progress to high student achievement.

Connection to District Plan: Supporting and implementing the Core Belief that we value equity and commit to reducing inequities inherent in the education system. We will leverage the Data Cross Functional Team member to assist in data analysis to drive decisions. We will collaborate with the SunRise Center to assist our WrapAround Resource Specialist in providing critical support and resources to students and families.

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Key Action #4	Key Action for Discretionary Item: Increase the 2024-2025 SpotCheck Observation average campus-wide by 10% as compared to the 2023-2024 campus average.
	Needs Assessment with Data and Rationale: Campus IRT average for the 2023-2024 school year was low in 3 of 4 visits. 15 of 35 teachers were rated second chance as a result of low instructional ratings. Teacher averages on SpotCheck observations were low. It was 7.19 for the 23-24 school year.
	Goals and Priorities: Teachers will perform at a rate of 9.5 or higher monthly on SpotCheck observations. Delivering High Quality Instruction everyday in every content is the campus expectation. Teachers will facilitate planned, aligned, and engaging lessons to students daily.
	Indicator of Success: <ul style="list-style-type: none"> ✓ Increase in campus IRT ratings to minimum score of 10 at each visit. ✓ Increase in student's performance on weekly DOLs in all content in comparison to 2023-2024 data. ✓ Increase in student performance on Monthly Common Assessments in all content in comparison to 2023-2024 data. ✓ Increase in teacher effectiveness in demo sessions as measured by Administrator documentation and feedback.
	Specific Actions: School leaders <ul style="list-style-type: none"> • Lead, Monitor, and train teachers and staff during Demo Day weekly. • Lead, monitor, and train teachers and staff during weekly PLC. • Lead, monitor, and train teachers and staff during campus professional development days. School Staff <ul style="list-style-type: none"> • Participate in weekly Demo Days. • Participate in weekly At-Bats/Lesson rehearsals in PLC. • Arrive to planning sessions with lesson pre-work completed. • Arrive to planning sessions having internalized the lesson to fully engage in collaborative planning sessions.
	Connection to District Plan: Supporting and implementing the Core Belief that we are accountable for clearly defined outcomes to positively impact student achievement. We will leverage the Data Cross Functional Team member to assist in data analysis to drive decisions. The curriculum department will be a collaborative partner in science materials and best practices.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.