

2025-2026 Campus Improvement Plan

Reynolds Elementary

[Alandra Brewington](#)

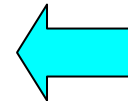
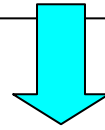
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

- **Low Academic Growth Across Content Areas (MAP Data)**
- **Underperformance in Reading Proficiency**
- **DIBELS Results Reflect Gaps in Foundational Literacy**
- **Math Proficiency and Achievement Stagnation**
- **Science Performance Remains in the Lower Quartile**
- **Achievement Gaps for Students in the Bottom Quartile**

Needs related to improving the quality of instruction

- Teachers need increased support in real-time instructional adjustments based on student data (Monitor & Adjust).
- Teachers need more coaching and planning support to build capacity in understanding the TEKS when internalizing lessons across content areas.
- Teachers need improved internalization of provided high-quality instructional materials (HQIM).
- Teachers need training and support in planning and delivering differentiated small group instruction.
- Teachers need ongoing professional development in science content knowledge and inquiry-based instruction practices.

**Parameters
and metrics
established by
the District**

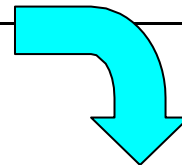
System evaluation (philosophy, processes, implementation, capacity)

- Build a high-performing culture with stronger start and efficient systems.
- Strengthen PLC systems and structure by establishing more clearly defined expectations.
- Continue to enhance the leadership proficiency of all leaders.
- Build the instructional capacity of all teachers.
- Build teacher capacity through on the spot coaching and at-bats consistently.
- Weekly calibration walks and alignment of all leaders.
- Weekly monitoring of small group instruction, daily interventions, and ZEARN/AMIRA (or selected district reading intervention program) usage.

Key Actions

1. Improve Reading Proficiency K-5
2. Strengthen Math Achievement in Grades 2-5
3. Increase Science Proficiency in Grades 3-5
4. Raise Quality of Instruction Through SPOT Coaching and Feedback
5. Improve Overall Academic Growth in K-5 Core Subjects
6. Strengthen Writing Proficiency Through SCR and ECR Responses

School Action Plan Template



KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Reading Proficiency in K-5 to increase student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By MOY, 55% of general education students in grades K-5 will meet or exceed their targeted growth goal for NWEA MAP Reading growth goals (BOY to MOY). • By MOY, 65% of K-2 general education students will be in the "Well Above" benchmark on DIBELS Composite Score. • By May 2026, the campus average SPOT score in "Monitor & Adjust" will be 3 or higher. • By January, 65% of Pre-K 4 African American students will be "On Track" in Phonological Awareness and Rapid Vocabulary based on the Circle assessment data, and by April 2025, 85%.
	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"> • The leadership team will monitor use of DIBELS progress monitoring biweekly with K-2nd grade teachers. • The leadership team will provide on-going targeted coaching and PLC support focused on the science of reading and phonics-based instruction. • The instructional leadership team will deliver daily, on-the-spot coaching and feedback to teachers focused on high-quality Tier 1 reading instruction, with all observations documented using the SPOT observation form. • The leadership team will develop a culture of data-driven dialogue which will be established through structured conversations between leaders and teachers, teacher-to-teacher collaboration, and teacher-to-student feedback. • The leadership team will develop and maintain schoolwide data tracking systems for NWEA and DIBELS/Lectura assessments at BOY/MOY/EOY. • The leadership team will facilitate data conferences and data digs to deepen teacher capacity in data-driven instruction, targeted intervention planning, and progress monitoring. PLC protocols—capturing data, reflections, and instructional next steps—will be maintained and updated following each data conference. 	

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

- Teachers and Teacher Apprentices will internalize lessons, making necessary customizations to slides, to ensure successful facilitation of information to students.
- All instructional staff, including Learning Coaches, will actively participate in PLCs and data conferences with leaders and colleagues to analyze student work samples, organize and review assessment data folders, and discuss assessment projections.
- Teachers will maintain individual data binders that include tracking tools for DOLs, unit assessments, mid-module assessments, teacher-created assessments, district assessments, and ongoing progress monitoring data.
- All instructional and instructional support staff will engage in professional development, focused on high-quality instruction and improving student outcomes. PD will include “On the SPOT” coaching, with follow-up walkthroughs to ensure implementation.
- All instructional staff will participate in Demo Days and receive targeted feedback on reading instruction using a modified SPOT form and on-the-spot coaching provided by the instructional leadership team.
- All RLA and Science of Reading trained teachers will implement daily phonemic awareness and decoding routines to strengthen foundational reading skills.
- Kindergarten through 2nd grade teachers will analyze the DIBELS progress monitoring data biweekly and the utilize it to inform and adjust small group instruction.
- All teachers will plan and deliver daily rigorous, differentiated Tier 1 reading instruction, driven by data and aligned to student needs.
- All staff receiving SPOT observations and coaching will apply the feedback from SPOT observations to refine instructional delivery, particularly in the areas of “Engage & Deliver” and “Monitor & Adjust.”

Key Action One: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action One: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		

Funding sources: N/A

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve quality of math instruction in grades 2-5 to increase student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • 60% of 2nd-5th grade African American students will meet their NWEA MAP Math growth goals from BOY to MOY. • Campus-wide MOY to EOY growth percentiles will increase by at least 8 points in math. • All teachers will average a SPOT score of 4 or higher in Domain II- Engage & Deliver and a SPOT average of a 3 in Monitor & Adjust by December 2025. • By December 2025, 80% of students will have completed at least 60% of their grade-level ZEARN modules. By April 2026, 90% of students will have completed all assigned grade-level ZEARN modules. • By December, 65% of Pre-K 4 students will be “On Track” in Math based on the Circle assessment data, and 85% by April 2025.
	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"> • The leadership team will provide monthly PD and coaching cycles focused on math discourse, student engagement, and problem solving. • The leadership team will monitor math instructional materials for alignment and rigor, ensuring students are utilizing manipulatives and supports effectively. • The leadership team will track SPOT and walkthrough data to provide targeted feedback and support. • The leadership team will facilitate data digs to analyze district assessment. • The leadership team will facilitate data conferences and data digs to deepen teacher capacity in data-driven instruction, targeted intervention planning, and progress monitoring. PLC protocols—capturing data, reflections, and instructional next steps—will be maintained and updated following each data conference. • The leadership team will train 3rd through 5th grade teachers on the successful implementation of the LSAE push out and reteach expectations during on-the-spot coaching and monthly PD’s. 	

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

- Teachers and Teacher Apprentices will plan and deliver rigorous, differentiated Tier 1 reading instruction, driven by data and aligned to student needs.
- Teachers will utilize both informal and data collected during the lesson to make informed instructional decisions.
- Teachers and Teacher Apprentices will ensure students receive multiple opportunities to practice or "at-bats" and response strategies (e.g., whiteboards, turn and talks) including the intentional use of response cards.
- Teachers will use data binders to track and reflect on student math progress using DOL data and informally collected data.
- All instructional staff and learning coaches will participate actively in PLCs and data conferences with leaders and colleagues to analyze student work samples, organize and review assessment data folders, and discuss assessment projections. PLC protocol sheets will be stored in each grade level's SharePoint folder.
- All Engage in professional development focused on high-quality instruction and improving student outcomes. PD will include "On the SPOT" coaching, with follow-up walkthroughs to ensure implementation.
- All teachers and Teacher Apprentices will participate in Demo Days weekly and receive targeted feedback on math instruction using a modified SPOT form and on-the-spot coaching provided by the instructional leadership team.
- All staff that receive a SPOT observation will apply feedback from all SPOT observations to refine instructional delivery, particularly in the areas of "Engage & Deliver" and "Monitor & Adjust."

Key Action Two: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		TOTAL

Funding sources: N/A

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase science proficiency in grades 3-5 to increase student achievement.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By MOY, 55% of African American students in grades 3-5 will meet or exceed their NWEA MAP Science growth goals. • Science achievement will increase from 25th percentile from 24-25 EOY to 41st percentile for the 25-26 MOY. • All 2nd through 5th grade science teachers will average a SPOT score of 4 or higher in science instruction Domain II- Engage & Deliver and a SPOT average of a 3 in Monitor & Adjust.
	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"> • The leadership team will monitor hands-on science lab experiences monthly, ensuring teachers have necessary materials and understanding of the objective of the activity by engaging teachers in at-bats. • The leadership team will support teachers in analyzing science NWEA MAP data (BOY/MPY/EOY) and unit assessment data, assessing trends and areas requiring targeted interventions. • The leadership team will track SPOT data weekly to provide targeted feedback and support to all staff receiving the observation. • The leadership team will facilitate data conferences at the end of each grading cycle and data digs after each assessment to deepen teacher capacity in data-driven instruction, targeted intervention planning, and progress monitoring. PLC protocols—capturing data, reflections, and instructional next steps—will be maintained and updated following each data conference. • The leadership team will train 5th grade teachers on the successful implementation of the LSAE push out and reteach expectations during on-the-spot coaching and grade level PLC's. 	

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

- Teachers and Teacher Apprentices will conduct effective unit internalization daily, ensuring all materials are available for hands-on experiments and possess a clear understanding of the content/concept students are to learn.
- Teachers and teacher apprentices will facilitate daily lessons that connect vocabulary directly to the lesson objective and concept/content being learned by teaching in context.
- All instructional staff will actively participate in PLCs and data conferences with leaders and colleagues to analyze student work samples, organize and review assessment data folders, and discuss assessment projections. PLC protocol sheets will be stored in each grade level's SharePoint folder.
- All instructional staff will engage in professional development focused on high-quality instruction and improving student outcomes. PD will include "On the SPOT" coaching, with follow-up walkthroughs to ensure implementation.
- Teachers and Teacher Apprentices will participate in Demo Days and receive targeted feedback on math instruction using a modified SPOT form and on-the-spot coaching provided by the instructional leadership team.
- All staff receiving SPOT observations will receive and apply all feedback from SPOT observations to refine instructional delivery, particularly in the areas of "Engage & Deliver" and "Monitor & Adjust."
- All teachers will plan and deliver daily rigorous, differentiated Tier 1 reading instruction, driven by data and aligned to student needs.
- Teachers will utilize data collected during daily lessons to make informed instructional decisions.

Key Action Three: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		TOTAL

Funding sources: N/A

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Strengthen writing proficiency through SCR and ECR responses.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • 85% of students in grades 3–5 will complete at least two Short Constructed Responses (SCRs) and one Extended Constructed Response (ECR) per grading cycle or as indicated in the curriculum. • 70% of students will meet or exceed expectations on campus-based writing rubrics by EOY. • At least 80% of writing instruction observed will be rated Proficient or higher in "Engage & Deliver" and "Monitor & Adjust" SPOT domains.
	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"> • The leadership team will provide ongoing professional development on the writing process, SCR/ECR scoring, and STAAR-aligned rubrics. • The leadership team will conduct monthly reviews of student writing samples and provide teachers with rubric-aligned feedback. • The leadership team will facilitate bi-weekly campus calibration walks and norming sessions on writing expectations and anchor papers. • The leadership team will monitor the implementation of writing routines through daily SPOT observations and walkthroughs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • All teachers in 2nd through 5th grade across all contents will ensure students complete all SCRs that are embedded in the curriculum or implement biweekly SCRs and monthly ECRs aligned to grade-level TEKS and STAAR standards. • Teachers will use anchor charts, sentence stems, and exemplars daily to support student writing development. • Teachers will analyze students writing in PLCs bi-weekly and reteach writing skills during interventions based on common errors and trends. • Teachers will provide timely, rubric-based feedback after each SCR and/or ECR and allow students to revise writing products to deepen learning. • Teachers will utilize data collected from writing samples to make informed instructional decisions.

Key Action Four: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		

Funding sources: N/A

KEY ACTION FIVE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Address learning disparities among students in special populations
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • 80% of EB identified students in grades K-5 performing at beginner, intermediate or advanced on TELPAS Reading will increase by at least one growth level or remain at advanced high. • EB identified students performing at beginner or intermediate will show at least one level of growth to intermediate or advanced by April 2025. • By 2025 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • 100% of EB identified students will complete weekly progress monitoring on Summit K-12.
	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"> • The leadership team will meet monthly for data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and Summative assessment window and set specific targets for students and action steps to align with campus goals. • The leadership team will train teachers on how to utilize Summit K-12 and ensure all EB students are accessing it at least twice a week.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> • Teachers will ensure EB students receive appropriate in class support including access to Summit K-12 weekly, ESL strategies daily, testing and support based on Lectura/Dibels scores, appropriate placement as designated by the LPAC. • Teachers will monitor NWEA MAP data of EB students, tracking their progress and supporting in class with ESL designated supports. • Teachers will track student usage of Summit K-12 weekly utilizing tracking sheet provided by the leadership team.

Key Action Five: Staff Development

Who: Instructional staff, instructional support and school leaders

What: Build the capacity of all instructional staff, support staff, and instructional leaders

When: Monthly staff developments, weekly PLCs, DEMO days

Where: Reynolds Elementary

Key Action Five: Budget

Proposed item	Description	Amount
Staff development	N/A	0.00
Materials/resources	N/A	0.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
TOTAL		

Funding sources: N/A