2025-2026 Action Plan

Reagan K-8

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs **Vision** **Theory of Action**

Needs related to improving the quality of instruction

- Implement real-time coaching consistently to support the internalization of lessons and effective delivery, particularly using HISD's recommended instructional strategies and avoidance of less effective methods, to ensure student engagement
- Close learning gaps for Special Education students and Emergent Bilinguals
- Ensure effective use of CBLI instruction strategies by implementing the 50/50 Dual Language program with fidelity
- Improve quality of instruction in reading, math, and science to increase student outcomes
- Implementing LSAE model with fidelity and use of Zearn and Amira to achieve targeted intervention

Needs related to student achievement data

- 37% of 3rd-8th grade students achieved Meets and Masters on STAAR Reading Language Arts
- 34% of 3rd-8th grade students achieved Meets and Masters on STAAR Math
- 28% of 5th and 8th grade students achieved Meets and Masters on STAAR Science
- 34% of EB students achieved Advanced or Advanced High Composite Score

System evaluation (philosophy, processes, implementation, capacity)

1) Enhance system capacity for regular and effective PLCs that develop teacher's capacity in backwards planning, data protocols, lesson rehearsal, CBLI for EBs, SPED accommodations implementation and monitoring.
2) Improve Learning Coaches' systems to ensure productive time in the TC
3) Implement effective systems to incentivize and monitor student attendance and reduce student tardies
4) Increase Parental involvement by creating our school's PTO

KEY ACTION ONE

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

Improve quality of instruction in K-8 Reading and Writing

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

- By December 2025, 60% of Reading Language Arts teachers in grades K-8 will score 6/10 or Higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for first semester.
- By May 2026, 80% of Reading Language Arts teachers in grades K-8 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 second semester.
- By December 2025, 60% of students will score 6/10 in the practice Extended Constructed Response.
- By January 2025, 60% of students in grades K through 2 are above or well above typical growth in the first semester.
- By the end of the academic year, 80% of students in grades K through 2 are above or well above typical growth in the second semester.

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

- Train all teachers on the NES expectations, Spot Observation instructional model, and characteristics (purposeful instruction, engagement, differentiation, and classroom management) at preservice.
- Provide professional development on the use of SCR in all content areas at preservice.
- Train teachers on OnTrack platform to maximize data-drive instruction and scoring of SCRs.
- Create a calendar of implementation of high-leverage instructional strategies. Two strategies will be introduced every 3 weeks during PLCs and monitored by ILT.
- Facilitate weekly PLC's that focus on analysis of writing responses, At-Bats and data-protocols.
- Leadership team will calibrate once a week using spot observation data and analyze trend data for the spot observations to provide coaching and differentiated support.
- Leadership team will conduct training on the Grades 3-8 RLA Constructed Response Scoring Guide for all core content teachers in grades 2-8 by the end of October 2024.
- Monitor implementation of the RACES strategy for constructed response in RLA, AOT, and Social Studies classes (modified strategy for grades K-2)
- Oversee the collection of student writing samples and analyze them in one PLC meeting per month beginning October 2024.
- Collect Short constructed response cards bi-weekly and provide feedback to teachers to adjust instruction and Extended Fridays lessons for S1 students.
- Monitor use of Amira and Amplify Boost to drive intervention

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

- Attend curriculum training on lesson internalization, the Spot Observation form, and instructional characteristics during preservice week.
- Be trained on Amira/Amplify Boost, and implement its usage with fidelity with the students.
- During weekly PLCs, internalize the lesson to deliver at grade-level rigor, be prepared to implement feedback, and give at-bats.
- Analyze ECRs to determine action steps, and implement those steps to prepare students for ECRs
- LA, AOT, and Social Studies teachers in grades 3-8 will assign a minimum of one writing task using the RACES strategy per week (modified strategy for grades K-2) and use the RLA

Constructed Responses Scoring Guide to rate students' responses and provide feedback.

- All ELA teachers in grades 2-8 will conduct monthly data conferences with their students and will help students set up and maintain their individual data folders.

Key Action One: Improve quality of instruction in Reading and Writing

Staff Devel.

Who: Instructional Leaders (Principal, APs, ELDs, Teacher Leaders)

What:

- Pre-service week training on Spot Observation instructional model and characteristics.
- Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation.
- Professional development sessions during the school year after-school or on PD days.

When:
• Pre-service week for initial training
• Every week for PLCs.
• Scheduled times for professional development sessions throughout the school year.

Where:
• In-school training for pre-service and PLCs.
• Professional development might be in-school or off-site, depending on the session.

Budget

Proposed item	Description	Amount
Staff development	The Instructional Leadership Team will participate in an ILT Retreat at school to plan for the upcoming school year and the PD Week	$0
Materials/resources	Instructional Materials and NES Components	$5,000
Purchased services	NEWSELA for digital writing linked to student's reading level Learning.com to improve typing for students when doing their SCR and ECR	$5,000
Extra Duty Pay		
Misc. Operating Exp.	Student incentives	$5,500
	TOTAL	$12,500

Funding sources:
• School budget allocation for professional development.
• Possible grants or funds from educational partners or district initiatives.
• Title I funding sources if applicable to the school's context.

KEY ACTION TWO

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

Improve quality of instruction in Math

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

- By December 2025, 60% of Math teachers in grades K-8 will score 6/10 or Higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
- By the end of the academic year, 80% of Math teachers in grades K-8 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 second semester.
- By December of 2025, 70% of the students in grade 5 will be completing at least 2 lessons in Zearn on a weekly basis with fidelity
- By December of 2025, 70% of the students in grades K-4, 6-8 will be completing at least 3 lessons in Zearn on a weekly basis with fidelity

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

- Train all teachers on the NES expectations, Spot Observation instructional model, and characteristics (purposeful instruction, engagement, differentiation, and classroom management) at preservice and PLCs.
- Train teachers in LSAE and oversee implementation with fidelity.
- Train teachers on OnTrack platform to maximize data-drive instruction.
- Create a calendar of implementation of high-leverage instructional strategies. Two strategies will be introduced every 3 weeks during PLCs and monitored by ILT.
- Leadership team will calibrate once a week using spot observation data and analyze trend data for the spot observations to provide coaching and differentiated support.
- Facilitate weekly PLC's that focus on lesson internalization, At-Bats and Data-protocols, including analyzing of Zearn leader reports.
- Ensure implementation of best scaffolding practices.

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

- Follow internalization protocols established at preservice.
- During each progress monitoring date, teachers will participate in data-driven PLC to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind
- Have a student-friendly data wall in their rooms and communicate progress expectations to students.
- Implement our campus-wide Zearn plan of utilization and goal achievement.
- Monitor and set of expectation of completion of Zearn lessons by students, providing supports and incentives.
- Utilize NWEA BOY and NWEA MOY data to develop targeted intervention groups for students in lower grades, addressing specific areas of need.
- Utilize NWEA BOY and MOY data to inform instructional practices and adapt teaching strategies to meet student needs effectively during LSAE/Extended Fridays

Key Action Two: Improve quality of instruction in Math and Science

Staff Devel.

Who: Instructional Leaders (Principal, APs, ELDs, Teacher Leaders)

What:

- Pre-service week training on Spot Observation instructional model and characteristics.
- Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation.
- Professional development sessions during the school year after-school or on PD days.

When:

• Pre-service week for initial training
• Every week for PLCs.
• Scheduled times for professional development sessions throughout the school year.

Where:

• In-school training for pre-service and PLCs.
• Professional development might be in-school or off-site, depending on the session.

Budget

Proposed item	Description	Amount
Staff development	The Instructional Leadership Team will participate in an ILT Retreat at school to plan for the upcoming school year and the PD Week	$0
Materials/resources	Instructional Materials, LSAE, and NES Components	$5,000
Purchased services	Science Stemscopes	$4,000
Extra Duty Pay		
Misc. Operating Exp.	Student incentives	$3,500
	TOTAL	$10,000

Funding sources:

• School budget allocation for professional development.
• Possible grants or funds from educational partners or district initiatives.
• Title I funding sources if applicable to the school's context.

KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*
Close the learning gaps for students in Special Education

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

- 90% of our students receiving Special Education services will show at least 60% progress towards their IEP goals, as measured by 3-weeks progress monitoring notes, by December 2025.
- By May 2026, 60% of special education co-teachers will score 6 out of 10 or higher in Domain II (Engage & Deliver and Monitor & Adjust) on the SPOT form.
- The student's PLAAFP will include information from a variety of data sources 100% of the time.

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

- Sped Chair trains teachers on entering accommodations in PowerSchool and conducts PLC refreshers to review best practices.
- Monitor accommodation documentation by running reports from gradebooks in PowerSchool every 3 weeks.
- Monitor the implementation of IEPs in general education classrooms and provide in-the-moment coaching to ensure fidelity and effectiveness.
- Schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist
- Create special education resource classroom where supplemental aids, and various resources are available for teachers.
- During bi-weekly meetings with the Special Education team, Principal will review compliance and instructional concerns reported by the Special Education and core content teachers.
- Ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool.
- Principal and Special Education Chair will collaborate to ensure timely completion of progress monitoring reports every 3 weeks.
- Document in SPOT observations how student accommodation folders are utilized for support and differentiation during instruction, providing concrete evidence of accommodations' impact.
- Principal, counselor, Sped Chair and SIR ensure best practices when rostering Sped students to maximize in-class support.
- Continuously monitor and adjust intervention schedules for students in special education based on ongoing assessment data and evolving learning needs.
- Provide common planning time for the general education and special education co-teacher.

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

- Special Education teachers meet with core content and enrichment teachers during the first week of the school year to deliver and explain the students' IEPs goals and accommodations.
- All teachers providing services to students in Special Education will implement the students' IEPs with fidelity and document students' accommodations for each assignment in PowerSchool.
- Teachers run Accommodations report and turn it in to appraiser every 3-weeks.
- Each student's case manager completes progress monitoring reports every 3 weeks by using data from collaboration with the general education teacher.
- All core content and enrichment teachers 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.
- Special Education co-teacher plan together with general education teachers at least twice a month to monitor implementation of accommodations.
- Teachers ensure that 100% of students receiving Special Education services have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs.
- Consistently meet with the special education case manager/teacher during each six-week grading period to collaborate and review IEP goals, Demonstrations of Learning (DOL) results, and progress monitoring data, fostering alignment and accountability.

Key Action Three: Close the learning gaps for students in Special Education

Staff Devel.

Who: Instructional Leaders (Principal, APs, ELDs, Teacher Leaders), Sped Chair, Sped SD Coordinator

What:

- Pre-service week training on Spot Observation instructional model and characteristics.
- Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation.
- Professional development sessions during the school year after-school or on PD days.

When:

• Pre-service week for initial training
• Every week for PLCs.
• Scheduled times for professional development sessions throughout the school year.

Where:

• In-school training for pre-service and PLCs.
• Professional development might be in-school or off-site, depending on the session.

Budget

Proposed item	Description	Amount
Staff development	The Instructional Leadership Team will participate in an ILT Retreat at school to plan for the upcoming school year and the PD Week	$0
Materials/resources	Inclusion materials (sensory items, manipulatives, etc)	$5,000
Purchased services	N/A	$0
Extra Duty Pay	N/A	$0
Misc. Operating Exp.	Student incentives	$2,500
	TOTAL	$10000

Funding sources:

• School budget allocation for professional development.
• Possible grants or funds from educational partners or district initiatives.
• Title I funding sources if applicable to the school's context.

KEY ACTION FOUR

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

Close Learning Gaps for Emergent Bilinguals

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

- By the end of the academic year, 60% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite.
- 100 % of all Emergent Bilingual students will utilize Summit K-12 during their intervention block with the ELD.
- By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA

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

- ILT will facilitate professional development sessions on the content- based language instruction (CBLI) during PD day in August 2025.
- The leadership team will collect data on the implementation of the CBLI strategies during the Quality Instruction pulse checks at least once per week.
- The leadership team will analyze data on the implementation of the CBLI strategies and share with the teachers in PLC meetings once per month (grade level chair will be responsible).
- ELD interventionist and LPAC Administrator will facilitate data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and Summative assessment window and set specific targets for students and action steps to align with campus goals.
- ILT will monitor usage of Summit K-12 to ensure effective implementation and continuous use.

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

- All Dual Language teachers will collect student work samples and actively participate in weekly PLC meetings.
- All K-5 Dual Language teachers use the CBLI strategies in all content areas and enrichment classes.
- ELD Interventionists and Technology teacher (K-5) will implement the Summit K-12 lessons and monitor the students' Summit usage (minimum of 45 minutes weekly).
- RLA teachers (K-5) teachers and ELD Interventionists will conduct EB conferences with EB students completing the EB conference protocol to increase the number of students reclassifying.

Key Action Four: Close Learning Gaps for Emergent Bilinguals

Staff Devel.

Who: Instructional Leaders (Principal, APs, ELDs, Teacher Leaders)

What:

- Pre-service week training on Spot Observation instructional model and characteristics.
- Professional Learning Communities (PLCs) every week focused on high-leverage instructional strategies and feedback implementation.
- Professional development sessions during the school year after-school or on PD days.

When:
• Pre-service week for initial training
• Every week for PLCs.
• Scheduled times for professional development sessions throughout the school year.

Where:
• In-school training for pre-service and PLCs.
• Professional development might be in-school or off-site, depending on the session.

Budget

Proposed item	Description	Amount
Staff development	The Instructional Leadership Team will participate in an ILT Retreat at school to plan for the upcoming school year and the PD Week	$0
Materials/resources	CBLI and Dual Language Materials	$5,000
Purchased services	CBLI training with Velasquez Institute	$3,000
Extra Duty Pay		
Misc. Operating Exp.	Student incentives	$2,500
	TOTAL	$10,500

Funding sources:
• School budget allocation for professional development.
• Possible grants or funds from educational partners or district initiatives.
• Title I funding sources if applicable to the school's context.