

2025-2026 Action Plan



McNamara Elementary

Toufic Elachkar

School Action Plan - Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

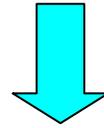
Our student achievement data shows that math performance is currently stronger than reading, highlighting the need to prioritize reading instruction. DIBELS results indicate a significant number of K-1 students are still below or well below benchmark levels in foundational reading skills. Additionally, NWEA MAP Reading scores reveal that our campus needs to improve both in terms of student growth and overall achievement, reinforcing the urgency to strengthen literacy supports across grade levels.

Needs related to improving the quality of instruction

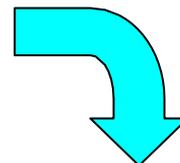
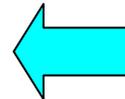
To improve the quality of instruction, our data points to a clear need to strengthen the "Monitor and Adjust" instructional practice, as this is a consistent area of low performance on SPOT observations and has been frequently noted in feedback from IRT visits. Teachers need support in using real-time student data to adjust instruction effectively. Additionally, there is a critical need to improve instruction for Emergent Bilingual (EB) students, with a focus on strategies that build English proficiency and ensure access to grade-level content.

System evaluation (philosophy, processes, implementation, capacity)

Our current system shows a need for stronger alignment between our instructional philosophy and daily practice, particularly in how we support all learners, including Emergent Bilingual students. Building capacity among teachers and instructional leaders is essential to ensure that data-driven instruction, monitoring, and adjustments are embedded into our instructional routines with fidelity.



Parameters
and metrics
established by
the District



Key Actions

1. Improve staff capacity to provide high-quality instruction
2. Strengthen literacy instruction in Kinder-3rd grade
3. Improve EB quality of instruction and English proficiency

McNamara Elementary 2025-2026 School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to provide high-quality instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> 75% of scores on spot observations conducted by IRT 2 will be at proficient (9) or higher; that number will increase to 80% by IRT 4 in May 2026 80% of teachers will average 6 points or higher on the Engage and Deliver AND Monitor and Adjust section of the SPOT form by January 2026; that point average will increase to 7 points by May 2026 For the 25-26 school year, McNamara will score at least an average of 10 points as determined by an IRT by Round 2 and at least 11 in IRT by Round 4
	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"> Train teachers on the "Great 8" instructional strategies during August 2025 pre-service PD and continuously throughout the 25-26 school year during PD days Monitor student data through writing samples, DOLs, and authentic student work samples Provide in-the-moment coaching regularly around best practices for "Engage and Deliver" and "Monitor and Adjust" Calibrate as an instructional leadership team at least weekly Facilitate effective lesson planning systems during weekly PLCs that include but are not limited to lesson internalization, lesson customization, creation of exemplars, scripting high-level questions, and planning engagement opportunities.
	Specific actions - staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Engage weekly in effective PLC focused on lesson internalization, the "Great 8" (QRC, SCRs, ink-pair-share, turn and talk), and data. Implement the use of engagement strategies and aggressive monitoring techniques daily. Engage in daily planning consisting of lesson internalization, customization, and weekly demo'ing to ensure effective delivery of instruction. Respond openly to on-the-job coaching both in the moment and during planning Teachers will implement feedback and action steps from SPOT observations regularly

Key Action One: Staff Development

Who: All teachers (PD led by the leadership team)

What: Train teachers on campus expectations for high-quality instruction and The Great 8 (effective lesson objectives and demonstrations of learning, high-impact engagement strategies, differentiated instruction, the use of technology to improve instruction)

When: August pre-service PD and ongoing throughout the year

Where: McNamara (cafeteria)

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Done by campus leadership	\$0.00
Materials/resources	Whiteboards, EXPO markers, index cards, sheet protectors, anchor chart paper	\$18,000.00
Purchased services		
Other		
Other		
TOTAL		\$18,000.00

Funding sources: GF1

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Strengthen literacy instruction across all grade levels
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● 55% of 2nd-5th grade students will meet their individual goals on the Reading NWEA Map assessment by the MOY administration in January 2026 and 60% will meet their individual goals on the EOY administration in May 2026. ● By January 2026, 2nd-5th grade students will achieve the 50th percentile for growth in reading on the NWEA MAP assessment. By the end of the school year in May 2026, these students will reach the 53rd growth percentile or higher. ● 50% of K-1st grade students will move up one performance level or will maintain at/above performance from the BOY DIBELS/Lectura administration to the MOY administration in January 2026. That number will increase to 60% of students for the EOY administration in May 2026. ● By December 2025, 60% of student ECR writing samples will score a 2 as measured by the TEA STAAR ECR rubric. By May 2026, 75% of student ECR writing samples will score a 2 as measured by the TEA STAAR ECR rubric.
	Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● For select teachers, provide expert professional development (Reading Academy through TEA) on literacy and how to teach reading to students who are behind in proficiency. Teachers will complete the Reading Academy by April 2026. ● Instructional leaders will conduct professional development that will focus on mastery of how to execute lessons using engagement strategies (QRC, SCR, ink-pair-share, turn and talk) where students read, write, discuss, and listen. ● Instructional leaders will provide feedback during PLCs and after SPOT observations to ensure the 4 parts of language are intentionality planned for every lesson. ● Leaders will lead professional development on how to execute SCR and ECRs in lessons and how to elevate student writing across all contents. ● Instructional leaders will provide teachers professional development on how to score and write an essay aligned with the TEA STAAR Rubric, in order to support student learning at least three times during the school year.
Specific actions - staff (What specific action steps will the staff take to accomplish the objective?)	

- Teachers will analyze NWEA MAP and DIBELS/Lectura assessment data after each administration (BOY, MOY, EOY) to adjust teaching strategies and groupings for students who need additional support or enrichment
- Teachers will attend professional development that will focus on mastery of how to execute lessons where students read, write, discuss, and listen to one another.
- Teachers will implement feedback provided to enhance lesson plans.
- 3rd-5th grade teachers will implement ECR rubrics as early as September 2025.
- Teachers will regularly collect writing samples to analyze trends and reteach.
- All teachers will embed SCRs in all contents to ensure the writing is being developed across contents.
- 3rd-5th grade teachers will use the STAAR Rubric to provide immediate feedback and score SCRs/ECRs.

Key Action Two: Staff Development

Who: All reading teachers (PD led by the leadership team)

What: Targeted professional development sessions for teachers on effectively implementing the Amplify curriculum (K-2nd), with a specific focus on utilizing the 'Skills' portion to equip students with the necessary competencies to read at or above grade level. Professional development for 3rd-5th grade teachers will focus on the HISD curriculum

When: August pre-service PD and ongoing throughout the year

Where: McNamara (cafeteria)

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Done by campus leadership team	\$0.00
Materials/resources	Amplify curriculum and Amira-purchased by the district,	\$0.00
Purchased services	IXL Online subscription	\$13,325.00
Other		
Other		
TOTAL		\$13,325.00

Funding sources: GF1

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve EB quality of instruction and English proficiency
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● 75% of teachers of emergent bilingual students will average at least a 10 on their SPOT observation scores by December 2025. This number will increase to 80% by May 2026. ● 70% of bilingual teachers will average at least a 9 on their SPOT observation scores specifically during their English Language Development (ELD) block by December 2025. This number will increase to 75% by May 2026. ● 60% of 3rd-5th grade emergent bilingual students will meet their individual growth target (as determined by NWEA) on 2nd-5th NWEA MAP Reading by January 2026 and at least 65% will meet their individual growth target by May 2026. ● By December 2025, 45% of EB students will demonstrate a one-point growth on the Summit K-12 benchmark assessment composite score as compared to their 2024-2025 TELPAS composite score. By the TELPAS administration in Spring 2026, 49% of our EB students will raise their composite score by at least one point as compared to their 2024-2025 TELPAS composite score.
	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"> ● Leadership team and the language development coordinator (LDC) will provide professional development to teacher on Summit K-12 resources, data reports, and progress monitoring by September 2025. ● Emergent Bilingual teachers will be coached by the leadership team and the language development coordinator (LDC) on content-based language instruction (CBLI) best practice on how to engage students in listening, speaking, reading, and writing to EB students who are behind in proficiency. Emergent Bilingual teachers will participate in at least 4 professional development days by March 2026. ● Appraisers will conduct weekly SPOT observations during the scheduled Reading and ESL block for each teacher with EB students. ● Language development coordinator (LDC) will provide regular, monthly feedback to teachers of EB students.
Specific actions - staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- Teachers and admin will use Summit K-12 to monitor student progress in 2nd-5th grade. Emergent bilingual students will participate in formative assessments through Summit K-12 at least twice a year.
- Teachers will track NWEA Map and DIBELS/Lectura student data consistently throughout the school year and create small groups of students for interventions/enrichment for all EB students.
- During weekly Thursday PLCs, teachers will present and demo an upcoming lesson, explicitly identifying language objectives and incorporating at least one scaffold (e.g., sentence stems, visuals, modeling, word banks, etc.). The team will discuss language demands and offer feedback or additional scaffold ideas.

Key Action Three: Staff Development

Who: All EB teachers (PD led by the leadership team)

What: Targeted professional development sessions for teachers on effectively improving English proficiency and usage of Summit K-12

When: August pre-service PD and ongoing throughout the year

Where: McNamara (cafeteria)

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Done by campus leadership team	\$0.00
Materials/resources	Summit K-12 (purchased by the district)	\$0.00
Purchased services		
Other		
Other		
TOTAL		\$0.00

Funding sources: GF1