

2025-2026 Action Plan

DeAnda Elementary

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

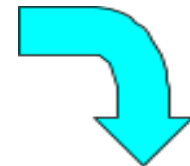
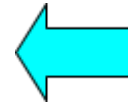
Needs related to student achievement data

- Between 2021-25: 3rd-5th grade students scored 76%, 83%, 82%, 82%, 84% approaches, 45%, 56%, 56%, 55%, 64% meets, and 27%, 28%, 26%, 29%, 34% masters on STAAR Reading.
 - ECR and SCR data demonstrates a need for improvement
 - In both 2023 and 2024, about 40% of students scored 0-2 on ECRs (41% in 2023 and 38% in 2024).
 - In 5th grade English, the percentage of students who scored 0-2 increased from 33% in 2023 to 49% in 2024.
- Between 2021-25: 3rd-5th grade students scored 72%, 80%, 81%, 83%, 83% approaches, 41%, 47%, 61%, 57%, 61% meets, and 24%, 21%, 31%, 27%, 33% masters on STAAR Math.
- Between 2021-25: 3rd-5th grade students scored 69%, 70%, 61%, 47% approaches, 19%, 20% meets, and 6%, 1% masters on STAAR Science.
- K-5th grade students met the .6 growth at the 49th percentile on the EOY NWEA reading assessment.
- 2nd-5th grade students met the .6 growth at the 55th percentile on the EOY NWEA Math assessment.
- 2nd-5th grade students met the .6 growth at the 50th percentile on the EOY NWEA Science assessment.
- In 2025, the median percentile for EOY NWEA reading assessment was 42nd.
- In 2025, 30% of students on the campus scored Well Below or Below on the EOY DIBELS and Lectura assessments.
- In 2024-25: 1st-5th grade students made 1 year of growth on TELPAS Composite at the 33rd percentile (2024) and the 44th percentile (2025), not meeting the newly set standards for TELPAS of 49% and setting the standard of 51% will maintain the growth of EBs.
- In 2024: 59% of students receiving special education services scored at the approaches level, 31% scored meets, and 13% scored masters.

Needs related to improving the quality of instruction



Parameters and metrics established by the District



The average of our 2 highest IRTs in 2024-25 was 11.25.

The campus average on the Engage & Deliver section of the Spot observation conducted by campus appraisers is 3.42 out of 6.

The campus average on the Monitor & Adjust section of the Spot observation is 2.18 out of 4.

System evaluation (philosophy, processes, implementation, capacity)

PLC systems and structure through high performance culture.

Build leadership density of all leaders through systems creation

Key Actions

- Monitor & Adjust to K-5th Grade Student Academic Outcome Data
- Improve Staff Capacity
- Improve Campus Culture

School Action Plan Template

Key Action <i>(Briefly state the specific goal or objective.)</i>	
	-Monitor & Adjust to K-5th Grade Student Academic Outcome Data
Indicators of success <i>(Measurable results that describe success.)</i>	
	<ul style="list-style-type: none">● By the end of the academic year, 90% of teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the semester.● By the end of the academic year, 55% of students in grades 2-5 will demonstrate 1.40 times second semester expected growth in reading, math, and science according to NWEA MAP data.● By the end of the academic year, the percent of students in grades K through 1 who score at or above benchmark will increase from 70% to 80% on EOY DIBELS and Lectura.

KEY ACTION ONE	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"> ● Provide targeted Professional Development (PD) on the Spot Observation form and the Great 8. ● Schedule regular classroom walkthroughs and provide feedback on Domain II. Provide frequent on-the-spot coaching to teachers on monitoring student progress and adjusting instruction in real time. ● Support teachers in lesson internalization practices during PLC and PD days. ● Refine re-teach strategies and structure to support student learning and differentiation. ● Provide data-driven insights from assessments and the Spot form to identify areas where teachers need improvement. Tailor coaching sessions and PLCs to meet the specific needs of individual teachers.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Participate in targeted PD on the Spot Observation form and the Great 8. ● Use student data during at bats to adjust instruction in the moment. ● Effectively internalize lessons to meet criteria of the Spot form and the Great 8. ● Plan effective re-teach lessons for students not mastering the DOL. ● Analyze student achievement data and Spot observation data to identify areas of improvement. ● The reading and math interventionists will provide push-in support during the re-teach block to support differentiation.

Key Action One: Staff Development
Who: All Teachers
What: Teachers will develop a deeper understanding of how to implement at bats and use them effectively to monitor student progress and inform real-time adjustments to instruction.
When: August Pre-Service and PD Days
Where: DeAnda Elementary Cafeteria

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	General Supplies	\$1,600
Purchased services		
Other: Extra Duty Pay	Provide teachers with extra duty pay to receive additional PD and lesson internalization opportunities throughout the year	\$7,200
Other: Reading Interventionist	Half-time Hourly Teachers for reading and math intervention	\$72,000
TOTAL		
Funding sources: General Funds 101		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Staff Capacity
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of the academic year, the campus average on the Engage & Deliver section of the Spot observation for all IRT visits will be 4 or higher out of 6. ● By the end of the academic year, the campus average on the Monitor & Adjust section of the Spot observation for all IRT visits will be 2.5 or higher out of 4. ● By the end of the academic year, the average IRT score between IRT round 1 and IRT round 4 will increase by 1.5 points.
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Provide targeted Professional Development (PD) on the Spot Observation form and the Great 8. ● Schedule regular classroom walkthroughs and provide feedback on Domain II. Provide frequent on-the-spot coaching to teachers on monitoring student progress and adjusting instruction in real time. ● After each IRT round, reflect on the feedback received. Identify areas of strength and areas for growth, then set clear goals for improving those areas in the next round. Provide PD and coaching on those targeted areas. ● Create a structure for PLCs to maximize lesson internalization and at bat opportunities for teachers.
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Ensure lessons have plenty of at bats, allowing students to be active participants in their learning. Use engagement strategies to allow 100% of students to practice. ● Refine turn and talk routines to maximize opportunities for students to speak and practice their learning. ● Adjust misconceptions on-the-spot according to collected data. ● Participate effectively in processes for lesson internalization and at bats. ● Actively seek and apply feedback from administrators, instructional coaches, and peers to improve specific areas of teaching.

Key Action Two: Staff Development

Who: All Teachers

What: Teachers will develop a deeper understanding of how to plan rigorous lessons where learning is maximized by providing students with high-quality instruction and opportunities to practice what they are learning. Students will have opportunities in these lessons to listen, speak, read, write, and think with visuals and other supports available.

When: August Pre-Service and PD Days

Where: DeAnda Elementary Cafeteria

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	General Supplies	\$1,600
Purchased services		
Other: Extra Duty Pay	Provide teachers with extra duty pay to receive additional PD and lesson internalization opportunities throughout the year	\$7,200
Other:		
TOTAL		

Funding sources: General Funds 101

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Campus Culture
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of the academic year, 90% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey "I work in an environment of support and respect." ● By the end of the academic year, 90% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey "I would recommend this school to others to work here." ● By the end of the academic year, 90% of teachers score 1 point on the campus culture participation indicator of the Planning & Professionalism rubric (The teacher consistently and productively contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan).
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Provide ongoing coaching and support to teachers and frequent feedback conversations regarding progress and next steps ● Create a cohort for new teachers, including those new to campus ● Solicit feedback at BOY and MOY ● Improve effectiveness of PLCs ● Ensure all communication is professional and respectful ● Create leadership opportunities for teacher leaders ● Regularly communicate how the campus' actions and results are linked to the mission, vision, and core values
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Come prepared to PLCs with pre-work completed for lesson internalization ● Implement feedback from coaching visits and spot observations ● Use observation feedback to set short-term instructional goals and track progress ● New teachers can participate fully in cohort sessions, build relationships with cohort members, and ask questions proactively ● Veteran teachers can volunteer as mentors, offer to host model lessons, and help onboard peers by sharing resources and systems

- Be actively involved in shaping the school's culture action plan by contributing ideas during planning meetings or schoolwide forums.
- Be open to participating in school leadership teams or task forces aimed at improving school culture.
- Stay solutions-focused and aligned to student outcomes during all planning conversations
- Model school values and expectations

Key Action Three: Staff Development

Who: Teachers & Staff

What: Teachers will be equipped with the tools, mindset, and shared language to actively contribute to a school environment rooted in mutual respect, strong professional relationships, and alignment to the campus mission and vision.

When: August Pre-Service and PD Days

Where: DeAnda Elementary Cafeteria

Key Action Three: Budget

Proposed item	Description	Amount
Materials/resources	General Supplies	\$1,600
Purchased services		
Other: Extra Duty Pay	Provide teachers with extra duty pay to receive additional PD and lesson internalization opportunities throughout the year	\$7,200
Other:		
Materials/resources		
TOTAL		

Funding sources: General Funds 101

