2025-2026 Action Plan

Tijerina Elementary School

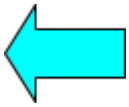
Linda R Ahumada

Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

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



Parameters and metrics established by the District

Needs related to student achievement data

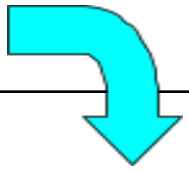
As we prepare for Destination 2035, it is critical that we support our student population, including our (194 EBs)58% EBs and (61 SPED) 18 % SPED, with high-quality instructional materials in mathematics and reading with fidelity to ensure they are receiving rigorous daily TEK-aligned instruction. We will implement an effective PLC protocol that focuses on improving the quality of instruction in all grade levels. The instructional practices targeted within PLC promote lesson internalization, planning, modeling, and executing purposeful instruction. In addition to supporting the planning process during PLC, the administration will push into all grade-level team planning sessions to provide additional support. Data digs will bi-weekly to discuss the results of demonstration of learning, mid-unit assessments, and unit assessments. Teachers will analyze data and group students for interventions during data dig sessions. We will increase student achievement through quality Tier 1 instruction, scaffolding, tracking data, and providing intervention.

Needs related to improving the quality of instruction

One of the fundamental shifts in our practices this school year was the implementation of high-quality instructional materials with fidelity to support all learners. Through the implementation of HQI, our weekly PLCs will be focused on lesson internalization. Annotations, LO/DOL alignment, and high-leverage instructional practices. Teachers and the instructional leadership team will practice portions of the lesson during PLCs to ensure we are always ready for our students. Teachers will teach grade-level content to every student daily to ensure all students can learn and reach their full potential. By strengthening teachers' capacity to provide high-quality instruction across all contents through effective PLCs and in-the-moment coaching, our students will increase their academic achievement, growth, and opportunities in our mission to reach Destination 2035.

System evaluation (philosophy, processes, implementation, capacity)
Through the daily implementation of HQI with fidelity, our students will have higher-quality instruction and higher student engagement. Student engagement will contribute to the language proficiency, fluency, and comprehension of all learners at Tijerina ES. Student engagement strategies will be embedded into lesson internalization, annotation, and execution protocols to ensure all students are engaged throughout the daily lesson cycle. PLCs will be catered to the professional development of the staff in areas of planning, engaging & deliver, monitor & adjust, and the learning environment to ensure equitable access across all grade levels. Teachers will teach grade-level content to every student daily with embedded student engagement strategies to ensure that all students can learn and reach their full potential.

Key Actions
• Improve proficiency in student writing across the curriculum. • Increase EB Accountability • Improve Campus Culture



School Action Plan

	Key Action ***(Briefly state the specific goal or objective.)***
	• Improve proficiency in student writing across the curriculum.
	Indicators of success ***(Measurable results that describe success.)***

KEY ACTION ONE

- The percentage of students receiving a score of 0 on SCR questions in unit assessments will decrease to 10% by January, and the percentage of students scoring 2 on SCR questions in unit assessments will increase by 10% by May.
- By the end of the first semester, 50% of 3rd-5th grade students will receive at least a score of 2 on ECRs in ELA. By April, the number of students receiving a 3 or above on ECRs will increase by 50% compared to the first semester.

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

- Develop and establish a system to monitor students' progress on SCRs.
- Provide target professional development aligned with the SCR and the ECR rubric.
- Lead and support PLCs weekly focused on lesson internalization using the planning protocol and collect weekly SCR from teachers to analyze and identify growth areas and next steps.
- Use 2024-2025 STAAR RLA ECR scores to create grade-level goals to increase ECR scores.

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

- Teachers will use a system to monitor student progress on SCRs.
- Teachers will attend professional development aligned with the SCR and the ECR rubric.
- Teachers will attend PLCs weekly focused on lesson internalization using the planning protocol and collect weekly SCR from teachers to analyze and identify growth areas and next steps.
- Teachers will use 2024-2025 STAAR RLA ECR scores to create grade-level goals to increase ECR scores.

Key Action One: Staff Development
Who: Administration, Instructional, & Campus-based Support Staff
What: Content Planning, Tier 1 Instruction Professional Development & PLCs

When: August 2025 – May 2026
August 1-11, 2025, Pre-Service; September 2, 2025; October 2, 2025; November 7, 2025; January 5, 2026; February 13, 2026; every Wednesday/Thursday throughout the 2025-2026 academic calendar.

During the week of August Pre-Service, 100% of teachers and teaching assistants will attend lesson planning and internalization training. Content will differentiate sessions to ensure strong vertical alignment across grade levels. During these content sessions, teachers will walk away with highly effective strategies and internalization protocols to ensure strong slide deck delivery for our students.

During September 2, 2025; October 2, 2025; November 7, 2025; January 5, 2026; and February 13, 2026, professional development days, 100% of teachers and teaching assistants will engage in differentiated content training. Teachers will engage in vertical alignment planning during these content sessions to ensure systematic alignment. Content administrators and teacher leaders (high student achievement unit data) will facilitate these sessions to ensure lessons are rigorous, differentiated, scaffolded, maximize understanding, higher order thinking, and focus on student mastery and achievement.

Every Wednesday/Thursday throughout the school year will be a professional learning community during planning time. During these PLCs, the topic will alternate between lesson internalization and execution, data-driven instruction, and engagement strategies. Among these three major buckets of PLCs, 100% of staff members will actively pursue high student achievement for the 2025-2026 academic school year.

Where: HISD Curriculum Department PD Training Locations & Tijerina ES

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Preservice, Staff Development days, PLC, and Faculty meetings	0.00
Materials/resources	Whiteboards, response cards, dry-erase markers, highlighters, pencils, Frixion clicker, binders, chart post-its, card stock, sentence strips, poster film	$1000.00
Purchased services	N/A	0.00
Other	N/A	0.00
Other	N/A	0.00
	TOTAL	$1000.00

Funding sources: PUA Regular

KEY ACTION TWO

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

- Increase EB Accountability

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

- By the end of the academic year, 50% of students will grow at least one level of proficiency, as defined by the previous school year's TELPAS composite to the current school year's TELPAS composite. By December 2025, at least 30% of students will grow at least one proficiency level on Summit K-12.
- By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance. This is evidenced by no reported incidents of ineligible or eligible students not testing for TEA.

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

- Provide on-the-spot coaching during classroom visits when additional scaffolding is needed to meet EB students' needs.
- Provide target professional development aligned with the spot rubric.
- Lead and support PLCs weekly focused on lesson internalization using the planning protocol to implement high-leverage instructional strategies to support language acquisition.
- Use 2024-2025 TELPAS achievement results to create grade-level goals to increase TELPAS proficiency ratings.

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

- Teachers will use the admin's on-the-spot coaching to add and implement additional scaffolding to meet the needs of EB students.
- Staff will attend professional development aligned with the spot rubric.
- Teachers will attend PLCs weekly focused on lesson internalization using the planning protocol to implement high-leverage instructional strategies to support language acquisition.
- Teachers will use 2024-2025 TELPAS Achievement results to implement grade-level goals to increase TELPAS proficiency ratings.

Key Action Two: Staff Development

Who: Administration, Instructional, & Campus-based Support Staff

What: Content Planning, Tier 1 Instruction Professional Development & PLCs

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KEY ACTION THREE

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

- Improve Campus Culture

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

- By MOY, at least 75% of teachers will agree or strongly agree that "the instructional feedback I receive helps me improve the quality of my instruction," increasing to 90% by the end of the year.
- By MOY, at least 75% of teachers will agree or strongly agree that "I work in an environment of support and respect," increasing to 95% by the end of the year.

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

- Ensure feedback is clear, specific, and actionable. Instead of general comments, offer detailed suggestions on what can be improved and how.
- Plan and deliver PD and resources focusing on effective teaching strategies and instructional techniques.
- Foster a culture of trust and support where staff feel comfortable seeking feedback and discussing their instructional challenges.

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

- Teachers will implement coaching and feedback in the moment.
- Teachers will implement District and Campus instructional expectations to enhance their instructional skills.
- Teachers contribute to an environment where feedback is valued and effectively contributes to instructional improvement.

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