

2025-2026 Action Plan Draft

Golfcrest 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

(2023-2024 DATA)

- 44% of 3rd – 5th grade students scored Meets and Masters on STAAR Reading.
- 47% of 3rd – 5th grade students scored on Meets and Masters on STAAR Math.
- 44% of 5th students scored Meets and Masters on STAAR Science.
- 38% of 3rd -5th grade students met the 1.4 growth percentile on the EOY NWEA reading assessment.
- 65% 1st-5th grade students met the 1.4 growth percentile on the EOY NWEA math assessment
- Trend data shows that from 2021 to 2024, higher percentage of Approaches gains on all STAAR tests, English and Spanish combined than in Meets and Masters
 - STAAR Math:
 - 50% to 75% Approaches; 20% to 41% Meets; 6% to 17% Masters
 - STAAR Reading:
 - 54% to 67% Approaches; 28% to 39% Meets; 14% to 13% Masters
 - STAAR Science:
 - 43% to 69% Approaches; 9% to 38% Meets; 2% to 10% Masters

Needs related to improving the quality of instruction

- Improve quality of instruction for reading, math, and science by progress monitoring SPOT data and providing clear action steps in Domain II.
- Close the achievement gaps for students in special populations (Emergent Bilingual, Special Education, Dyslexia, and 504) by improving the quality of instruction with scaffolds to support vocabulary-enriched lessons.
- Improve the PLC structure to support the instructional capacity of teachers by improving the lesson internalization process with a weekly PLC calendar.

System evaluation (philosophy, processes, implementation, capacity)

- Effective implementation of NES LSAE model
- Campus-wide systems and schedule for PLCs
- Increasing leadership density of all campus leaders.

School Action Plan Template

KEY ACTION ONE	Key Action Based on campus Special Education quality of instruction, all IEPs will be written effectively and staff provided with relevant portions of the IEP, so that accommodations and modifications can be documented in PowerSchool each grading cycle.
	Indicators of success <i>(Measurable results that describe success.)</i> • By the end of the 2025-2026 school year, the Principal will ensure that 100% of IEPS are written with clear, specific, and measurable goals tailored to each student’s unique needs, as verified through quarterly progress monitoring. • Throughout the 2025-2026 school year, 100% of staff members will receive the relevant portions of IEPs pertaining to grade levels taught, within 3 days of finalization as noted by campus record tracking. • 100% of quarterly audits of PowerSchool records will reflect consistent documentation of accommodations and modifications by all campus instructional staff.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> • Ensure that special education teachers participate in the Standards-Based IEP Process training through TEA Learns. • Ensure that special education teachers are utilizing Goalbook to create measurable goals, unique to individual student needs. • Collaborate with Special Education Division Unit team to provide teachers with training on how to document accommodations and modifications in PowerSchool. • Campus Leadership Team conduct quarterly checks of accommodations and modifications in PowerSchool for 100% of students with IEPs.

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

- All Special Education teachers will collaborate with Unit Special Education Coordinator during campus support times to ensure that goals created for upcoming ARDs meet individual needs.
- All Special Education teachers will enter accommodations and modifications used into PowerSchool by the end of each quarter.
- All Special Education teachers will keep student individual data binders as running records to progress monitor IEP goals.
- All General Education teachers will enter accommodations and modifications used into PowerSchool by the end of each quarter.

Key Action One:

Who: All Special Education Teachers and Administration Team

What: Special Education Support On-Going Training with Unit Coordinator

When: Weekly (specified day per campus)

Where: Special Education Resource Room

Key Action

Campus Leadership (Principal and Assistant Principals) will consistently provide on-the-spot coaching and feedback at a minimum of 1 weekly walkthrough per teacher to improve the quality of instruction.

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

- A structured weekly schedule will be developed and implemented to ensure that each teacher receives at least one coaching session per week. Coaching sessions will result in 1 action step aligned to improving Domain II (Engage and Deliver and Monitor and Adjust) of the Spot Observation form.
- By the end of the first semester, all core content teachers will score at least 6/10 in Domain II on the spot observation form.
- By May 2026, 60% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) on the spot observation, as measured by the monthly average spot score for the second semester.
- By February 2026, 75% of 2nd – 5th grade students will improve to meet the expected growth from BOY to MOY on NWEA MAP reading, math, and science.
- By May 2026, 90% of PK – 5th grade students will improve from MOY to EOY and meet their expected growth on NWEA/mClass/ Circle

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

- Campus leadership will provide on-going professional development on the appraisal system to improve Domain II scores as evaluated by spot data.
- Campus leadership will meet weekly to analyze spot observation data as noted by Spot Dashboard and develop plans to provide additional coaching and differentiated support.
- Leaders will join PLCs to support the lesson internalization and data analysis process to ensure that teachers are responding to data with critical moves following each day's lesson.
- Leaders will track DOL weekly data to provide strategic feedback and propose scaffolds needed to improve student outcomes.
- Leaders will support teacher capacity in demo day demonstrations to further the practice of critical moments in the lesson.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> • Teachers and staff will attend content-specific professional development sessions and implement the training in their teaching. • Teachers and staff will ensure that feedback given from all leaders will be implemented immediately to support student growth and grow teacher capacity in lesson delivery. • Teachers will adhere to NES expectations and implement instructional characteristics from the Great 8 in their daily lessons. • Teachers will internalize lessons and participate in weekly demonstrations of critical parts of the lesson with PLC and campus leadership teams. • Teachers will utilize a DOL tracking system and participate in weekly analysis with PLC and leadership teams to determine instructional moves to improve student outcomes.
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	Key Action Two:
Staff Devel.	Who: All Instructional Staff
	What: Campus Professional Development on High Quality Instruction, Lesson Internalization, and Protocols for PLCs
	When: Weekly (PLCs), Demo Days every Thursday, District Specified PD days for Campus
	Where: PLC room on campus/ Science Lab for Campus PD/ Teacher classrooms for Demo

Key Action

Campus will improve performance for special populations that include Special Education, 504, and Emergent Bilinguals.

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

- By June 2026, 80% of Emergent Bilinguals will reach the achievement target in Reading and or Math as defined by Domain 3 (Closing the Gap) accountability.
- By June 2026, 50% of Sped students will reach the achievement target in Reading and or Math as defined by Domain 3 (Closing the Gap) accountability.
- By the end of the first semester, Emergent Bilinguals and Sped students who met expected growth from BOY to MOY NWEA MAP will increase by 10% from previous year.

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

- Leadership Team will form an at-risk committee responsible for monitoring the performance of all at-risk student population at progress report, report card, and district assessment times.
- Leadership Team will review student performance data and implement tailored interventions, which includes referral to after-school tutorials, lower school intervention blocks, and high quality LSAE second teach to address specific needs.
- Leadership Team will actively monitor data that impacts student learning, including formative data from instruction, teacher spot forms, and absenteeism to ensure corrective actions are taken promptly.
- Leadership Team will build teacher capacity to conduct PLCs that routinely disaggregate data by subgroup in order to identify trends, analyze root causes, and determine what instructional adjustments need to be made to improve student outcomes.

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

- Resource team will meet with teachers during the first week of school to deliver and explain student IEP documentation (Grade level binders).
- All teachers providing instruction to students with IEPs will implement accommodations for each assignment with fidelity and document in PowerSchool every grading cycle.
- Special Education Case managers will complete progress monitoring reports every 2 weeks.
- All teachers will collect student work samples and provide reports on students' progress in preparation for ARD meetings or as requested by members of the campus evaluation team.
- The resource team will attend grade level PLC meetings to support effective implementation of accommodations.

	Key Action Three:
Staff Devel.	Who: All Instructional Staff
	What: Scaffolding Professional Development
	When: August Professional Development and On-going in Data PLCs
	Where: In PLC room

Key Action

Campus will improve the English proficiency for Emergent Bilingual students.

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

- By June 2026, 60% of students will grow one level of Proficiency as defined by TELPAS composite.
- By June 2026, 60% of Emergent Bilingual students will meet their individual growth target in grades 2-5 on NWEA MAP Reading.
- By May 2026, 60% of teachers will score 8/10 or higher on Domain II (Monitor & Adjust and Engage & Deliver) on the Spot observation form, as measured by the monthly average spot score for the second semester.

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

- Analyze current student's composite ratings on TELPAS, the percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- Facilitate campus PD to share the student-level data regarding closing the gap for Emergent Bilingual students.
- Follow Dual-Language framework for PK-5th grade.
- Review Emergent Bilingual Spot form guidance and lesson internalization protocol with campus leaders and teachers to clarify instructional expectations, set campus norms, and calibrate as needed.
- Conduct at least one Spot, utilizing the Multilingual Specialty Guidance per week for classrooms with Emergent Bilingual students and provide feedback related to embedded language supports.
- Monitor effective use of customized lessons and suggested scaffolds to support the development of English language proficiency for Emergent Bilingual students.
- Monitor the blended learning usage for newcomers and beginners during intervention blocks in PK-2nd grade using K-12 Summit.

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

- All teachers will utilize MRS strategies to support the increase in student engagement for all students.
- Sentence stems will be embedded into slide desks to support the completion of thought during peer discussion and written response activities.
- The use of dual language strategies will be used to support vocabulary development with cognates and translation of environmental print.
- All dual language teachers will implement Summit K-12 lessons and monitor student usage to ensure that a minimum of 45 minutes per week is met.
- All Reading and SOR teachers in grades 3-5 will assign a minimum of 1 short constructed response writing task per week using the RACE strategy.
- All Reading and SOR teachers will assign at least 1 extended constructed response utilizing the scoring rubric and provide feedback on student responses.

Key Action Four:

Who: All Instructional Staff

What: On-Going PLC support utilizing Dual-Language best practices

When: Weekly on Thursdays during PLC for scaffolds

Where: In PLC room

