

2025-2026 Action Plan



Cornelius Elementary School
Monica Rojas, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

The NWEA MAP data reflects positive growth across all tested subjects, demonstrating steady progress in student achievement. Math saw a growth percentile of 57, with achievement rising from the 53rd to the 58th percentile in K-5th grade. Reading showed a growth percentile of 55, with achievement increasing from the 42nd to the 46th percentile in 2nd-5th grade. Science experienced the highest growth at the 66th percentile, with achievement improving from the 51st to the 57th percentile in 2nd-5th grade. These gains highlight ongoing instructional efforts, though continued focus on targeted supports and high-quality instruction will be key to sustaining and accelerating progress.

Needs related to improving the quality of instruction

To improve the quality of instruction, we will continue implementing the HISD curriculum for 3rd-5th grade and extend its use to K-5th for the 2025-2026 school year. This alignment will ensure consistency in instructional practices, provide a strong foundation across all grade levels, and support student achievement through a rigorous, standards-based curriculum.

System evaluation (philosophy, processes, implementation, capacity)

We are committed to strengthening our lesson internalization procedures and building capacity among teachers and leaders to ensure high-quality instruction in every classroom for every student. Grounded in the philosophy of continuous improvement and student-centered learning, we will enhance our implementation strategies by providing targeted professional development and structured support. These efforts will ensure that our instructional processes are effective, sustainable, and aligned with our commitment to excellence in teaching and learning.

Key Actions

- Improve SPED Accountability (Campus Systems & Accountability)
- Monitor & Adjust to K-5th grade Reading and Math Student Academic Outcome Data (High Quality Instruction; Instructional Model)
- Monitor & Adjust 2nd-5th grade Science Student Academic Outcome Data (High Quality Instruction; Instructional Model)
- Improve Intervention Time/ Improve Second Teach (High-quality instruction)

School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve SPED Accountability (Campus Systems & Accountability)
	Indicators of success <i>(Measurable results that describe success.)</i> - By the end of the second semester, 100% of campus ARDs are held on or before the deadline. - By the end of the first semester, 100% of campus ARDs are held on or before the deadline. - Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. - By the end of the second semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs. By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 80% or more of the tracked data points align with the goals and progress indicators specified in the IEPs. - By the end of the academic year, 100% of SPED teachers will maintain an up-to-date IEP binder that includes current IEPs, progress monitoring data, and documentation of weekly accommodations provided to students, as evidenced by monthly administrative checks. By the middle of the year (MOY), at least 90% of SPED teachers will consistently document weekly accommodations for each student in their IEP binder.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> Timely ARD Compliance: - Maintain a comprehensive ARD calendar to track upcoming meetings and deadlines. - Assign a designated staff member to monitor ARD due dates and send reminders to case managers and relevant staff. - Conduct weekly administrative check-ins with the SPED team to ensure all ARDs are scheduled and completed on or before the deadline. IEP Distribution and Staff Awareness: - Implement a systematic IEP notification process to ensure all staff receive relevant IEP portions within three days of finalization. - Require staff acknowledgment receipts for IEPs and track distribution through campus records. - Conduct ongoing professional development to ensure teachers understand and implement IEP accommodations effectively. IEP Data Tracking and Audits: - Establish a monthly IEP audit system, where campus leadership reviews data tracking logs for accuracy and alignment with IEP goals. - Provide targeted coaching and feedback to special education teachers and service providers on progress monitoring and data collection best practices. - Utilize collaborative meetings with SPED staff to analyze trends in student progress and adjust instructional strategies accordingly.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> Timely ARD Compliance: Case managers will proactively schedule ARD meetings ahead of deadlines and collaborate with all required stakeholders. General education and SPED teachers will submit required documentation (e.g., progress reports, teacher input forms) before ARD meetings. All staff involved in ARDs will attend meetings on time, provide meaningful input, and implement decisions made during the meeting. IEP Distribution and Implementation:

	○ Teachers and instructional staff will acknowledge receipt of IEP documents within three days of finalization. ○ All staff working with students receiving SPED services will review and implement accommodations, modifications, and behavior plans as outlined in the IEP. ○ Teachers will maintain documentation of IEP implementation, including accommodation logs and evidence of support provided. 3. IEP Data Tracking and Progress Monitoring: ○ SPED teachers and service providers will collect and record student progress data consistently, aligning with IEP goals and progress monitoring timelines. ○ General education teachers will collaborate with SPED staff to provide necessary input on student progress and performance in the classroom. ○ All staff involved in IEP goal tracking will participate in regular data review meetings and adjust instruction or supports as needed to ensure student progress		
	Key Action One: Improve SPED Accountability (Campus Systems & Accountability)		
Staff Devel.	1. Who (Participants & Facilitators) ● Participants: General education teachers, SPED teachers, instructional aides, and related service providers. ● Facilitators: Campus leadership, SPED Coordinator, and District SPED Specialist. 2. What (Training Topics & Objectives) ● ARD Compliance & Timelines – Roles and responsibilities. ● IEP Implementation – Receiving, acknowledging, and applying IEPs. ● Progress Monitoring & Data Tracking – Compliance and documentation. ● Accommodations & Modifications – Effective classroom strategies. 3. When (Training Schedule) ● August PD Week – Full SPED compliance training. ● Monthly SPED Check-Ins – Quick compliance refreshers. ● Mid-Semester Review (October/November) – IEP audits and progress tracking. ● End-of-Semester Data Review (December) – Student progress analysis. 4. Where (Training Locations & Formats) ● On-Campus Sessions: Library, training room, or meeting spaces. ● Virtual Training: Recorded sessions for flexibility. ● PLC Meetings: Collaborative discussions on best practices.		
Budget	Proposed item	Description	Amount
	Staff development	Overtime pay and training materials.	\$1,500
	Materials/resources	IEP tracking tools, compliance binders, and progress monitoring resources.	\$2,000
	Purchased services	Digital progress monitoring tools and compliance tracking software.	\$2,500
	Other	Refreshments, staff incentives, and recognition.	\$1,500
	Other		
	Total		\$7,500
Funding sources: PUA-SPECIAL EDUCATIO			

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i> Monitor & Adjust to K-5th grade Reading and Math Student Academic Outcome Data (High Quality Instruction; Instructional Model)
	Indicators of success <i>(Measurable results that describe success.)</i> - By the end of the academic year, 85% of 2nd–5th grade students will meet or exceed their projected growth in Math and Reading as measured by the BOY to EOY NWEA MAP assessment results. By MOY, 70% of 2nd–5th grade students will meet or exceed their projected growth in Math and Reading as measured by the BOY to MOY NWEA MAP assessment results. - By the end of the academic year, 80% 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 second semester. By MOY, 70% 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 first semester. - By the end of the academic year, at least 85% of students in grades K–1 will demonstrate typical or above typical growth as measured by the DIBELS composite score from BOY to EOY. By MOY, at least 70% of students in grades K–1 will demonstrate typical or above typical growth as measured by the DIBELS composite score from BOY to MOY. - By the end of the academic year, at least 85% of students in grades 3-5 will complete 50 iXL reading digital lesson. By MOY, at least 75% of students in grades 3-5 will complete 30 iXL reading digital lesson. - By the end of the academic year, at least 85% of students in grades 3-5 will complete 50 iXL math digital lesson. By MOY, at least 75% of students in grades 3-5 will complete 30 iXL math digital lesson. - By the end of the academic year, at least 90% of students in grades 1-5 will complete 100 Zearn math digital lesson. By MOY, at least 75% of students in grades 1-5 will complete 50 Zearn math digital lesson.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> Data-Driven Instructional Planning: - Conduct BOY, MOY, and EOY data analysis meetings with teachers to track student progress on NWEA MAP and DIBELS. - Implement weekly PLCs focused on reviewing student performance trends and adjusting instructional strategies. - Ensure targeted intervention plans are developed and implemented for students not meeting growth expectations. Instructional Coaching & Support: - Conduct monthly classroom observations and provide real-time coaching to improve Domain II scores in instructional delivery. - Offer targeted professional development on effective monitoring and instructional adjustments based on student data. - Utilize peer observations and model lessons to showcase high-impact teaching strategies. Progress Monitoring & Accountability: - Establish a campus-wide data tracking system for ongoing assessment and progress monitoring. - Hold bi-weekly leadership team meetings to review instructional effectiveness and ensure alignment with student growth goals. - Provide individualized teacher feedback and action steps based on spot observation trends.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> Data-Driven Instruction & Adjustments: - Analyze BOY, MOY, and EOY assessment data to identify student strengths and areas for growth. - Use weekly PLCs to discuss data trends and adjust lesson plans accordingly. - Implement targeted small-group instruction and interventions based on student progress monitoring.

	Effective Instructional Delivery: • Apply real-time checks for understanding to adjust lessons as needed. • Utilize formative assessments to track student mastery and modify instruction. • Implement engaging and differentiated instructional strategies to meet diverse learning needs. Progress Monitoring & Accountability: • Maintain ongoing student data trackers to measure growth in Reading and Math. • Participate in coaching sessions and peer observations to enhance instructional effectiveness. • Use teacher feedback and spot observation trends to refine instructional practices.		
	Key Action Two: Monitor & Adjust to K-5th grade Reading and Math Student Academic Outcome Data (High Quality Instruction; Instructional Model)		
Staff Level.	1. Who (Participants & Facilitators) • Participants: K-5 teachers, instructional aides, leadership team. • Facilitators: Campus leadership, Instructional Coaches, District Curriculum Specialists. 2. What (Training Topics & Objectives) • Data Analysis: Interpreting NWEA MAP and DIBELS data. • Differentiated Instruction: Tailoring lessons based on student needs. • Formative Assessments: Using assessments for real-time instructional adjustments. • Spot Observation Feedback: Improving Domain II performance. 3. When (Training Schedule) • August PD Week: Data analysis and instructional adjustments overview. • Monthly Data Meetings: Data interpretation and instructional review. • Quarterly PD (October, January, April): Focus on differentiated instruction and assessments. • Ongoing PLCs: Weekly/bi-weekly data discussions. 4. Where (Training Locations & Formats) • On-Campus: Library, training rooms, or available spaces. • Virtual Options: Recorded sessions for flexible access. • PLC Meetings: Grade-level or subject-specific groups.		
Budget	Proposed item	Description	Amount
	Staff development	Overtime pay and training materials.	\$1,500
	Materials/resources	IXL Software License for K–5 Math and Reading instruction and progress tracking.	\$15,000
	Purchased services	No external services included.	\$0
	Other	Staff incentives and recognition.	\$500
	Other		
	Total		\$17,000
	Funding sources: T-I, P-A-BASIC PROG		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i> Monitor & Adjust 2nd-5th grade Science Student Academic Outcome Data (High Quality Instruction; Instructional Model)
	Indicators of success <i>(Measurable results that describe success.)</i> - By the end of the academic year, 85% of EB students grades 2-5 will demonstrate 1.40 times second semester expected growth in science. By MOY, 70% of EB students grades 2-5 will demonstrate 1.40 times second semester expected growth in science. - By the end of the academic year, 85% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP Science. By MOY, 70% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA MOY MAP Science. - By the end of the academic year, 85% of students will meet their individual growth target on 2-5 NWEA MAP Science. By MOY, 70% of students will meet their individual growth target on 2-5 NWEA MAP Science. - By the end of the academic year, at least 85% of students in grades 3-5 will complete 50 iXL science digital lesson. By MOY, at least 75% of students in grades 3-5 will complete 30 iXL science digital lesson. - By the end of the academic year, at least 85% of students in grade 5 will score a 2 out of 3 or higher on a STAAR-aligned short constructed response (SCR) writing task in Science. By the middle of the year (MOY), at least 75% of students in grade 5 will score a 2 out of 3 or higher on a STAAR-aligned SCR writing task in Science.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> Data-Driven Leadership Practices - Facilitate BOY, MOY, and EOY data analysis meetings focused on Science NWEA MAP results for all students, EB students, and Tier 2/3 students. - Provide growth tracking tools for teachers to monitor and adjust instruction based on real-time student data. - Monitor weekly PLCs to ensure data is used to adjust instructional strategies aligned to Science TEKS and MAP objectives. Instructional Coaching & Support - Conduct monthly classroom observations to provide feedback specifically targeting science instructional delivery and adjustments. - Collaborate with instructional coaches to model high-impact science instructional strategies and data-informed teaching practices. - Identify and support teachers in need of targeted coaching, especially those with high percentages of EB and Tier 2/3 students. Progress Monitoring & Accountability Systems - Implement bi-weekly leadership check-ins to review growth trends and ensure interventions are in place for students not on track. - Track and review intervention plans for Tier 2/3 students, ensuring adjustments are aligned to science data and growth goals. - Maintain a campus-wide science data dashboard to monitor progress across grade levels and student groups.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> Ongoing Data Monitoring - Analyze Science NWEA MAP data (BOY, MOY, EOY) to identify student growth trends and target instructional areas. - Use individual student goal trackers to monitor progress, with special focus on EB and Tier 2/3 students.

	- Regularly update and review classroom data walls or digital tracking systems. Instructional Adjustments - Plan and deliver differentiated instruction aligned to Science TEKS and student growth goals. - Implement small group instruction or targeted interventions for students not meeting growth benchmarks. - Adjust pacing and strategies based on formative assessments and MAP learning continuum insights. Collaboration & Reflection - Participate in weekly PLCs to analyze data, share best practices, and adjust lesson plans accordingly. - Engage in instructional coaching cycles to improve effectiveness in delivering high-quality science instruction. - Reflect on spot observation feedback and incorporate suggestions to strengthen Domain II practices.		
	Key Action Three: Monitor & Adjust 2nd-5th grade Science Student Academic Outcome Data (High Quality Instruction; Instructional Model)		
Staff Devel.	Who: 2nd–5th grade Science teachers, ESL staff, interventionists; led by instructional coaches and admin What: Training on NWEA MAP data analysis, differentiated science instruction, progress monitoring, and EB student supports When: - August PD Week (intro to MAP & strategies) - Quarterly PDs (Oct, Jan, Mar) - Weekly/biweekly PLCs for ongoing support Where: On campus		
Budget	Proposed item	Description	Amount
	Staff development	Overtime pay and minimal training materials	\$1,000
	Materials/resources	NWEA MAP-aligned tools, science resources, and student data trackers	\$1,500
	Purchased services	No external consultants or services planned	\$0
	Other	Staff incentives and classroom support items	\$500
	Other		
	Total		\$3,000
Funding sources: PUA-MAGNET PROGRAM			

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve Intervention Time/ Improve Second Teach (High-quality instruction)
	Indicators of success <i>(Measurable results that describe success.)</i> - By the end of the academic year, Spot scores for intervention or second teach instruction will meet or exceed 10.0 By MOY, Spot scores for intervention or second teach instruction will meet or exceed 7.0 - By the end of the academic year, 85% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP. By MOY, 70% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA MOY MAP. - By the end of the academic year, 75% of tier 2 and tier 3 students will get MEETS on the STAAR test By MOY, 60% of tier 2 and tier 3 students will be OnTrack to MEETS on the STAAR test
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> Structure & Scheduling - Establish a campus-wide intervention and second teach schedule that protects instructional time and ensures daily delivery. - Monitor intervention groupings to ensure students are placed based on current NWEA and formative assessment data. Observation & Feedback - Conduct biweekly spot observations focused specifically on intervention and second teach quality, with targeted feedback on engagement, differentiation, and student progress. - Track progress on Spot observation averages to ensure MOY and EOY goals are being met. Data Monitoring & Adjustments - Lead monthly data meetings with teachers and intervention staff to review Tier 2/3 student progress on MAP and STAAR-aligned checkpoints. - Support real-time instructional adjustments based on student data and classroom walkthrough trends. Professional Support - Provide coaching cycles for interventionists and classroom teachers focused on second teach effectiveness. - Ensure all staff are trained in best practices for small group instruction and scaffolding for struggling learners.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> Effective Planning & Execution - Plan and implement daily intervention and second teach lessons using MAP data, STAAR-aligned resources, and formative assessments. - Group students strategically and adjust groupings biweekly based on student performance and progress monitoring data. Instructional Practices - Deliver targeted, small group instruction that is differentiated and aligned to specific learning gaps. - Use scaffolding and visual supports to help Tier 2 and Tier 3 students access grade-level content. Data-Driven Instruction - Track individual student growth goals and use data folders, digital trackers, or logs to monitor progress weekly. - Participate in monthly data meetings and PLCs to review student performance and refine second teach/intervention plans. Professional Growth & Collaboration - Apply feedback from spot observations to improve delivery of second teach/intervention instruction. - Engage in peer observations or coaching sessions to strengthen small group strategies and intervention effectiveness.

	Key Action Four: Improve Intervention Time/ Improve Second Teach (High-quality instruction)		
Staff Devel.	1. Who: - Classroom teachers, interventionists, ESL support staff, instructional aides - Facilitated by instructional coaches, administrators, and lead teachers 2. What: - Training on: - Small group instruction - Using NWEA MAP and STAAR data for interventions - Implementing second teach strategies - Progress monitoring and adjusting instruction 3. When: August PD Week: Initial training Quarterly PDs: (October, January, March) for progress analysis Ongoing PLCs/Coaching: Weekly or biweekly 4. Where: On campus (library, classrooms, PD spaces) Virtual support available		
Budget	Proposed item	Description	Amount
	Staff development	Minimal training materials for intervention strategies, overtime pay for teachers attending PD	\$1,000
	Materials/resources	NWEA MAP-aligned tools, instructional resources, and data analysis platforms- iXL	\$2,500
	Purchased services	No external facilitators, consultants, or coaching services planned	\$0
	Other	Staff incentives and overtime pay for afterschool tutorials	\$3,000
	Other		
	Total		\$6,000
	Funding sources: T-I, P-A-BASIC PROG		