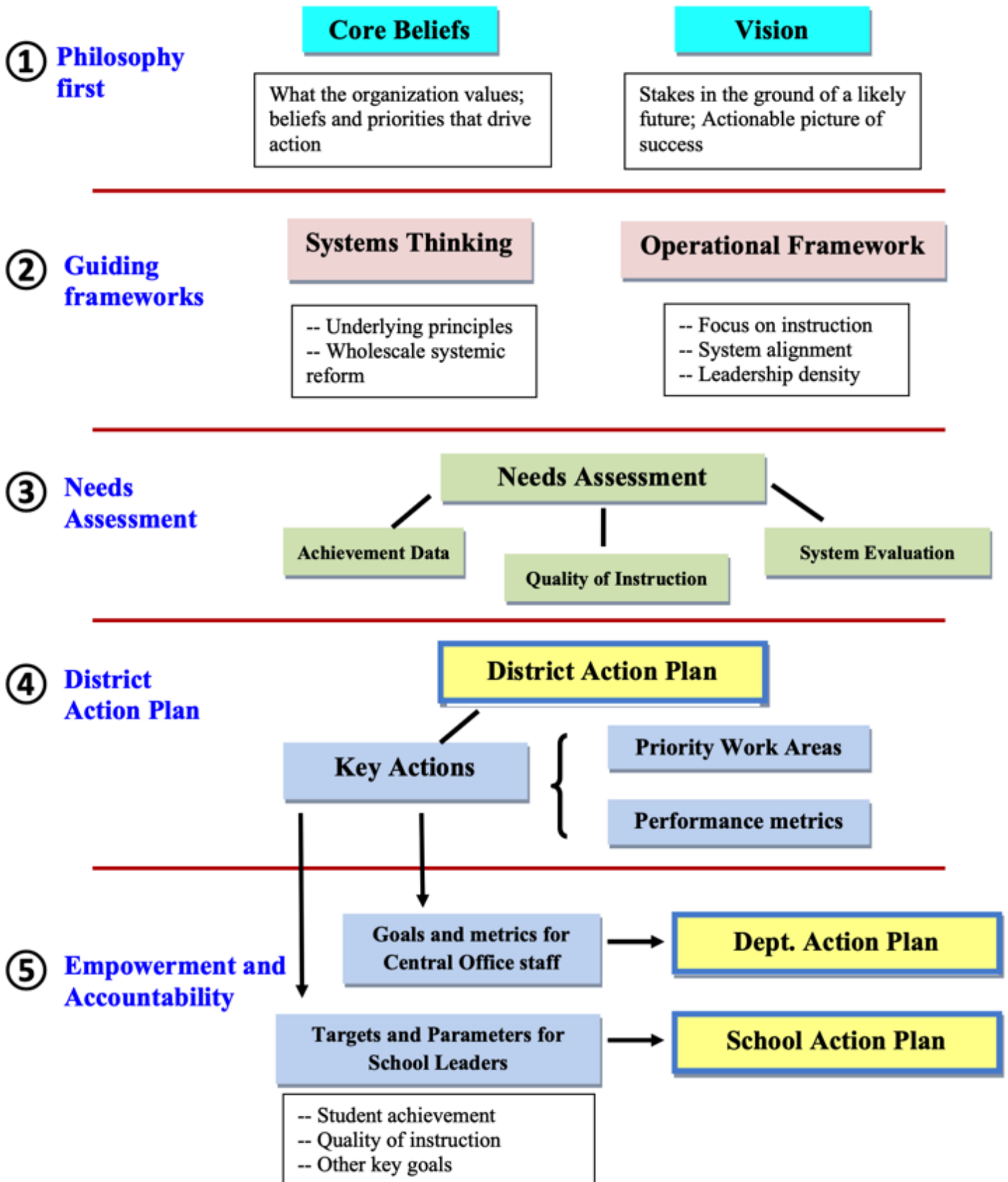


2025-2026 Action Plan

Blackshear Elementary School

Jesseye Brown

Effective Districts – Planning Diagram



Needs related to student achievement data

NWEA BOY- EOY

School Profile

Growth and Achievement Overview

Blackshear Elementary (110) | Reading

Grade		Number of Students ¹
All Grades	<p>Growth Median and Distribution</p> <p>73rd 11% 12% 14% 22% 41%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>37th 38% 17% 15% 21% 9%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>54th 18% 18% 19% 34% 11%</p>	114

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart](#) ▾

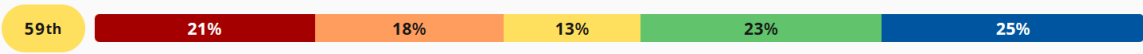

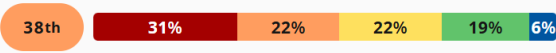
Grade ↑		Sort by <input type="text" value="-- select an option --"/>	Number of Students ¹
Grade 2	<p>Growth Median and Distribution</p> <p>67th 13% 13% 18% 17% 39%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>29th 43% 22% 13% 13% 9%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>54th 17% 22% 22% 35% 4%</p>		23
Grade 3	<p>Growth Median and Distribution</p> <p>70th 10% 13% 10% 23% 44%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>30th 47% 13% 13% 20% 7%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>55th 20% 20% 20% 30% 10%</p>		30
Grade 4	<p>Growth Median and Distribution</p> <p>66th 19% 15% 11% 18% 37%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>40th 37% 15% 11% 15% 22%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>46th 22% 22% 15% 30% 11%</p>		27
Grade 5	<p>Growth Median and Distribution</p> <p>79th 3% 9% 18% 26% 44%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>47th 26% 18% 21% 32% 3%</p> <p>Achievement Spring 2024-2025 Median and Distribution</p> <p>67th 12% 12% 20% 41% 15%</p>		34

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

Growth and Achievement Overview

Blackshear Elementary (110) | Math K-12

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	160

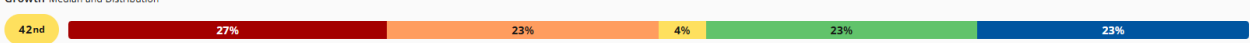
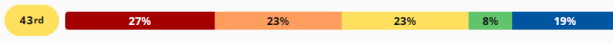



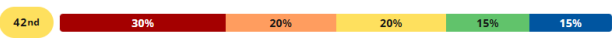
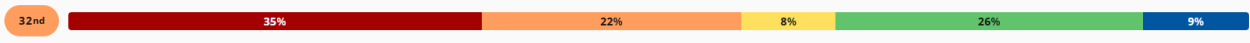

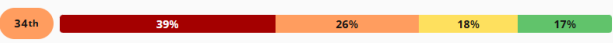
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart.](#) ▼

Growth and Achievement by Grade

Blackshear Elementary (110) | Math K-12

Grade ↑	Sort by -- select an option -- ▼	Number of Students i
K		26
	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	
Grade 1		20
	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	
Grade 2		23
	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	

Growth and Achievement Overview

Blackshear Elementary (110) | Science K-12

Grade		Number of Students
All Grades	<p>Growth Median and Distribution</p> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>Achievement Spring 2024-2025 Median and Distribution</p>	114

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart.](#)

Growth and Achievement by Grade

Blackshear Elementary (110) | Science K-12

Grade		Sort by <input type="text" value="-- select an option --"/>	Number of Students
Grade 2	<p>Growth Median and Distribution</p> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>Achievement Spring 2024-2025 Median and Distribution</p>		23
Grade 3	<p>Growth Median and Distribution</p> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>Achievement Spring 2024-2025 Median and Distribution</p>		30
Grade 4	<p>Growth Median and Distribution</p> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>Achievement Spring 2024-2025 Median and Distribution</p>		27
Grade 5	<p>Growth Median and Distribution</p> <p>Achievement Fall 2024-2025 Median and Distribution</p> <p>Achievement Spring 2024-2025 Median and Distribution</p>		34

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

STAAR

	READING - BLACKSHEAR ES											
	3rd			4th			5th			All grades		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
2025 - BLACKSHEAR ES	53%	28%	13%	73%	43%	20%	78%	53%	22%	68%	41%	18%
2024 - BLACKSHEAR ES	49%	17%	9%	70%	30%	2%	68%	32%	5%	62%	26%	5%
	4%	11%	4%	3%	13%	18%	10%	21%	17%	6%	15%	13%

	MATH - BLACKSHEAR ES											
	3rd			4th			5th			All grades		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
2025 - BLACKSHEAR ES	61%	39%	3%	57%	33%	7%	61%	17%	6%	58%	29%	6%
2024 - BLACKSHEAR ES	40%	6%	0%	33%	11%	2%	56%	22%	0%	43%	13%	1%
	21%	33%	3%	24%	22%	5%	5%	-5%	6%	15%	16%	5%

	Science		
	5th		
	App	Meets	Masters
2025 - BLACKSHEAR ES	44%	6%	0%
2024 - BLACKSHEAR ES	20%	5%	0%
	24%	1%	0%

	Growth	Regression	Maintain

Needs related to improving the quality of instruction

Key Areas for Improvement Math:

1. **Strengthening Foundational Skills:** Lower grades (K-2) are struggling with both growth and achievement, indicating gaps in number sense, fluency, and problem-solving skills.
2. **Targeted Intervention for At-Risk Students:** Grades 1, 2, and 5 have particularly low achievement, requiring more structured support.
3. **Increasing Higher-Order Thinking & Application:** Grades 3-5 need more emphasis on conceptual understanding rather than rote memorization.

Key Areas for Improvement Reading:

1. **Strengthening Early Literacy Foundations:** Increased phonics and fluency practice in lower grades. **(SOR FOCUS)**
2. **Enhancing Comprehension Skills:** Explicit instruction on summarization, questioning, and inferencing.
3. **Building Vocabulary and Background Knowledge:** Expanding exposure to a variety of texts, including nonfiction.
4. **Targeted Intervention and Acceleration:** Differentiated instruction to meet students at their level. **(MCLASS DIBLES INTERVENTION FOCUS K-2)**
5. **Family and Community Engagement:** Encouraging at-home reading practices and partnerships. **(AMIRA AT HOME)**

PLC Action Plan to Improve Math & Reading Instruction:

Improve student achievement and growth in both math, reading and science by strengthening instructional practices, using data-driven decision-making, and increasing student engagement.

PLC Goal: Data Analysis & Instructional Planning

1. Review student achievement and growth data (MAP, formative assessments, progress monitoring).
2. Identify trends in strengths and weaknesses across grade levels.
3. Set specific, measurable instructional goals for improvement in math and reading
4. Provide multiple opportunities for teachers to plan together and practice their craft through at-bats.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy

Our instructional framework is built on the belief that high-quality teaching, continuous professional growth, and data-driven decision-making are essential for student success in reading and math. To address identified gaps in achievement and growth, we are committed to fostering a culture of collaboration, targeted instructional support, and leadership development among teachers and administrators. Through structured PLCs, peer coaching, and ongoing professional learning, we aim to enhance instructional effectiveness and improve student outcomes.

Processes

To strengthen instructional quality and align with the needs assessments in reading and math, we are implementing structured processes that support teacher development and student learning:

- 1. Leadership Coaching through the NES Model – Increasing the capacity of the leadership team to effectively guide and support teachers in implementing instructional strategies.**
- 2. Enhancing the PLC At-Bats Protocol – Ensuring PLCs are highly effective by embedding frequent opportunities for teachers to analyze student data, practice instructional strategies, and refine lesson delivery. This process fosters a cycle of continuous improvement.**
- 3. Building Teacher Capacity and Teacher-Leaders – Creating a sustainable model for professional learning by empowering teachers to lead PLC discussions, data meetings, and peer-to-peer observations. This approach not only strengthens instructional practices but also cultivates leadership skills within the teaching staff.**

Implementation

To successfully implement these processes, we are establishing a bi-monthly PLC structure where teachers engage in:

- Peer-to-peer observations to provide actionable feedback on instructional practices.**

- Collaborative coaching sessions supported by mentor administrators to refine teaching strategies.
- Teacher-led PLCs and data talks to foster shared ownership of student progress and instructional decision-making.

Additionally, school leaders will receive ongoing training on the NES coaching model, ensuring they have the tools necessary to support teachers effectively. By integrating these elements into our instructional framework, we will create a cohesive and sustainable approach to professional development and student success.

Capacity

By systematically building leadership within our teaching staff and strengthening the effectiveness of PLCs, we will increase our school's overall instructional capacity. Teachers will be equipped with the skills and strategies needed to drive student achievement in math and reading, while leadership teams will play an active role in fostering a culture of continuous growth. Through ongoing coaching, collaboration, and data-driven decision-making, we are developing a system that not only meets current needs but also sustains long-term instructional excellence.

School Action Plan Template:

KEY ACTION ONE	<p>Key Action (<i>Briefly state the specific goal or objective.</i>)</p> <p>Improve SPED Accountability: By the end of the academic year, our Special Education students Reading and Math will exceed the state target.</p>
	<p>Indicators of success (<i>Measurable results that describe success.</i>)</p> <ul style="list-style-type: none">• 100% of the campus ARDs will be held on or before the deadline.• Principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.• Special Education students will complete at least four Zearn Lessons per week and three Amira lessons per week.• Campus scores A rating on Fall and Spring State Folder Audit.• By the end of the academic year, our Special Education students Reading and Math will exceed the state target (Reading 59% and Math 61%) for Growth in Domain 3 - Closing the Gaps at 65% for Reading and 70% for Math.
	<p>Specific actions - school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)</p> <ul style="list-style-type: none">• Weekly SPED Meeting with Department Chair, SPED Apprentice and SPED Administrator to discuss alignment• 3 Coaching SPOTs per week with on-the-spot coaching• Bi-Monthly State folder audits completed by each Case Manager• Weekly PLC for instructional planning to review annotated slides, DOL, SCR exemplars and accommodations.

	<ul style="list-style-type: none"> • Ensure SPED teachers have internalized and customized student facing documents to ensure students achieve mastery by end of lesson.
	<p>Specific actions - staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> • Update State folder with data scores, observations during each PLC weekly. • Resource teachers will follow the instructional planning guide providing accommodation and resources to general education teachers to be implemented together in the classroom. • Provide Leader with customized student facing documents for feedback.

Key Action One			
Staff Development	Who:		
	What:		
	When:		
	Where:		
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.)*

Increase Math Proficiency Across All Grade Levels

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

- By the Math NWEA-MAP MOY, 90% of our K-5 students will complete at least 45 Zearn on-grade-level lessons.
- By the Math NWEA-MAP EOY, 90% of our K-5 students will complete at least 90 Zearn lessons.
- At the NWEA-MAP MOY Math assessment, 60% of our students will show at least 0.6 growth or higher.
- At the NWEA-MAP EOY, least 80% of our students will show a growth of 1.2 or higher.

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

- Pull weekly completion reports from Zearn and Amira.
- Celebrate high-usage classrooms during staff meetings or through weekly shout-outs.

	<ul style="list-style-type: none"> • Teachers with high usage incentivized with gifting suite shopping. • Review Zearn reports each Wednesday and identify students off-track of meeting goal. Data to be provided to elective teacher for Tech Friday. • Communicate expectations for Zearn (K-4: 3 lessons/week; 5th grade: 2 lessons/week) and Amira (4 stories/week) at the start of each quarter. • Review MAP RIT band data and Zearn/Amira progress with grade-level teams. • Train staff on how to use Zearn reports, Amira analytics, and MAP RIT bands to differentiate instruction. • Leaders provide daily on the spot coaching and feedback to teachers during allocated Zearn time to ensure teachers are coaching students and monitoring progress on dashboard.
	<p>Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> • Schedule Zearn (K-4: 3 lessons/week; 5th: 2 lessons/week into math blocks and encourage more usage independent homework time. • Ensure 100% of the students have access to technology and support to complete lessons independently. • Maintain visible tracking charts for Zearn progress in the classroom. • Celebrate student milestones (e.g., 30, 60, 90 lessons) with certificates, shout-outs, or rewards. • Group students based on MAP RIT data and plan targeted mini-lessons or center activities. • Submit Zearn reports each Wednesday to Math administrator • Elective Team facilitates, tracks and aggressively monitors Zearn implementation on Fridays.

KEY ACTION TWO

Staff Development	Who:		
	What:		
	When:		
	Where:		
	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		

Budget	Other		
	Other		
		TOTAL	
	Funding Sources		

KEY ACTION THREE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Increase Reading Proficiency Across All Grade Levels</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By the Reading NWEA-MAP MOY, 90% of our K-4 students will complete at least 4 Amira lessons per week • By the Reading NWEA-MAP EOY, 90% of our K-4 students will complete at least 120 Amira lessons. • 100% of teachers can identify MAP RIT bands for their students and use the data to plan targeted instruction by the end of the EOY. • At the NWEA-MAP MOY Reading assessment, 60% of our students will show at least 0.6 growth or higher, and at EOY, at least 80% of our students will show a growth of 1.2 or higher.

	<p>Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> • By the Reading NWEA-MAP MOY, 90% of our K-4 students will complete at least three Amira 60 on-grade-level lessons. • By the Reading NWEA-MAP EOY, 90% of our K-4 students will complete at least 120 Amira lessons. • 100% of teachers can identify MAP RIT bands for their students and use the data to plan targeted instruction by the end of the EOY.
	<p>Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> • Schedule Amira (4 stories/week) into reading blocks or independent work time. • Ensure 100% of the students have access to technology and support to complete lessons independently. • Maintain visible tracking charts for Amira progress in the classroom. • Celebrate student milestones (e.g., 30, 60, 90 lessons) with certificates, shout-outs, or rewards. • Group students based on MAP RIT data and plan targeted mini-lessons or center activities.

Key Action Three

Staff Development	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

KEY ACTION FOUR

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

Increase Writing Proficiency Across All Grade Levels

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

- By February 2025 70% of 3rd-5th grade students will achieve at least an average score of 3(6) on ECRs using the ECR Rubric, by April 2026 80% of 3rd-5th grade students will achieve at least an average score of 4(8) on ECRs using ECR Rubric.
- By January 2025 Teacher Created OnTrack SCR Data, 75% of Grade 3-5 Students will show growth on monthly writing sample calibration based on Extended Friday SCR OnTrack input.
- By January 2026, 70% of 2nd - 4th grade students will be able to meet the score of 2 on SCR Student Writing Sample calibration using HML student products.

	<p>Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> Facilitate calibrations during Friday student sample reviews Enforce and aggressively monitor campus writing plan with fidelity Review and coach teachers on student writing samples during classroom visits Train teachers on state ECR and SCR rubrics through professional development day.
	<p>Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> Create student exemplars during lesson internalization for ECR and SCR. Monitor students writing and provide feedback in the moment during instruction Provide minimum 3 writing opportunities during all lessons. Rate all SCR and ECR students responses at the end of DOL, aggressively monitoring during student writing.

Key Action Three

Staff Development	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		TOTAL	
	Funding Sources		

