

2025-2026 Action Plan

Almeda Elementary

Ian Olmstead

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

	2022 Rating	2023 Rating	2024 Projected Rating
Almeda ES	88 B	64 D	73 C
	2022 STAAR	2023 STAAR	2024 STAAR
Math	69/37/16	68/38/11	69/43/11
Reading	71/42/21	64/35/11	67/38/15
Science	57/26/9	59/30/8	53/16/5

Using this data, the campus will strategically build capacity in our teachers focused on good first-time, high-quality instruction.

Needs related to improving the quality of instruction

Based on data from our SPOT observations and Instructional Rounds (IRT#1: 9.33, IRT#2: 9.75, IRT#3: 10.13), our campus will prioritize key areas of instructional focus to continue driving improvement.

Moving forward, we will concentrate on the following:

- **Lesson Internalization:** Instructional leaders will support teachers in fully internalizing lessons to ensure strong, first-time instruction. The goal is for every lesson to be delivered with clarity, confidence, and alignment to the district curriculum.
- **Differentiation & Anticipating Misconceptions:** We will work closely with teachers to plan for differentiation and proactively address potential student misconceptions before delivering the lesson. This ensures all learners are engaged and supported.
- **Monitoring & Adjusting:** Teachers will be supported in consistently monitoring student understanding throughout the lesson and making real-time instructional adjustments as needed. This responsive teaching practice helps ensure all students stay on track toward mastery.
- **On-the-Spot Coaching:** Leaders will provide timely, in-the-moment coaching to reinforce best practices and support immediate implementation of feedback.

These areas of focus will strengthen instructional delivery and help ensure that all students receive high-quality, tailored instruction every day.

System evaluation (philosophy, processes, implementation, capacity)

At Almeda Elementary School, we are committed to achieving academic and social excellence by delivering rigorous and relevant instruction within a safe, respectful, and no-excuses learning environment.

As an NES school we emphasize high-quality instruction and a culture of continuous improvement. Almeda’s instructional leaders will be consistently present in classrooms to provide real-time support through coaching and modeling. This ensures that teachers are implementing the district curriculum with fidelity and confidence.

As a united instructional team, we will regularly meet to review the “glows and grows” from SPOT walkthroughs, using this data to design targeted professional development that fosters growth across all classrooms.

Our administrative team is committed to providing on-the-spot coaching to strengthen teacher practices. During weekly leadership meetings, appraisers will collaboratively review the progress of their appraisees and identify instructional priorities.

In addition, appraisers will closely monitor LSAE instruction to ensure that reteach lessons are both internalized and effective. Teachers will be expected to track Demonstrations of Learning (DOLs), and this data will be discussed in PLCs to assess student progress and adjust instruction as needed.

Together, through consistent support, reflective practice, and a shared focus on student growth, we will continue to move Almeda forward.

School Action Plan Template

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

Improve reading proficiency through good first instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.

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

- Based on Reading STAAR data from 2024-2025 school year, students performing at, or above grade level will increase by:
 - Meets - from 47% to 52%
 - Masters - from 22% to 27%
- By January 2026, 70% of ELA teachers will score 5/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations
 - By May 2026, 80% of ELA Teachers will score 6/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations.

KEY ACTION ONE

- By the end of the academic year, 85% of tier 2 and tier 3 students will meet or exceed their individual ELA growth goals on NWEA EOY MAP.
- For NWEA from BOY to MOY, reading classes will score above the 60th percentile.

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

- **Internalization of Curriculum:** Teachers will receive in-depth training on internalizing the district’s reading curriculum during pre-service days. To ensure ongoing support, the Reading Vertical Team will meet monthly to align instructional practices with the campus Reading Plan. All professional development activities—including the calendar, agendas, and sign-in sheets—will document these trainings.
 - Support will include curriculum pacing, lesson planning, “at-bats” (practice opportunities), proper implementation of instructional resources, and strategies for developing individualized learning plans for students.
- **On-The-Spot Coaching:** Instructional Leaders will provide weekly on-the-spot coaching for teachers to enhance instructional delivery. All feedback from these sessions will be documented on the campus tracking form by each appraiser.
- **SPOT Observation Tracking:** Instructional Leaders will track SPOT observations weekly, identifying campus-wide trends and areas of need. Each appraiser will maintain a tracker in their binder to monitor teacher progress and ensure continuous growth.
 - PLCs will include an instructional focus component to address identified areas of need.
 - One-on-one support will be provided to teachers as needed, based on tracker data and individual progress.
- **Data Analysis and Planning:** Instructional Leaders will train staff to pull and analyze NWEA data reports after each administration. These reports will be used during “Planning for Success” sessions to drive instructional decisions. Appraisers will keep updated data reports in their data binders for review and planning purposes.
- **Monitoring DOL Data:** Instructional Leaders will review Demonstrations of Learning (DOLs) weekly to assess student progress and identify content or grade-level trends. Low-performing DOLs will be tracked by subject and grade-level to inform instructional focus.
 - PLCs will include targeted support based on DOL trends and student performance data.

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

- **Lesson Alignment and Planning:** Teachers will ensure that the Lesson Objective (LO), first-time instruction, student activities, DOLs, and assessments are fully aligned and on grade level.
 - Lesson plans will be submitted via SharePoint for review and feedback. Feedback will be discussed and applied during PLCs, including opportunities for “at-bats” to practice key components of instruction.

- **Feedback Implementation:** Teachers are expected to implement feedback from on-the-spot coaching and SPOT observations in all applicable future lessons. Evidence of implementation—or lack thereof—will be documented on the SPOT observation form.

- **Collaborative Planning and Data Conversation:** Teachers will actively participate in:
 - Monthly vertical alignment meetings
 - Weekly PLCs
 - Weekly content planning sessions
 - Ongoing individual DDI conversations

- **Student Growth Goals and Individualized Data Plans:** Following each NWEA administration, teachers will set stretch goals (target scores) for every student to support expected EOY growth. Using this data, teachers will create and maintain individualized student data plans, housed in their data binders.
 - These plans will be regularly revisited and adjusted during PLCs and grade-level planning meetings to ensure instruction remains responsive to student needs.

Key Action One: Improve reading proficiency through good first instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.

Who: Instructional Leaders, General Education teachers, SPED teachers, teacher apprentices, and learning coaches.

- What:
- Improve campus wide reading proficiency
 - Close the achievement gaps in reading
 - Improve instruction through differentiation

When: Ongoing, throughout the school year

Where: All RLA classrooms.

STAFF DEVL
BUDGET

Proposed item	Description	Amount
Staff development		
Materials/resources		

	Purchased services		
	Other	Incentives to motivate and provide urgency for student growth in RLA.	\$1,000.00
	Other		
	TOTAL		\$1,000.00
	Funding sources: General Fund		

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

Improve math proficiency through good first instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.

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

- Based on math STAAR data from 2024-2025 school year, students performing at, or above grade level will increase by:
 - Meets- from 42% to 47%
 - Masters- from 18% to 23%
- By January 2026, 70% of Math Teachers will score 5/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations
 - By May 2026, 80% of Math Teachers will score 6/10 or higher in Engage and Deliver and Monitor and Adjust as evidenced by SPOT Observations.
- By the end of the academic year, 85% of tier 2 and tier 3 students will meet or exceed their individual Math growth goals on NWEA EOY MAP.
- For NWEA, from BOY to MOY, math classes will score above the 60th percentile.
- By May 2026, 80% of 3rd-4th grade students will pass 90 or more grade-level lessons in Zearn.
 - By January 2026, 70% of 3rd-4th grade students will pass 40 or more grade-level lessons in Zearn.
- By May 2026, 80% of 5th grade students will pass 40 or more grade-level lessons in Zearn.
 - By January 2026, 70% of 5th grade students will pass 20 or more grade-level lessons in Zearn.

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

- **Internalization of Curriculum:** Teachers will receive in-depth training on internalizing the district’s reading curriculum during pre-service days. To ensure ongoing support, the Reading Vertical Team will meet monthly to align instructional practices with the campus Reading Plan. All professional development activities—including the calendar, agendas, and sign-in sheets—will document these trainings.
 - Support will include curriculum pacing, lesson planning, “at-bats” (practice opportunities), proper implementation of instructional resources, and strategies for developing individualized learning plans for students.
- **On-The-Spot Coaching:** Instructional Leaders will provide weekly on-the-spot coaching for teachers to enhance instructional delivery. All feedback from these sessions will be documented on the campus tracking form by each appraiser.
- **SPOT Observation Tracking:** Instructional Leaders will track SPOT observations weekly, identifying campus-wide trends and areas of need. Each appraiser will maintain a tracker in their binder to monitor teacher progress and ensure continuous growth.
 - PLCs will include an instructional focus component to address identified areas of need.
 - One-on-one support will be provided to teachers as needed, based on tracker data and individual progress.
- **Data Analysis and Planning:** Instructional Leaders will train staff to pull and analyze NWEA data reports after each administration. These reports will be used during “Planning for Success” sessions to drive instructional decisions. Appraisers will keep updated data reports in their data binders for review and planning purposes.
- **Monitoring DOL Data:** Instructional Leaders will review Demonstrations of Learning (DOLs) weekly to assess student progress and identify content or grade-level trends. Low-performing DOLs will be tracked by subject and grade-level to inform instructional focus.
 - PLCs will include targeted support based on DOL trends and student performance data.

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

- **Lesson Alignment and Planning:** Teachers will ensure that the Lesson Objective (LO), first-time instruction, student activities, DOLs, and assessments are fully aligned and on grade level.
 - Lesson plans will be submitted via SharePoint for review and feedback. Feedback will be discussed and applied during PLCs, including opportunities for “at-bats” to practice key components of instruction.
- **Feedback Implementation:** Teachers are expected to implement feedback from on-the-spot coaching and SPOT observations in all applicable future lessons. Evidence of implementation—or lack thereof—will be documented on the SPOT observation form.
- **Collaborative Planning and Data Conversation:** Teachers will actively participate in:
 - Monthly vertical alignment meetings
 - Weekly PLCs

	<ul style="list-style-type: none"> ○ Weekly content planning sessions ○ Ongoing individual DDI conversations <ul style="list-style-type: none"> ● Student Growth Goals and Individualized Data Plans: Following each NWEA administration, teachers will set stretch goals (target scores) for every student to support expected EOY growth. Using this data, teachers will create and maintain individualized student data plans, housed in their data binders. <ul style="list-style-type: none"> ○ These plans will be regularly revisited and adjusted during PLCs and grade-level planning meetings to ensure instruction remains responsive to student needs.
--	--

Key Action Two: Improve math proficiency through good first instruction with differentiated supports to increase mastery level of achievement and close achievement gaps.

Staff Level.	Who: Instructional Leaders, General Education teachers, SPED teachers, teacher apprentices, and learning coaches.
	What: <ul style="list-style-type: none"> ● Improve campus wide math proficiency ● Close the achievement gaps in math ● Good first instruction through differentiation
	When: Ongoing, throughout the school year
	Where: Throughout all math classrooms.

BUDGET	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other	Incentives to motivate and provide urgency for student growth in Math, including Zearn.	\$2,000.00

	Other		
		TOTAL	\$2,000.00
	Funding sources: General Funds		

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

Campus will improve English proficiency for Emergent Bilingual students.

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

- By the end of the academic year, 58% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite.
- By June 2026, 80% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.
- By the end of the academic year, SPOT scores of campus Bilingual instruction teachers will meet or exceed 10.0.
- By 2025 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.

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

- **Data Review and Goal Setting:** Pull and analyze current student composite ratings on TELPAS for the 2024–2025 school year. Identify the percentage of students who met reclassification criteria. Internalize the interim targets for the English Language Proficiency (ELP) standards to guide instruction and goal-setting.
- **Stakeholder Engagement:** Facilitate meetings with campus administrators, instructional staff, and teachers to share student-level TELPAS data, reclassification goals, and campus targets for EB success.
- **Clarity and Calibration of Expectations** Review the EB SPOT Form guidance document and the HISD Lesson Internalization Protocol with all administrators and teachers. Clearly communicate instructional expectations, establish campus-wide norms, and ensure calibration across all observers and implementers.

- **Teacher Identification and Scheduling:** Identify which teachers serve Emergent Bilingual (EB) students and during which class periods, using current class rosters. Ensure targeted classroom observations are occurring during instruction times for EB students.
- **Instructional Monitoring:** Conduct a minimum of two EB SPOT Form observations per week, focusing on teachers who serve EB students. Monitor the implementation of customized lessons designed using the HISD Lesson Internalization Protocol and informed by classroom observations and feedback.
- **Campus Systems and Compliance:** Establish strong, clearly defined campus systems for the identification, enrollment, scheduling, and ongoing monitoring of all EB students, including accurate coding and data tracking. Ensure all documentation, timelines, and coding practices align with federal and state compliance guidelines.
- **EB Identification Support:** Review the potential Emergent Bilingual student list provided by the Multilingual Department. Identify students who require EB identification assessments (PreLAS/LAS Links) and ensure testing is completed before the district’s snapshot deadline.

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

- **Lesson Design and Alignment:** Teachers will ensure that the Lesson Objective (LO), first-time instruction, student activities, Demonstrations of Learning (DOLs), and assessments are fully aligned, on grade level, and appropriately scaffolded. Throughout each lesson, teachers will intentionally implement EB strategies to support access to content and language development.
 - Lesson plans must be submitted via SharePoint and will be reviewed for feedback. Feedback will be used during PLCs for collaborative planning and “at-bats” to strengthen instructional delivery.
- **Implementation of Feedback:** Teachers are expected to apply feedback from on-the-spot coaching and SPOT observations—particularly those focused on EB support, in subsequent lessons. Evidence of implementation (or lack thereof) will be documented on the SPOT observation form.
- **Collaborative Planning and Data Conversations:** Teachers will actively engage in:
 - Weekly PLCs and content planning sessions
 - Monthly individual DDI (Data-Driven Instruction) conversations
These meetings will consistently emphasize instructional planning and support strategies for EB students. Sign-in sheets and agendas will be maintained in grade-level binders for accountability.
- **Goal Setting and Individualized Plans for EBs:** After each NWEA assessment, teachers will set stretch goals for EB students to help them meet or exceed expected growth targets. Using NWEA and other relevant data, teachers will create individualized data plans for each EB student and maintain

	<p>these in their data binders.</p> <ul style="list-style-type: none"> ○ Plans will be reviewed and updated regularly during PLCs and grade-level planning sessions to ensure instruction remains responsive to student needs. <ul style="list-style-type: none"> ● Writing Across the Content Areas: Teachers will incorporate writing opportunities for EB students across all content areas. Specific strategies will be used to support EB students in developing both academic and language-based writing skills. ● Use of ELPS in Instruction: Teachers will actively integrate the English Language Proficiency Standards (ELPS) throughout each lesson to address students’ language proficiency levels and ensure language objectives are met alongside content objectives. ● Differentiation and Planning for EB Students: Lesson plans must reflect intentional differentiation strategies based on the needs and proficiency levels of EB students. Feedback on lesson plans will include a focus on how well the instructional design meets the diverse needs of EB learners.
--	---

	Key Action Three: Campus will improve English proficiency for Emergent Bilingual students.
--	---

Staff Devel.	Who: Instructional Leaders, General Education teachers, SPED teachers, teacher apprentices, and learning coaches.
Staff Devel.	What: <ul style="list-style-type: none"> ● Improve English proficiency for Emergent Bilingual students
Staff Devel.	When: Ongoing, throughout the school year
Staff Devel.	Where: All classrooms supporting emergent bilingual students

BUDGET	Proposed item	Description	Amount
BUDGET	Staff development		
BUDGET	Materials/resources		
BUDGET	Purchased services		

	Other	Incentives for EB students fo Summit K-12 progress.	\$1,000.00
	Other		
	TOTAL		\$1,000.00
	Funding sources: General Funds		

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

The principal ensures IEP data points are tracked weekly.

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

- By the end of the first semester, 90% of campus ARDs are held on or before the deadline.
- By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.
- By the end of the 2025-2026 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

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

- **Progress Monitoring in EasyIEP/FrontLine:** Ensure that all special education teachers input and actively track IEP goals using the EasyIEP/FrontLine Progress Tracking system. This process will support accurate documentation and inform instructional decisions.
- **Timely Distribution of Progress Reports:** Establish and maintain a reliable system to ensure that IEP progress reports are completed and distributed in alignment with report card timelines. This ensures families receive consistent updates on student growth.
- **Coaching and Support for Teachers:** Provide ongoing coaching and professional development to general and special education teachers focused on effective strategies for supporting students with IEPs and implementing accommodations with fidelity.
- **Goal Setting Aligned to IEPs:** Work with teachers to develop clear, measurable goals that are directly aligned with each student's IEP. These goals should guide instruction and be consistently monitored for progress.
- **Frequent Progress Monitoring:** Break down annual IEP goals into smaller, incremental benchmarks to allow for more frequent progress monitoring and responsive instructional adjustments.

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

- **Implementation of Modeled Strategies:** Teachers will consistently implement instructional strategies demonstrated by campus leaders during coaching, modeling, and professional development sessions to enhance instructional effectiveness.
- **Support for Students with Special Needs:** Teachers will actively implement evidence-based strategies to support students receiving special education services, ensuring that instruction is accessible, differentiated, and inclusive.
- **IEP Fidelity and Documentation:** Teachers will implement all components of students' Individualized Education Programs (IEPs) with fidelity in every classroom setting.
 - Evidence of implementation will be documented using the campus tracking system (e.g., **Red Binder/Label system**) to ensure accountability and compliance.
- **Data-Driven Goal Setting and Planning:** Following each administration of NWEA, teachers will set stretch goals (target scores) for all special education students to support and accelerate growth.
 - Individualized data plans will be developed, stored in data binders, and regularly updated based on student progress.
 - Modifications and instructional adjustments will be made during PLCs and grade-level planning to ensure alignment with student needs.
- **Ongoing Progress Monitoring:** Teachers will actively monitor and document student progress toward IEP goals and academic targets. Data will inform instructional next steps and guide individualized support throughout the school year.

	Key Action Four: The principal ensures IEP data points are tracked weekly.		
Staff Level.	Who: Instructional Leaders, General Education teachers, SPED teachers, teacher apprentices, and learning coaches.		
	What: <ul style="list-style-type: none"> • Campus will ensure that IEPs are tracked weekly 		
	When: Ongoing, throughout the school year.		
	Where: Tracking of IEPs will occur for every special education student in the classroom.		
BUDGET	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other	Incentives for Special Education students to provide urgency with MAP growth.	\$1,000.00
	Other		
	TOTAL		\$1,000.00
Funding sources: General Funds			