

# **2025-2026 Action Plan**



## **Neff Early Childhood Center**

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Principal**

# School Action Plan – Needs Assessment

## Needs related to student achievement data

Many students at Neff ECC come from economically disadvantaged backgrounds, and a notable percentage are classified as at-risk or emergent bilingual learners. Although there are variations across subjects and grades, overall academic performance, especially in reading and math, shows significant room for improvement. NWEA Spanish assessments indicate higher proficiency levels, highlighting potential strengths and opportunities for acceleration. However, challenges with English Language Development in teacher capacity have resulted in limited growth DIBELS. For the 2025-26 school year, the goal is to implement targeted professional development to enhance teacher capacity and improve student outcomes.

## Needs related to improving the quality of instruction

Neff ECC will be in the second year of implemented Dual Language during the 25-26 school year. As we look ahead to the 2025-2026 school year, we anticipate welcoming approximately 8 new teachers to our campus, making building instructional capacity a top priority. To ensure success, we need a strong onboarding process that provides comprehensive training on Dual Language, the SPOT, ongoing coaching, and job-embedded professional development to accelerate teacher effectiveness. Strengthening instructional practices will be key, with a focus on high-impact teaching strategies, lesson internalization, and aggressive monitoring to drive student progress. Additionally, sustaining a culture of continuous improvement through instructional leadership development, data-driven PLCs, and a collaborative, feedback-driven environment will be essential in maintaining and exceeding our current performance. By addressing these needs, we can equip both new and returning teachers to deliver high-quality instruction, ultimately leading to stronger student outcomes and continued campus improvement.

## System evaluation (philosophy, processes, implementation, capacity)

We have established systems to equip teachers with the skills needed to deliver Tier 1 instruction effectively. Our goal is to implement the Dual Language model with fidelity going into our second year, ensuring a strong foundation for student learning. Moving forward, we will focus on enhancing our Professional Learning Community (PLC) structure and restructuring our data discussions to maximize their effectiveness through backward planning. We will use data trends to inform our IAT, 504, and SPED processes.

Key Actions

- Improve staff capacity to provide high quality instruction
- Increase Leadership Density at Neff ECC
- Continuing to improve the Dual Language program and develop the instructional capacity of Bilingual teachers to support the growth among Emergent Bilingual Students.
- Increase Special Education compliance and instructional capacity through realignment of skills and systems.

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

**Improve staff capacity to provide high quality instruction**

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

- 75% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026 (IRT 4)
- 55% or more Kinder and 1<sup>st</sup> grade students in Math will receive a .6 growth as projected by NWEA MAP EOY. (A year's growth).
- 80% of teachers will receive a combined score of 7 points or higher on the Instructional Section of the Spot Form by EOY.

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

- Train teachers on the “Great 8” and “Next 8” during August PD and thread throughout the year during Campus PD Day.
- Conduct staff development on lesson internalization and customization during PLCs and Staff development days.
- Leaders will create a modified schedule, once a month, that allows regular opportunities for grade-level teams and content teams to collaborate and plan together.
- Conduct weekly PLC to target school wide instructional practices based on SPOT data and feedback from district leaders and IRT feedback.
- Leaders provide coaching and written feedback to teachers daily through spot observations in the Instruction section of the SPOT form. Leaders will regularly analyze student math and reading assessment data (including formative, summative, and progress monitoring tools) to identify trends, drive instructional planning, and inform coaching conversations. This ensures that leadership actions are aligned with student learning needs and campus goals.

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

- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within the next day.
- Teachers will conduct monthly demo/at bat lessons as part of the PLC cycle.
- Teachers will collect, monitor, and report on classroom data bi-weekly during PLCs related to DOLs and common assessments concurrent with their units of study.
- Each teacher will observe at least two other teachers each semester and provide feedback on the use of engagement strategies in the classroom and identify the next steps for their own instructional practice.
- Analyze student math and reading assessment data to inform instructional planning, identify gaps, adjust instruction, and monitor progress toward mastery. Actively participate in data talks with leadership and implement instructional changes based on student performance trends.

### Key Action One: Staff Development

Who:

- Campus Leaders, HISD LPD, Teacher and Teacher Leader

What:

- Provide professional development on how to implement an effective lesson during your 1<sup>st</sup> instruction and the use of data to determine the effectiveness of the small group.
- Professional development is tied to planning and instruction and includes effective lesson objectives and demonstrations of learning, engagement strategies, Tier 1 instruction”, differentiating instruction, and small group.

When:

- Weekly

Where:

- Neff ELC PLC Room

### Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources:

Campus Leaders, Multilingual, Teacher and Teacher Leader

<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Increase Leadership Density at Neff ECC</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● <b><i>Tier II leaders will facilitate lesson internalization PLCs. As a result, 70% of teachers will receive a score of 2 in Planning on the HISD Spot Observation Form by MOY. This percentage will increase to 85% by May 2026</i></b></li> <li>● <b><i>By the middle of the year (MOY), 70% of the teachers appraised by Assistant Principals will achieve a proficiency rating or higher, as measured by the spot form. By the end of the year (EOY), 90% of the teachers appraised will be proficient or higher.</i></b></li> <li>● <b><i>At MOY conferences all Assistant Principals will achieve a score of 16/25 or higher on the LEAD Day to Day coaching rubric. This will increase to 19/25 by EOY.</i></b></li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Principal will conduct bi-weekly one-on-one coaching sessions with each Assistant Principal. These sessions will include actionable feedback using the SPOT Form following classroom observations. Each conversation will focus on identifying see like, change, and establishing clear, targeted next steps to increase instructional effectiveness.</li> <li>● Assistant Principals will participate in weekly classroom walkthroughs together, completing SPOT observations and providing peer feedback. This shared practice builds calibration and strengthens leadership alignment on instructional expectations.</li> <li>● Assistant Principals will hold weekly check-ins with first-year teachers until IRT 2, to review SPOT observation data, reflect on instructional growth, and co-create actionable next steps to support development.</li> <li>● Assistant Principals will design and facilitate PD sessions focused on lesson internalization and high-leverage instructional practices, including differentiated instruction and strategies to maximize student achievement.</li> <li>● Assistant Principals will regularly analyze student assessment data (including formative, summative, and progress monitoring tools) to identify trends, drive instructional planning, and inform coaching conversations. This ensures that leadership actions are aligned with student learning needs and campus goals.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	<ul style="list-style-type: none"> <li>• Actively participate in coaching sessions by implementing feedback, reflecting on SPOT data, and applying the next steps in future instruction.</li> <li>• Welcome weekly classroom visits and demonstrate instructional strategies aligned to campus expectations, allowing leaders to observe, document, and give feedback.</li> <li>• Collaborate with peers during PLCs to reflect on leadership feedback and share strategies that align with LEAD-aligned instructional priorities.</li> <li>• First-year teachers will engage in reflective discussions during weekly check-ins and implement agreed-upon action steps to improve instructional delivery.</li> <li>• Attend campus PD sessions and incorporate new instructional strategies into daily lesson plans, with a focus on increasing student engagement and meeting diverse learning needs.</li> <li>• Analyze student assessment data to inform instructional planning, identify gaps, adjust instruction, and monitor progress toward mastery. Actively participate in data talks with leadership and implement instructional changes based on student performance trends.</li> </ul>

<b>Key Action Two: Staff Development</b>	
<b>Who:</b>	<ul style="list-style-type: none"> <li>• Principal, ED, Division/District Leaders</li> </ul>
<b>What:</b>	Leadership Development to identify and improve campus needs and academic improvement
<b>When:</b>	Daily, Weekly, Monthly
<b>Where:</b>	Campus

**Key Action Two: Budget**

<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
Staff development	The Together Leader Weekly Leadership Meeting Morning Huddles	
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		
Funding sources:		

<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Continue to improve the Dual Language program and develop the instructional capacity of Bilingual teachers to support the growth among Emergent Bilingual Students.</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● Spot observation data for SLA teachers in English instruction will show at least 80% of teachers rated Prof 1 by MOY and 90% of teachers by May 2026 based on Spot Form.</li> <li>● The campus will increase the percentage of Emergent Bilingual (EB) students meeting the composite score benchmark on DIBELS from 40% to 50% by the end of the 2025–2026 school year, representing a 10% overall growth.</li> <li>● By the end of the academic year, Spot campus scores in Dual Language instruction teachers will meet or exceed 9 points as defined by the HISD Spot Form.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Conduct daily classroom observations and provide feedback focused on literacy instruction in English.</li> <li>● Provide modeling, coaching and instructional feedback to teachers to improve delivery in English instruction.</li> <li>● Leaders will check lesson plans weekly to ensure they are aligned with state standards and is developmentally appropriate for each grade level</li> <li>● Leaders will regularly analyze student assessment data (including formative, summative, and progress monitoring tools) to identify trends, drive instructional planning, and inform coaching conversations. This ensures that leadership actions are aligned with student learning needs and campus goals.</li> <li>● Schedule regular collaborative planning time for teachers to share best practices and plan literacy instruction together</li> </ul>
<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

	<ul style="list-style-type: none"> <li>• Teachers will use evidence based instructional strategies for teaching reading, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension to address Dibels goal</li> <li>• Teachers will develop lesson plans that outline an effective word study block throughout their lessons every week to target Dibels goal.</li> <li>• Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 24 hours.</li> <li>• Analyze Dibels student assessment data to inform instructional planning, identify gaps, adjust instruction, and monitor progress toward mastery. Actively participate in data talks with leadership and implement instructional changes based on student performance trends.</li> <li>• Teachers will collect, monitor, and report on classroom data related to progress monitoring and instructional strategies each week in PLC to target Dibels areas of concern.</li> </ul>
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**Key Action Three: Staff Development**

Who:	<ul style="list-style-type: none"> <li>• Campus Leaders, Multilingual, Teacher and Teacher Leader</li> </ul>
What:	<ul style="list-style-type: none"> <li>• Provided professional development that will focus on equipping teachers with the skills to implement effective lessons during 1<sup>st</sup> instruction and use data to evaluate the success of these lessons.</li> </ul>
When:	<ul style="list-style-type: none"> <li>• Weekly, Monthly</li> </ul>
Where:	<ul style="list-style-type: none"> <li>• Campus</li> </ul>

**Key Action Three: Budget**

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		

Other		
Other		
<b>TOTAL</b>		
Funding sources:		

<b>KEY ACTION Four</b>	<p><b>Key Action Four:</b> <i>(Briefly state the specific goal or objective.)</i>          Increase Special Education compliance and instructional capacity through realignment of skills and systems.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>• <b>80% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Math assessment.</b></li> <li>• <b>80% of students receiving SPED services will meet or exceed their individual growth measures identified in their IEP by Spring 2026</b></li> <li>• <b>100% of teachers will provide daily accommodations for students in accordance with IEPs/504 plans and document accommodations bi-weekly through spreadsheet Progress monitoring target-weekly check-in during PLCs.</b></li> <li>• <b>By the end of the academic year, the 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.</b></li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Expand Department Chair and Co-Teacher knowledge base of SpEd policy, procedures and expectations, and best practices for instructional planning and delivery through targeted PD, weekly PLCs with content and leadership teams.</li> <li>• Provide real-time coaching on scaffolding and differentiation in the classroom and assess the effective use of Spot observations.</li> <li>• Provide training on SPED, Dyslexia, 504, IAT, AEP, and MTSS to identify students in class, evaluate their accommodations and modifications, and learn effective strategies during preservice.</li> <li>• Create an organizational chart for the special education department and define the roles and responsibilities of all members on a day-to-day basis.</li> <li>• At the end of each cycle, the Leader(s) will review report card grades and special education progress reports. If there is inadequate progress or failing grades, campus leaders will take necessary action to bring them into compliance.</li> <li>• Campus Leaders will clearly define procedures for implementing and recording</li> </ul>

- accommodations for daily assignments and assessments.
- Leader(s) will meet weekly with the special education department chair to identify immediate support needs and document meetings in a tracker with predetermined weekly targets.

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

- Participate in Co-Teacher/ General Education Teacher PD that outlines effective instructional delivery practices.
- Participate in PD on policy and best practices for writing and implementing IEP goals and objectives with accurate progress monitoring aligned to district and campus systems to improve the effectiveness of IEP implementation.
- Special education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study bi-weekly.
- Staff and Leadership will meet with parents monthly to inform them how their students are performing and collaborate on ways to enhance learning.

**Key Action Four: Staff Development**

Who: Campus Leaders, Special Education Department, Special Education Chair

What:

- Staff Development to identify students, accommodations/modifications, and effective strategies.
- Staff Development on IAT, AEP,504, SPED, and Dyslexia services.

When:

- Pre- Service, Monthly

Where:

- Campus

**Key Action Four: Budget**

Proposed item	Description	Amount
Staff development		

Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		
Funding sources:		

## 2025-2026 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Neff ELC establishes the following student achievement goals:

### Goal 1 – Reading proficiency

**Goal 1a:** In the 2025-2026 school year, Neff ECC students will grow 10% on the composite score for benchmark on Dibels as compared to the 2024-25 school year.

**Goal 1b:** 80% of the PreK students will meet students benchmark scores on all subtest related to literacy in the EOY CIRCLE Assessments

### Goal 2 – Math proficiency

**Goal 2a:** In the 2025-2026 school year, Neff ECC will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, kinder and 1<sup>st</sup>.

**Goal 2c:** 80% of the PreK students will meet student benchmark scores on all subtest related to math in the EOY CIRCLE Assessments

### Goal 3 – EB Proficiency

**Goal 3a:** In the 2025- 2026 school year Neff ECC with successful implement the Dual Language

programming based on IRT scores on May 4

**Goal 3c:** By June 2025, Neff ECC will see a 10% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24

**Goal 4 – SPED Compliance** All students at Neff ECC that have an IEP will show growth from BOY to MOY and MOY to EOY.