2025-2026 Action Plan

J.R. Harris ES

Principal Guadalupe Padilla

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

The MOY NWEA assessment data reveals clear patterns of student performance across core subject areas. The data is categorized by goal strands and broken down into three tiers: Intensive (significant support needed), Strategic (some support needed), and Benchmark (on or above grade level).

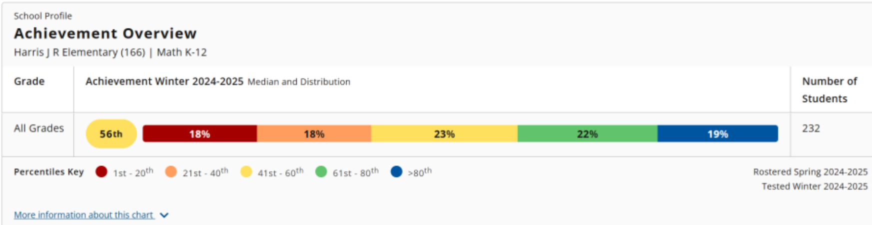
Math: A significant portion of students fell into the **Intensive and Strategic** categories across most domains. Operations & Algebraic Thinking and Numbers & Operations reflect the greatest instructional need, with nearly half or more of students requiring intensive support. Measurement & Data and Geometry show relatively higher performance, though still with notable percentages in the Strategic tier.

Reading: Many students fell into the **Strategic tier** across all reading domains. Literature and Informational Text shows higher needs, with a substantial number of students in the Intensive category. Vocabulary Acquisition is slightly stronger, but many students are still not meeting benchmark expectations.

Spanish Reading: **Trends are consistent with English Reading**, but slightly more students fell into the Benchmark tier in some areas. Literature and Vocabulary remain key areas for growth. The Intensive tier is still sizable, indicating a need for targeted bilingual interventions.

Science: The greatest instructional need is evident in Physical Science and Earth & Space Science, with a notable percentage of students in the Intensive tier. Life Science shows relatively stronger performance, but still with a large proportion of students requiring Strategic support.

Harris J R Elementary (166)



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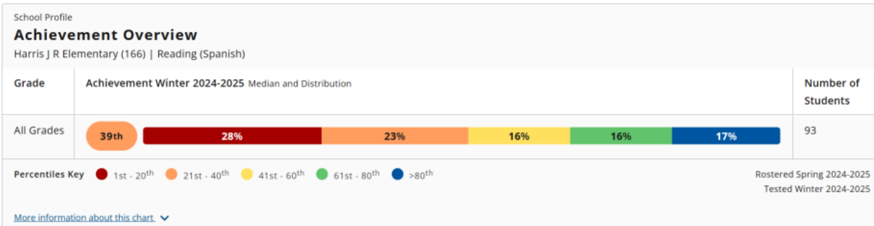

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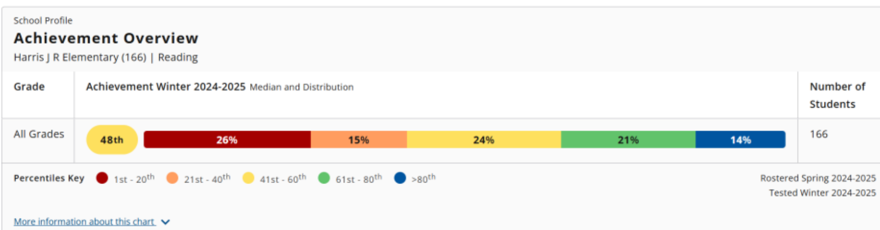

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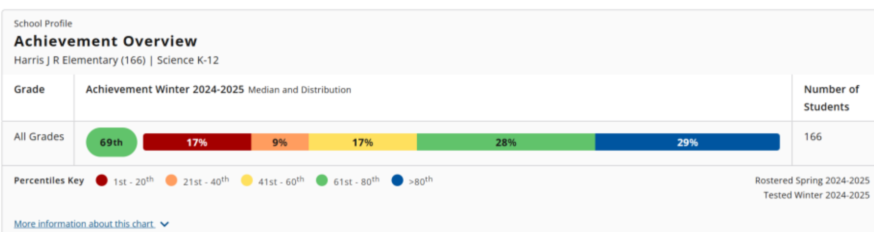


NWEA EOY: Anticipated Data May 2025

STAAR Data: Anticipated Data June/July 2025 (See Campus Goals)

STAAR (C)	Domain 1 Goals							
	DNM		APPROACHES (70%)		MEETS (40%)		MASTERS (30%)	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
ELA	39%	29%	61%	71%	35%	46%	10%	18%
MATH	33%	23%	67%	77%	35%	53%	6%	14%
SCIENCE	33%	65%	67%	35%	26%	7%	7%	2%
TOTAL	35%	33%	65%	67%	32%	42%	8%	13%
JR HARRIS GOALS 24-25			80%		45%		20%	

TELPAS Data: Anticipated Data May/June 2025

ECR Writing 3rd Grade

The Extended Constructed Response (ECR) data reflects that out of 42 students assessed, the average raw score was 2.55 with an average percent correct of 50.95%. While this indicates that students are demonstrating partial understanding, the performance level distribution reveals critical insights into areas of need:

- 2.38% (1 student) scored at level 0 – Nonscorable or unsuccessful, indicating an inability to complete the task or a complete lack of response.
- 11.9% (5 students) were at level 1 – Not Developed, showing minimal evidence of writing skills or task understanding
- 33.33% (14 students) scored at level 2 – Limited, demonstrating basic or emerging skills but with significant weaknesses in development, clarity, or structure.

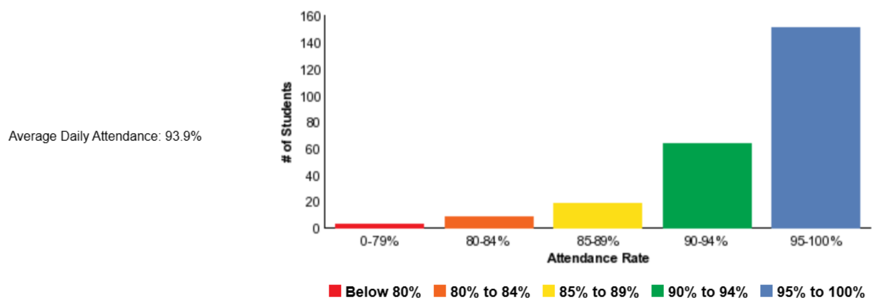
Average Raw Score	Average % Correct
2.55	50.95%

Performance Level Summary	#	%	✓
Number of Students Tested:	42		
0 - Nonscorable or unsuccessful	1	2.38%	✓
1 - Not Developed	5	11.9%	✓
2 - Limited	14	33.33%	✓
3 - Partially Developed	14	33.33%	✓
4 - Effective	8	19.05%	✓

Average Raw Score	Average % Correct
2.37	47.37%

Performance Level Summary	#	%	✓
Number of Students Tested:	38		
0 - Nonscorable or unsuccessful	2	5.26%	✓
1 - Not Developed	10	26.32%	✓
2 - Limited	7	18.42%	✓
3 - Partially Developed	11	28.95%	✓
4 - Effective	7	18.42%	✓
5 - Fully Developed	1	2.63%	✓

Attendance: An analysis of current attendance data reveals that 29 students are attending school at a rate below 90%, while 215 students maintain attendance at or above the 90% threshold. This means approximately 12% of the student population falls into the chronic absenteeism category, which is a significant risk factor for academic underperformance and disengagement. While the majority of students are attending regularly, targeted efforts are needed to support and re-engage students with lower attendance.



Needs related to improving the quality of instruction

Based on campus-wide spot observation data, instructional quality has been evaluated across five key domains. The findings indicate areas of strength and growth opportunities as outlined below:

Planning (Average: 1.44/2 | 72%)
Teachers are generally demonstrating solid planning practices, including lesson alignment and clear objectives. However, continued support in deepening lesson rigor, differentiation, and alignment to TEKS standards could enhance instructional readiness.

Engage and Deliver (Average: 3.69/6 | 61.5%)
This domain reveals the greatest need for improvement. While some engaging strategies are evident, inconsistencies exist in instructional delivery, pacing, questioning techniques, and student engagement. Professional development focused on active learning strategies, checks for understanding, and differentiated delivery could significantly improve outcomes here.

Monitor and Adjust (Average: 2.68/4 | 67%)
Teachers are making observable efforts to assess student understanding and adjust instruction accordingly. **Still, there's room to increase the use of real-time data to guide reteaching, scaffolding, and flexible grouping.** Continued coaching on

formative assessment and responsive instruction is recommended.

Reinforce and Redirect (Average: 0.99/1 | 99%)
This is a clear area of strength. Teachers consistently use positive reinforcement and effective redirection strategies to manage classroom behaviors, promoting a respectful and orderly learning environment.

Learning Environment (Average: 1.96/2 | 98%)
The learning environment across classrooms is highly supportive and structured. Classrooms exhibit clear expectations, routines, and a culture of respect. Maintaining these strong conditions will continue to support academic success.

Planning	Engage & Deliver	Monitor & Engage	Reinforce & Redirect	Learning Environment	Total Average	Average Over Time	# of Spots
1.44	3.69	2.68	0.99	1.96	10.76		198

While foundational elements such as classroom management and planning are strong, there is a critical need to enhance the quality and consistency of instructional delivery and student engagement.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy
Our instructional approach is grounded in the belief that all students can achieve at high levels when supported by strong systems, effective teaching practices, and a culture of continuous growth. We are committed to improving the effectiveness of the NES LSAE model through data-driven decision-making, collaborative professional learning communities (PLCs), and intentional leadership development at all levels.

Processes
We aim to grow teacher capacity and leadership density by embedding real-time support systems, including on-the-spot coaching, feedback cycles, frequent classroom observations (spots), Teacher Excellence Support (TES), and structured PLCs. Our PLC process is evolving to include consistent lesson and unit internalization aligned to the ‘Great 8’ instructional practices, At Bat demonstrations, and in-depth data analysis (data digs). Weekly Special Education PLCs are also in place to ensure compliance and address the academic and behavioral needs of all students through

ongoing data review.

Implementation

The NES LSAE model is being implemented with fidelity, leveraging aligned curriculum and assessments to support rigorous instruction. Instructional planning and delivery reflect accommodations and best practices for special populations, including students receiving special education services, emergent bilinguals, and gifted and talented learners. This is achieved through the strategic use of supplemental aids, sheltered instruction techniques, and enrichment opportunities.

Capacity

To build a high-performing campus culture, we maintain high expectations for both students and staff by establishing systems for accountability, data-driven instruction, and clear communication. Timely data collection and analysis are used to adjust instruction in the moment and proactively plan scaffolds and differentiation. Leadership capacity is cultivated across staff through shared ownership, targeted coaching, and growth opportunities. Home-school partnerships are nurtured through ongoing academic engagement and consistent communication efforts such as Class Dojo, Coffee with the Principal, parent-teacher conferences (formal and informal), and family involvement events like Literacy Night and Math/Science Night.

Key Actions
Our campus is committed to building a culture of high expectations, data-driven instruction, and collaborative leadership to ensure all students achieve academic success. Through the effective implementation of the NES LSAE model, we are strengthening instructional delivery, enhancing student engagement, and deepening staff capacity. Comprehensive analysis of NWEA assessment data has highlighted the need for targeted support in foundational math and reading skills, along with increased attention to science literacy and dual language development. To address these needs, we will: ● Refine our PLC structures to focus on lesson internalization and data analysis, and investing in professional development centered on active engagement, differentiation, and instructional best practices. Improving Reading, Writing, Math, and Science quality of instruction. ● Prioritizing support for special populations by ensuring instructional accommodations and strategies are embedded across classrooms. Closing the learning gaps for students in these special populations (EBs, SPED, and 504) and improve the quality of instruction. ● Build and maintain a sustainable system that supports continuous improvement and student growth across all content areas. Including the improved structure of PLCs and Demo Days to support the instructional capacity of teachers.

School Action Plan Template

KEY ACTION ONE	**Key Action** *(Briefly state the specific goal or objective.)*
	To improve the quality of instruction in Reading and Writing.
	Indicators of success *(Measurable results that describe success.)*
	• **By December 2025 70% of 4th grade students will achieve at least an average score of 2 on ECRs using the ECR Rubric, by April 2026 80% of 4th grade students will achieve at least an average score of 3/4 on ECRs using the ECR Rubric.** • **By December 2025 100% of 3rd and 4th grade Reading teachers will score a 3 out of 6 points on Monitor and Adjust in their Spot Observations and will increase to 4/5 out of 6 points by February 2026.** • **By January 2026, 75% of 2nd - 4th grade students will be able to meet their expected growth (personal/grade level goal) from BOY to MOY NWEA Reading, this data will also be used to monitor student progress toward STAAR Reading and NWEA EOY Goals.** • **By December 2025 80% of 4th - 5th grade students will achieve at the approaches or higher proficiency level on DSA assessment, this will also serve as a progress check toward STAAR Reading.**
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	Leaders will… • **Strengthen Instructional Leadership through Observation & Feedback by conducting weekly classroom observations (Spots) specifically targeting reading and writing instruction.** • **Track progress of teacher ratings in a centralized system and use data to inform coaching cycles. (Spot Dashboard)** • **Facilitate High-Impact PLCs that focus on lesson internalization, student work analysis, planning using the Great 8 practices and ensure PLCs address differentiation strategies for students.** • **Use student writing samples and ECR rubrics to calibrate scoring and guide instructional next steps.** • **Implement Writing Calibration and Model Lessons by scheduling monthly writing calibration sessions with all 3rd–5th grade ELA teachers using the ECR rubric to ensure consistent expectations and scoring practices.** • **Monitor the implementation of feedback and provide follow-up support tied to instructional priorities.** • **Lead monthly data review meetings to analyze student growth on NWEA, DSA, and ECRs.** • **Create student goal-setting systems based on BOY, MOY, and EOY targets to ensure alignment with STAAR and NWEA benchmarks.**

- **Identify and monitor students at risk of not meeting expected growth and create targeted intervention plans.**
- **Maintain visible progress monitoring walls or data dashboards in leadership meetings and PLCs to track reading and writing outcomes.**
- **Share progress updates with staff and celebrate growth toward December and spring goals to sustain motivation and focus.**
- **Communicate progress and expectations regularly with families through newsletters, parent conferences, and literacy-focused events.**

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

Teachers will…

- **Use the ECR Rubric to Guide Writing Instruction**
- **Plan and deliver weekly ECR writing tasks aligned to grade-level standards and use the ECR rubric to score and analyze student responses.**
- **Participate in biweekly ECR calibration sessions during PLCs to ensure consistent expectations and identify common areas of need.**
- **Use feedback from ECR scoring to create targeted small-group writing lessons focused on idea development, organization, and clarity.**
- **Internalize reading and writing lessons weekly, focusing on aligning instructional objectives, questioning, and checks for understanding with the Great 8.**
- **Identify opportunities to embed modeled and guided writing during reading instruction, especially in response to texts.**
- **Collaborate with colleagues during PLCs to prepare exemplar responses, anticipate misconceptions, and plan differentiation.**
- **Implement strategies such as turn and talks, use of whiteboards, and response cards to check for understanding during reading and writing instruction.**
- **Make real-time adjustments based on student responses, ensuring instruction remains responsive and supports all learners.**
- **Reflect on and apply feedback from Spot Observations to improve the effectiveness of instruction, particularly in the Monitor and Adjust domain.**
- **Review NWEA Reading, DSA, and ECR data regularly to monitor student growth and identify those not on track to meet their goals.**

	• Set individual goals with students based on BOY, MOY, and EOY data, and conference with them to reflect on their progress. • Design and deliver LSAE instruction to support students not meeting DOL expectations. • Use anchor charts, exemplars, and vocabulary walls to reinforce writing and reading skills in the classroom. • Integrate reading and writing across the content areas to strengthen comprehension and expression. • Provide regular updates to families about their child's reading and writing progress through Class Dojo, newsletters, and conferences.

Key Action One: Staff Development
Who:
What:
When:
Where:

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	
Funding sources:		

KEY ACTION TWO	**Key Action** ***(Briefly state the specific goal or objective.)***
	To improve the quality of instruction in Math and Science.
	Indicators of success ***(Measurable results that describe success.)***
	• By January 2026, 60% of 4th and 5th grader students will be able to meet their NWEA Goal (personal or grade level) growth from BOY to MOY NWEA Science and will be used to monitor student’s progress toward STAAR Science assessment goals. • By January 2026 60% of 3rd - 5th grade students will meet their expected growth from BOY to MOY NWEA Math (this will be used to monitor STAAR projections), and by May of 2026 75% will meet their growth goals (personal/grade level). • By December 2025 80% of students in K-2nd grade will pass 40-45 lessons on Zearn and by April 2026 80% of students in K-2nd grade will pass at least 90 lessons on Zearn. • By January 2026 20% of 3rd - 5th grade students will be at the **master level** on DSA Math assessment.
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	Leaders will… • **Lead monthly data meetings focused on progress monitoring for 3rd–5th grade, tracking growth using DOL and Unit assessment data.** • **Set up a progress tracker for Zearn completion rates in K–2 and review weekly to identify students in need of additional support or time.** • **Monitor DSA Math and NWEA Science benchmark results to project STAAR performance and plan targeted interventions.** • **Conduct frequent Spot Observations (minimum biweekly) focusing on instructional strategies in math and science, such as modeling, student discourse, and checks for understanding.** • **Deliver immediate feedback with on the spot coaching follow-ups to strengthen implementation of high-impact math/science practices.** • **Support teachers in identifying and implementing Tier 2/3 math interventions based on NWEA goal performance data.** • **Facilitate weekly PLCs for math and science teachers centered on unit/lesson internalization, Great 8, unpacking assessment items, and analyzing student data.** • **Embed regular data dig protocols into PLCs to identify trends, gaps, and student misconceptions.** • **Schedule and model high-leverage instructional practices, through teacher At Bats during PLC and Demo Days.**

- **Track K–2 Zearn usage and lesson completion weekly and celebrate classroom and individual milestones.**
- **Provide professional development sessions focused on data-driven instruction, math/science discourse strategies.**
- **Organize demo days and peer walkthroughs focused on strong math and science instruction aligned to grade-level standards and assessment expectations.**
- **Communicate math and science goals with parents and provide strategies they can use at home to support their child's growth.**
- **Host parent nights focused on building understanding of NWEA, STAAR, and Zearn expectations.**

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

Teachers will…

- **Regularly analyze Math and Science data to identify student strengths, gaps, and growth goals.**
- **Use data trackers to monitor student progress toward individual NWEA goals and adjust instruction accordingly.**
- **Participate in data digs during PLCs to review DSA results, DOLs, and Zearn reports to inform planning instruction.**
- **Engage in weekly PLCs to internalize math and science lessons using campus-aligned curriculum, the Great 8, and district pacing guides.**
- **Align lesson planning to address targeted standards and common misconceptions surfaced through student data.**
- **Provide reteach lessons for students who did not meet DOL expectations during LSAE time (3-5) or intervention time (K-2)**
- **Integrate academic vocabulary and problem-solving strategies across all lessons to deepen student understanding.**
- **Ensure consistent Zearn implementation in grades K–2, incorporating Zearn small group time and tracking lesson completion.**
- **Use Zearn reports to identify unfinished learning and assign lessons strategically to support fluency and application.**
- **Leverage supplemental tools and hands-on materials in math and science to increase student engagement and understanding.**

	- Collaborate with peers during PLCs and coaching cycles to reflect on instruction and share strategies for improving student outcomes. - Observe peer demonstrations and model lessons to build capacity in high-impact instructional practices during PLCs and Demo Day. - Adjust lesson pacing and support based on student responses and data by using frequent checks for students' understanding. - Provide immediate feedback to students and scaffold learning as needed to support mastery. - Maintain consistent communication with families about student math and science progress, Zearn goals, and assessment updates. - Share home strategies and activities that reinforce learning concepts and help students stay on track.

Key Action Two: Staff Development
Who:
What:
When:
Where:

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding sources:

KEY ACTION THREE	**Key Action** *(Briefly state the specific goal or objective.)*
	To close the achievement gaps for students in special programs: Special Education and Emergent Bilingual.
	Indicators of success *(Measurable results that describe success.)*
	• By September 2025, 100% of students receiving Special Education services will have access to designated support and receive appropriate accommodation and modifications during daily instruction in all designated content areas, in accordance with their IEPs. • By December 2025, 75% of our students receiving Special Education services will show progress towards their IEP goals, as measured by their 3-weeks progress report and will increase to 80% by April 2026. • By January 2026, 70% of Emergent Bilingual students will meet their personal goal on MOY NWEA Reading English assessment and by May 2026 75% of Emergent Bilingual students will meet their personal goal on EOY NWEA Reading English assessment. • By October 2025 100% of Emergent Bilingual students will have access to their personalized pathway on Summit K-12 and usage will be tracked at each grading cycle to ensure progress is being made towards increasing the 1 proficiency level on TELPAS for 3rd - 5th grade students.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*
	Leaders will… • Conduct beginning-of-year IEP reviews with all instructional staff to ensure a clear understanding of student accommodations, modifications, and instructional needs. • Monitor the consistent implementation of IEPs through classroom walkthroughs, spot observations, and review of instructional materials. • Provide follow-up coaching and feedback to teachers not in compliance and offer support in modifying instruction appropriately. • Establish a system for reviewing Special Education student progress reports every 3 weeks. • Facilitate data meetings with Special Education staff to review academic and behavioral goal progress and ensure interventions are aligned. • Partner with the Special Education coordinator to identify students not making adequate progress and adjust supports accordingly.

- **Ensure that all Emergent Bilingual students in 3rd–5th grade are rostered and active on Summit K-12 by October 2025.**

- **Set checkpoints aligned to grading cycles to review Summit K-12 usage and progress reports with ESL teachers and classroom teachers.**

- **Schedule and lead data dig meetings after each NWEA administration (BOY, MOY, EOY) to analyze student progress toward personal goals for both Special Education and Emergent Bilingual students.**

- **Create and monitor tiered intervention plans based on NWEA, TELPAS, and IEP data to address achievement gaps.**

- **Organize ongoing PD sessions focused on inclusive practices, differentiation, sheltered instruction strategies, and effective use of accommodations.**

- **Include Special Education and ESL best practices in all PLCs to build teacher capacity.**

- **Ensure that PD is differentiated based on staff needs and includes opportunities for modeling and classroom application during PLCs, Demo Days, and District PD days.**

- **Lead collaborative meetings between general education teachers and Special Education/Inclusion/ESL staff to align instructional strategies and goals.**

- **Monitor and support the use of collaborative planning protocols that ensure accommodations and language supports are planned into daily lessons.**

- **Implement a tracking system for leaders to review IEP implementation and Summit K-12 usage across the school.**

- **Establish consistent communication with families of students in Special Education and Emergent Bilingual programs regarding student progress and support plans.**

- **Host informational sessions such as IEP parent workshops and TELPAS growth nights to help families understand assessment goals and instructional supports.**

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

	Teachers will… • **Review and internalize each student's Individualized Education Plan (IEP) to ensure understanding of their academic goals, accommodations, and modifications.** • **Consistently apply designated supports and accommodations in all content areas, ensuring they are embedded into lesson plans and daily instruction.** • **Monitor the effectiveness of supports and collaborate with the Special Education team to make adjustments as needed.** **Special Education Resource Teachers will…** • **Track student progress toward IEP goals using 3-week progress reports, work samples, and formative assessment data.** • **Document and analyze progress monitoring data to inform instructional adjustments and small-group interventions.** • **Engage in ARD/IEP meetings prepared with updated data to support goal revisions or strategy changes.** **Teachers will…** • **Use data to group students strategically and provide scaffolded instruction that targets individual learning needs.** • **Incorporate visuals, manipulatives, technology, sentence stems, etc. to support Special Education and Emergent Bilingual students.** • **Ensure 100% of Emergent Bilingual students are enrolled and active on Summit K-12, with consistent weekly usage tracked and reinforced.** • **Utilize educational technology (e.g., text-to-speech tools, visual dictionaries) to support language access and content comprehension.** • **Integrate vocabulary development and academic language routines into all content areas for Emergent Bilingual students.** • **Plan intentional opportunities for structured oral language practice (structured conversations, sentence stems, table talks).** • **Scaffold complex texts and tasks to ensure access for English learners while maintaining rigorous expectations.**

	- **Maintain regular communication with families regarding accommodations, student progress, and ways they can support at home.** - **Attend PD focused on inclusive practices, sheltered instruction strategies, and language acquisition techniques.** - **Apply strategies from PD into practice and reflect on their impact through coaching and PLC discussions.**

Key Action Three: Staff Development
Who:
What:
When:
Where:

Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	
Funding sources:		