

2025-2026 Action Plan



Mading Elementary School

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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

STAAR Trends (2021-2024):

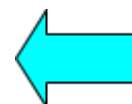
- 3rd-5th grade students scored 48%, 63%, 59%, 59% approaches, 22%, 29%, 23%, 23% meets, and 10%, 15%, 6%, 6% masters on STAAR Reading.
 - ECR and SCR data impacted our ELAR data shows a need for improvement 2023 data had an average of 30% of students scoring 0-2 on ECRs and an increase in 2024 to 50%.
- 3rd-5th grade students scored 46%, 61%, 64%, 53% approaches, 17%, 28%, 30%, 24% meets, and 5%, 6%, 7%, 6% masters on STAAR Math.
- 3rd-5th grade students scored 47%, 41%, 47%, 40% approaches, 12%, 20%, 6%, 4% meets, and 2%, 2%, 2%, 4%, 2% masters on STAAR Science.

NWEA Data:

- Average student achievement percentile on **NWEA Math** at MOY 24%
- Average student achievement percentile on **NWEA READING** at MOY to 20%
- Average student achievement percentile on **NWEA SCIENCE** at MOY to 17%

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Data- less than

- 50% of 1st through 4th graders are performing at or above benchmark on MOY.



Parameters
and metrics
established by
the District

Needs related to improving the quality of instruction

Campus SPOT data and IRT data was not aligned for Round 1 or 2 but is aligned for Round 3. Overall IRT data has grown consistently from Round 1 to Round 3.; however there has been a decrease in Domain 1, Planning during IRT visits.

Data is lowest in Domain 2, Instruction.

Leaders will need to build teacher capacity to deliver high quality tier 1 instruction with a focus on student engagement through effective MRS, as well as scaffolding and differentiation to meet the needs of all learners.

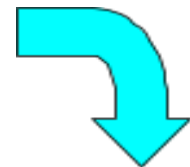
Leaders will also need to support teachers with planning lessons and DOLs that are aligned to grade level TEKS.

- Teacher resignations in Bilingual and PreK with unsuccessful recruitment in bilingual
- Teachers provide instruction in content areas without pedagogical skills or required certification.
- Low participation in Crimsi for support with HQIM (High Quality Instructional Materials) rollout
- Implementation of 2 new curriculum tools
- Identifying structure to allow for vertical planning within confines of master schedule.
- Create an opportunity for content collaboration when the team only consists of 1 teacher teaching a particular subject/content per grade level.
- Competing interest of identifying highest leverage feedback versus scripting when conducting spot observations for reinforcement and refinement

System evaluation (philosophy, processes, implementation, capacity)

Processes

- Multiple iterations of structures/expectations for intervention (materials, platforms, and focus)
- Zearn implementation requirements are delivered through ancillary and intervention schedules.
- Attempted implementation of LSAE model without full consideration to implications of staffing model required to successfully execute in a manner that truly benefits students.
- Unlearning “See It, Name It, Do It” and replacing it with “On the Spot Coaching” for shorter cycles.



Capacity

- Administrative team members have classroom obligations.
- Limited opportunity to develop other Tier II leaders.
- Teachers provide instruction in content areas without pedagogical skills or required certification.

Key Actions

KEY ACTIONS *(Specific Goals or Objectives)*

- **Reading:** Increase student achievement in Reading and Writing
- **Math:** Increase student achievement in Math and Science
- **Quality of Instruction:** Improve the quality of instruction for EB students by enhancing teachers' ability to critically review and enhance curriculum to ensure rigor during Tier 1 instruction
- **SPED:** Improve Special Education instruction and service delivery

Key Action One: Staff Capacity

Improve Staff Capacity

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

- By the end of May 2026, the campus average on the planning domain section of the Spot Observation for all IRT visits will be 2.
 - By December 2025, the campus average on the planning domain section of the Spot Observation for all IRT visits will be 1 or higher.
- By the end of May 2026, the average IRT score between IRT round 1 and IRT round 4 will increase by 4 points.
 - By December 2025, the average IRT score between IRT round 1 and IRT round 4 will increase by 2 points.
- By the end of May 2026, 90% of teachers will score an 8 or higher on their overall average, as measured by the monthly spot average.
 - By December 2025, 50% of teachers will score an 8 or higher on their overall average, as measured by the monthly spot average.

Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
• Provide on-the-spot coaching daily. • Weekly review of lesson plans with written feedback to support preparation for “At Bats.” • Seeking support from C&I and the Multilingual department to provide individualized support for identified teachers in conjunction with instructional support from campus leader/s. • Assistance with lesson internalization and creation of quality CFU’s • Frequently refer to and unpack the rubric and each descriptor and apply it to spot observation form to increase understanding of how instruction should look and sound at the Proficient and Exemplary levels.
Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
• Teachers will include a minimum of 4 multiple-response strategies per lesson for students to engage with their peers and the lesson. • Commit to making instructional pivots in the moment when coached. • Prepare exemplars and engage in backward planning. • Unpack TEKS/Standards (Know, show charts ahead of PLCs) • Provide opportunities for students to listen, read, write, and speak in all core content areas. • Consistently expose all students to content that is at or above grade level. • Implement all feedback and coaching provided. • Remain abreast of any curriculum changes that will affect students.

Key Action One: Staff Development

Who: Teachers and Staff

What: Professional development will focus on building teacher capacity to deliver high-quality Tier 1 instruction

When: Professional Development Days throughout the year

Where: Mading Library

Key Action One: Budget

Proposed item	Description	Amount
Staff development	District and campus-based training to be provided.	
Materials/resources	District resources will be utilized. None at this time.	

Purchased services	District resources will be utilized. None at this time.	
Other		
TOTAL		
Funding sources:		

Key Action Two: Student Achievement
Increase student achievement in Reading and Writing through High-Quality Instruction
Indicators of success <i>(Measurable results that describe success.)</i>
- By May 2026, the campus average in Domain II (Monitor & Adjust and Engage & Deliver) of the Spot Observation will be 8 points or higher out of 10 points total By December 2025, the campus average in Domain II (Monitor & Adjust and Engage & Deliver) of the Spot Observation will be 6 points or higher out of 10 points total - By May 2025, 80% of 3rd - 5th graders of students will consistently earn S2 or above on theDOL. - By October 2024, 50% of students will consistently earn S2 or above on the DOL. - By December 2024, 60% of students will consistently earn S2 or above on DOL. - By February 2025, 75% of students will consistently earn S2 or above on the DOL. - By April 2025, 75% of 3rd - 5th graders will score a 3/5 or above will consistently achieve a 3 or higher on a monthly SCR writing based on the STAAR Rubric. - By December 2024, 40% of 3rd - 5th graders will score a 3/5 or above will consistently achieve a 3 or higher on a monthly SCR or ECR writing based on the STAAR Rubric.

- We will tier teachers based on EOY data (NWEA, STAAR, and Spot observations) and create systems of coaching and instructional support based on teacher needs.
- The leadership team will monitor student growth during weekly admin. PLCs to have data digs on SCR/ ECRs.
- Leaders calendar out their coaching times (70% or more each week of leaders in classrooms doing instructional coaching to include teacher and instructional focus.)
- Provide targeted professional development sessions during pre-service and during weekly PLC meetings for teachers to focus on rigor and differentiation in Domain II (Instruction) of the evaluation criteria. (Brain Trusts)
- Analyze data from spot observations to identify trends and areas needing additional support and adjust support strategies based on data analysis to address any gaps or challenges.
- Train teachers to use data effectively to inform instructional decisions and differentiate instruction based on students' individual needs. This could involve weekly data PLC meetings where teachers analyze student progress and adjust instructional strategies accordingly.
- Provide guidance on utilizing reports from NWEA to form small groups.
- Train staff on proper administration and scoring of DIBELS.
- Facilitate Data-Driven PLCs (Professional Learning Communities) with established protocols to support with lesson internalization.
- Require tracking of DOLs
- Frequently observe intervention blocks during weekly LSAE, tch. time.

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

- Teachers collaborate weekly through professional learning communities, where they share successful strategies, lesson plans, and resources to improve instruction and lesson internalization.
- Analyze student data from NWEA MAP assessments to identify areas of improvement for students and implement a plan to inform the next steps in instruction for teachers.
- Establish targets for student growth on NWEA MAP reading assessment and create and execute individual student data folders/portfolios. Teachers will monitor ongoing student data tracking at critical checkpoints throughout the year. (BOY, MOY, EOY).
- Collaborate with parents, support staff, and related service providers to set specific goals and objectives tailored to students' strengths and areas of opportunity.
- Complete Reading Academy to develop knowledge in the science of teaching reading.
- Utilize research-based tools for interventions and progress monitoring.
- Treat reading and writing as a reciprocal process to support the practice of ECR'S and

SCR's.

Key Action Two: Staff Development

Who: RLA Lead, Campus Leadership Team

What: SCR and ECR Tracking, Scoring and Timely Feedback Training

When: August Professional Development Training with Teachers

Where: Mading Library

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	District and campus-based training using student samples from STAAR 2025.	
Materials/resources	Copy Paper, Pencils, pens, crayons, index cards, highlighters, whiteboards, dry-erase markers, erasers, dictionaries,	\$30,000.00
Purchased services	Lead4ward field guides elementary	\$450.00
Other		
TOTAL		\$30,450.00
Funding sources: Title 1		

Key Action Three: Emergent Bilinguals

Improve EB Student Academic Outcome Data

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

KEY
ACTION
THREE

- By May 2026, EB students will increase their overall student achievement average in math by 40% from BOY to EOY.
 - By January 2025, EB students will increase their overall student achievement average in math by 25% from BOY to MOY.
- By May 2026, 80% of English Learners (EBs) will complete their personalized lesson plan.
 - By December 2025, 60% of EBs will complete 15% of their SummitK12 personalized lesson plan.
- By April 2026, 90% of Mading Spot observations in April, Dual Language teachers will score 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver).
 - 75% of Mading Spot observations in November, Dual Language teachers will score 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver).

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

- Provide targeted professional development sessions for teachers focused on rigor and differentiation in Domain II (Instruction) of the evaluation criteria.
- Provide targeted professional development on Summit K-12
- Leaders coaching in classes 70% or more each week, of leaders in classrooms doing instructional coaching.
- Leaders will monitor the implementation of schoolwide technology to core subjects weekly (Summit K-12) for students to complete at least 1 lesson weekly.

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

- Teachers will engage in Lesson internalization and planning during weekly PLCs with leaders and turn in customized slide decks/ annotated slides each week.
- Provide opportunities for students to listen, read, write, and speak in all core content areas.
- Teachers will incorporate Sheltered Instruction for EB (Emergent Bilingual) students.
- Teachers will incorporate Sheltered Instruction for EB (Emergent Bilingual) students.
- Implementation of weekly practice on Summit K-12 for Emergent bilingual

students.

Key Action Three: Staff Development

Who: Campus Leaders, Teachers

What: Monitor and Adjust Training, targeted professional development on Summit K-12

When: August Staff PD Day

Where: Mading Library

Key Action Three: Budget

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

Key Action Four: Special Education

Improve Special Education instruction and service delivery

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

- By May 2026, each special education teacher will receive at least two classroom observations, and score at least a 9 on the SPOT Form.
 - By January 2026, each special education teacher will receive at least two classroom observations per month and feedback will align with the previous week's coaching action step(s).
- By April 2026, 90% of Special Education teachers will receive 8 points or higher out of 10

points total in Domain II (Monitor & Adjust and Engage & Deliver).

- By November 2025, 75% of Special Education teachers will receive 8 points or higher out of 10 points total in Domain II (Monitor & Adjust and Engage & Deliver).
- By June 2026 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
 - By December audit 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

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

Who: Special Education Teachers, SPED Chair, Leadership Team

- Schedule and review 25% of all campus IEPs quarterly with the rubric and checklist.

What: Techniques for scaffolding instruction, promoting active engagement, and fostering independence and self-advocacy skills among students with disabilities.

- Assess all IEPs of returning students and conduct ARD meetings to bring them to proficiency.

Professional development: professional development sessions during the pre-service and during weekly PLC meetings for teachers to focus on rigor and differentiation in Domain II (Instruction) of the SPED criteria.

When: Staff PD Day

Where: Mading Library

- Leaders calendar out their coaching times (70% or more each week of leaders in classrooms doing instructional coaching based on teachers' needs.

- School leaders will review resource teachers' schedules and documentation of services

Proposed to students and provide feedback every 6-week cycle.

Amount

Staff development	Campus/District PD N/A	Campus/District PD N/A
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Materials/resources	Frequently meet with Resource, ECSE, SLL, and Gen Ed teachers to review the progress of SPED Students.	
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Purchased services	N/A	
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Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

Funding sources:

- Implement the use of the HISD special education department rubric to assess the instructional proficiency of IEPs.

- Hold a PLC every month with the classroom teachers to ensure IEPs are being strictly met, including all accommodations and modifications needed with curriculum, assessments, and/or daily assignments.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Participate in training and professional development activities during pre-service and ongoing to enhance knowledge and skills in working with students with disabilities and implementing IEP goals and accommodations.
- Implement accommodations and provide students with consistent and routine use of