

2025-2026 Action Plan

Grissom Elementary School

Monica Garza, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

STAAR 2025 Data
TELPAS 2025 Data
CIRCLE EOY
DIBELS EOY

Parameters
and metrics
established by
the District

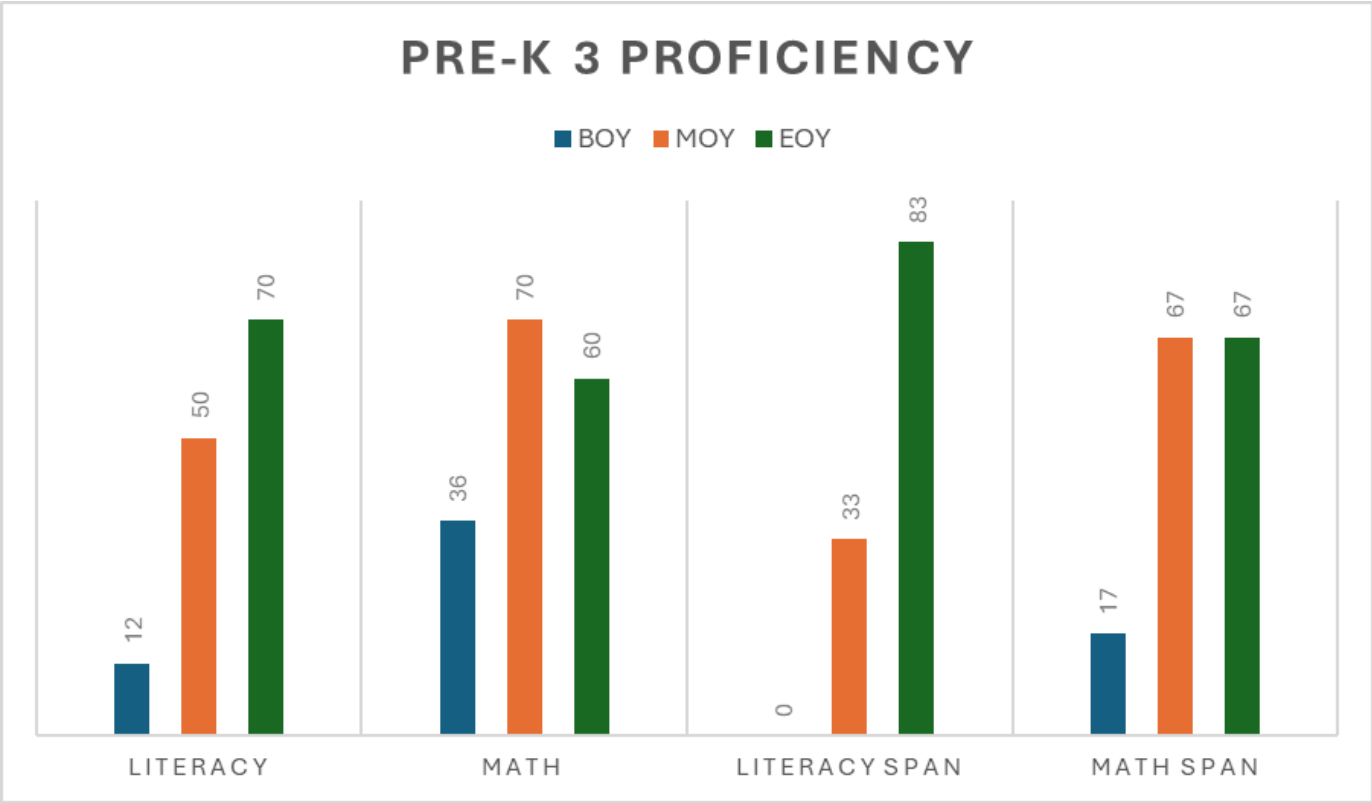
Needs Related to Student Achievement

	2019 Rating	2022 Rating	2023 Rating	2024 Rating	2025 Rating	
GRISSE	74-C	82-B	59-F	69-D	80-B	
	2021 STAAR	2022 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	
READING	% APP	48	% APP	61	% APP	57
	% MEET	17	% MEETS	30	% MEETS	21
	% MASTERS	6	% MASTERS	12	% MASTERS	6
MATH	% APP	32	% APP	51	% APP	58
	% MEET	6	% MEET	21	% MEET	26
	% MASTERS	2	% MASTERS	8	% MASTERS	5
SCIENCE	% APP	27	% APP	53	% APP	57
	% MEET	5	% MEET	24	% MEET	26
	% MASTERS	0	% MASTERS	9	% MASTERS	8

DIBELS Grade K	BOY							MOY							EOY						
Campus	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested
Grissom Elementary (262)	5	8	23%	14	30		57	11	21	46%	16	22		70	19	22	59%	13	15		69

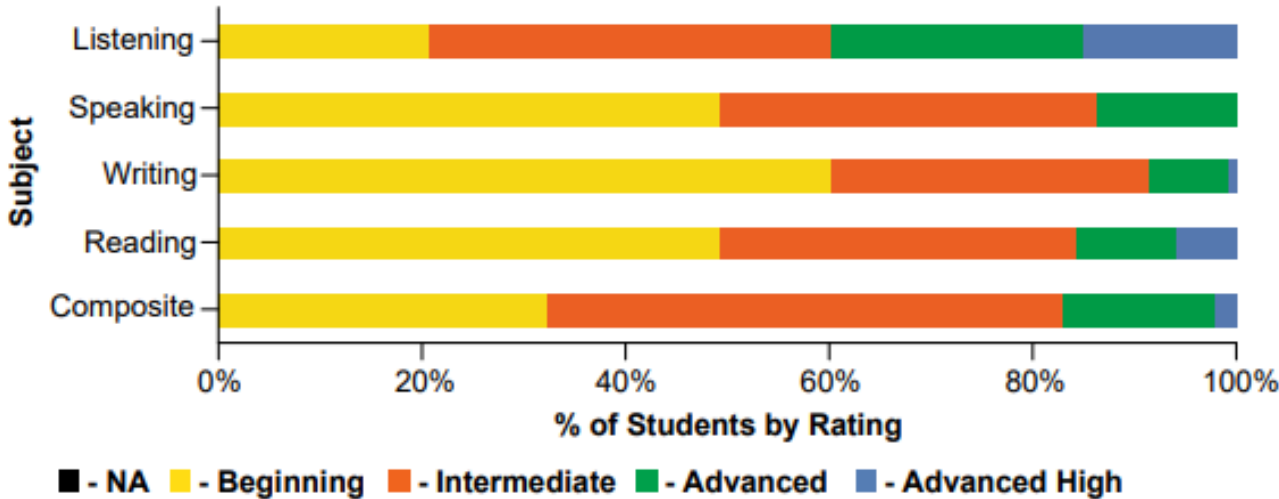
DIBELS Grade 1	BOY							EOY							Change AT and ABOVE		
Campus	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested	BOY to MOY	MOY to EOY	BOY to EOY
Grissom Elementary (262)	5	13	35%	9	25		52	16	24	69%	6	12		58	13%	22%	34%

DIBELS Grade 2	BOY							EOY							Change AT and ABOVE		
Campus	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested	Above BM	At BM	At & Above	Below BM	Well Below BM	(blank)	# Tested	BOY to MOY	MOY to EOY	BOY to EOY
Grissom Elementary (262)	10	17	49%	9	19		55	27	10	73%	2	12		51	8%	15%	23%



TELPAS Rating

Student's Current Grade Level:
All Grades



TELPAS Ratings

Performance Level	2024-#	2024-%	2025- #	2025 -%
Number of Students Tested	250		216	
1-Beginning	74	29.6	54	25
2-Intermediate	110	44	106	49.07
3-Advanced	51	20.4	45	20.83
4-Advanced High	15	6	11	5.09

Needs related to improving the quality of instruction

 **Goal:** Improve Instructional Quality to Ensure Academic Growth for All Students

Focus Area 1: Build Leadership Coaching Capacity Around the NES Model

Objective: Increase the capacity of the leadership team to effectively coach teachers to master the NES model.

Actions:

- Provide targeted PD for leaders on the NES coaching model.
- Establish calibration walkthroughs to ensure consistency in feedback.
- Create a coaching feedback cycle with timelines and follow-ups.
- Use video reflections and coaching logs for growth tracking.

Timeline: Start Week 1; ongoing biweekly cycles

Responsibility: Principal, Assistant Principals, ELD Interventionist

Success Indicators:

- Increase in high-quality coaching interactions.
- Teacher implementation of NES-aligned strategies.

- Leader self-assessments and growth reflections.

Focus Area 2: Strengthen the PLC Process to Drive Instruction

Objective: Increase the effectiveness of the PLC process to boost achievement for all students, including lesson and unit internalization.

Actions:

- Train PLC leads on how to facilitate lesson/unit internalization protocols.
- Implement weekly PLC agendas focused on planning, analyzing data, and instructional decisions.
- Integrate backward design into PLC routines.
- Monitor the alignment of lessons with TEKS/state standards.

Timeline: Weeks 2–4 rollout, then ongoing

Responsibility: Principal, Assistant Principals, Department Leads, ELD Interventionist

Success Indicators:

- PLC agendas and minutes reflecting standards-based planning.
- Improved quality of lesson plans.
- Increased student performance on formative assessments.

Focus Area 3: Accelerate Learning for Special Populations

Objective: Close learning gaps for special education, 504, at-risk, and bilingual students.

Actions:

- Disaggregate data by subgroups to identify specific gaps.
- Provide differentiated supports and scaffolds during planning.
- Incorporate strategies for inclusion, differentiation, and language development into PD and coaching.
- Create targeted intervention blocks with progress monitoring.

Timeline: Begin Week 3, adjust quarterly

Responsibility: Principal, Assistant Principals, SPED Coordinator, Bilingual/ESL Lead

Success Indicators:

- Growth on benchmarks by student subgroup.
- Increased access to Tier 1 instruction for special populations.
- Documentation of accommodations/modifications in lesson planning.

Focus Area 4: On-the-Spot Coaching during First-Instruction

Objective: Provide teachers with just-in-time feedback and coaching to ensure high-quality first instruction.

Actions:

- Establish a system for real-time coaching (e.g., sideline coaching, whisper coaching, reflection cards).
- Focus walkthroughs on first-teach moments and student engagement.
- Use quick coaching cycles (plan–observe–feedback) in high-leverage areas.

Timeline: Ongoing, starting Week 1

Responsibility: Principal, Assistant Principals, ELD Interventionist

Success Indicators:

- Increase in first-teach instructional quality.
- Reduction in need for reteaching or remediation.
- Teacher feedback indicating the value of real-time support.

Focus Area 5: Plan for Misconceptions and Differentiation

Objective: Coach teachers through anticipating misconceptions and proactively planning supports and extensions.

Actions:

- Incorporate a "misconception protocol" into PLC planning.
- Embed differentiation strategies into lesson plans and

coaching sessions.

- Model extension activities for advanced learners and scaffolds for struggling ones.
- Provide exemplar lessons and templates.

Timeline: Starting Week 2; embedded into planning

Responsibility: Principal, Assistant Principals, PLC Leads

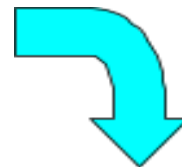
Success Indicators:

- Evidence of planned scaffolds/extensions in lessons.
- Teachers proactively address misconceptions during instruction.
- Growth for both low- and high-performing students.



Overall Success Metrics

- Student achievement growth across all demographics.
- Teacher feedback and reflection data showing increased confidence and skill.
- Increased implementation of best practices observed in classrooms.
- Higher quality of instructional planning documents.



System evaluation (philosophy, processes,
implementation, capacity)

Key Actions

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>		
	Reinforce high-quality RLA instruction in grades PreK–5 based on the 2024–2025 campus needs assessment. Instruction will be aligned to literacy development frameworks and grounded in best practices to ensure academic growth and foundational literacy mastery.		
	Indicators of success <i>(Measurable results that describe success.)</i>		
	Assessment /Metric	Grade Level(s)	Target
	NWEA MAP Reading Growth	K–5	MOY: ≥ 50th percentile median growth EOY: ≥ 60th percentile median growth EB MOY ≥50th Percentile growth EB MOY ≥ 60th Percentile
	DIBELS Composite Score	Kindergarten	MOY: 50% score 122+ EOY: 60% score 119+
	DIBELS Composite Score	1st Grade	MOY: 50% score 130+ EOY: 60% score 155+
	DIBELS Composite	2nd	MOY: 50% score 190+

	Score	Grade	EOY: 60% score 238+
	CIRCLE Literacy Assessment	Pre-K	MOY: 50% reach proficiency EOY: 85% reach proficiency
	Weekly Demonstrations of Learning (DOLs)	PreK–5	January: Avg. 50% mastery April: Avg. 70% mastery
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>		
	• Conduct BOY data analysis to identify RLA instructional gaps-August • Provide clear vision and expectations for Tier 1 RLA instruction-August • Monitor PLC implementation and alignment to internalization protocols-Weekly • Calibrate walkthroughs to ensure aligned feedback using the RLA look-for tool-Monthly • Host mid-year and end-of-year data reviews to evaluate student progress-January, May • Monitor effectiveness of supports for special populations-Monthly		
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>		
	• Participate in targeted PD on high-quality RLA instruction-September-October • Lead and attend weekly PLCs focused on planning and internalization-Weekly • Align DOLs to TEKS and literacy outcomes-Weekly • Track and reflect on weekly DOL mastery-Weekly • Internalize LSAE lessons-daily • Receive and respond to real-time coaching support during instruction-Ongoing • Analyze and respond to progress monitoring -Monthly		

Key Action One: Staff Development

Who: Principal, Assistant Principal, Leadership Team, SPED, ELD Interventionist

What: Leadership presentations, rubrics, PLC agenda tracker, feedback tools

When: Weekly

Where: PLC

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Literacy professional development specific to PK-2	
Materials/resources	Support materials to address the literacy gap as demonstrated on DIBELS and Circle	
Purchased services	95% Literacy Intervention to close the literacy gap quickly	15,000
Other	Book Study I've Dibeled now what? 10 copies	700
Other		
TOTAL		15,700.00

Funding sources:

KEY
ACTION
TWO

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

Reinforce high-quality math instruction in grades PreK–5 based on the 2024–2025 campus needs assessment. Instruction will focus on building conceptual understanding, math fluency, and problem-solving across all student populations.

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

Assessment / Metric	Grade Level(s)	Target
NWEA MAP Math Growth	K–5	MOY: Median score at or above the 55th percentile EOY: Median score at or above the 65th percentile EB MOY: Median score at or above the 55th percentile EB EOY: Median score at or above the 65th percentile
CIRCLE Math Assessment	Pre-K	MOY: 50% of students at or above proficiency EOY: 85% of students at or above proficiency
Weekly Demonstrations of Learning (DOLs)	PreK–5	January: 50% average mastery or higher April: 70% average mastery or

higher

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

- Conduct BOY data analysis to identify math instructional gaps-August
- Provide clear vision and expectations for Tier 1 math instruction-August
- Monitor PLC implementation and alignment to internalization protocols-Weekly
- Calibrate walkthroughs to ensure aligned feedback using the SPOT form - Weekly
- Host mid-year and end-of-year data reviews to evaluate student progress-January, May
- Monitor effectiveness of supports for special populations-Monthly

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

- Participate in targeted PD on high-quality math instruction-September-October
- Lead and attend weekly PLCs focused on planning and internalization-Weekly
- Align DOLs to TEKS and math outcomes-Weekly
- Track and reflect on weekly DOL mastery-Weekly
- Internalize LSAE lessons-daily
- Receive and respond to real-time coaching support during instruction-Ongoing
- Analyze and respond to progress monitoring -Monthly

Key Action Two: Staff Development

Who: Principal, Assistant Principal, Leadership Team, SPED, ELD Interventionist

What: Leadership presentations, rubrics, PLC agenda tracker, feedback tools

When: Weekly

Where: PLC

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Manipulatives grid paper	2,500.00
Purchased services		
Other	Pencils	1000.00
Other		
TOTAL		
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>		
	Increase student achievement for Special Education students through targeted compliance, coaching, instructional support, and collaboration between general and special education teams.		
	Indicators of success <i>(Measurable results that describe success.)</i>		
	Assessment / Metric	Grade Level(s)	Target
	ARD Compliance	All SPED Students	100% of ARDs held on or before the deadline by end of first semester
	ARD Participation	All SPED Students	100% of ARDs attended by Principal or AP, as evidenced in ARD minutes
	Quality of IEP Goals	All SPED Students	100% of IEPs contain clear, measurable, tailored goals (reviewed quarterly)
	IEP Dissemination	All SPED Students	100% of staff receive relevant IEP portions within 24 hours of finalization
	Classroom Observations & Coaching for SPED Teachers	All SPED Classrooms	Each SPED teacher receives at least one observation with feedback weekly

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

- Attend district-provided SPED training and updates-Summer/BOY
- Meet with SPED teachers to review BIPs for all SPED students
- Provide campus-wide compliance and SPED expectations training-August/Ongoing
- Track completion of all SPED trainings using agendas and sign-in sheets-Monthly
- Deliver in-service training on coaching cycles and follow-up implementation processes-BOY
- Conduct weekly spot checks for accommodation usage (labels, gradebook notations, work samples)-Weekly
- Use the SPED Accommodation Tracker to align accommodations with lesson plans-Weekly
- Deliver real-time feedback through on-the-spot coaching and track via bi-analytics tool-Ongoing
- Provide PLC support to ensure TEKS-aligned accommodations and scaffolded objectives-Weekly
- Provide a monthly Special Education PLC for SPED staff with Admin to align best practices
- Provide a monthly PLC with teachers led by SPED department chair focused on SPED accommodations and documentation along with ongoing training
- Implement voluntary open lab system to support documentation and compliance areas
- Monthly folder audits to ensure compliance with state and district guidelines

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

- Use differentiated workstations and student-centered instruction to target IEP objectives-Daily
- Implement rigorous instruction to support development of critical thinking skills-Ongoing
- Collaborate in grade-level PLCs to ensure alignment of instruction, accommodations, and student needs-Weekly
- Address students' SEL needs by collaborating with counselor, admin, SPED chair -Ongoing
- Participate in SPED staff meetings to discuss strategies and share effective practices-Bi-Weekly
- Maintain parent communication on student needs and IEP progress through progress reports and tracking-Ongoing
- Provide targeted instruction via tutorials, one-on-one, or small group sessions-As Needed

Key Action Three: Staff Development

Who: Principal, Assistant Principal, Leadership Team, SPED, ELD Interventionist

What: Leadership presentations, rubrics, PLC agenda tracker, feedback tools

When: Monthly Meetings and PD

Where: PLC Room

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		