2025-2026 Action Plan

Lantrip Elementary School

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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

Lantrip Elementary Goal Setting Document
24-25

Student Achievement - Overall Academic Achievement [% of Students at Each Performance Level - All Exams]				
	RLA App | Me | Ma | SAA	Math App | Me | Ma | SAA	Science App | Me | Ma | SAA	Achievement Average (SAA) (App%+Me%+Ma%)/3 | SAA
22-23 23-24	77 | 49 | 22 | 49 ## | ## | ## | ##	79 | 51 | 19 | 50 79 | ## | 17 | 50	71 | 35 | 14 | 40 ## | ## | ## | ##	77 | 48 | 20 | 48 ## | ## | ## | ##
23-24 Cut Scores (SAA)	A (60) B (53) C (41) D (35)			
24-25 Goal	90 | 60 | 30 | 60	90 | 60 | 30 | 60	90 | 60 | 30 | 60	90 | 60 | 30 | 60

School Progress - Scholars Meeting Growth in RLA & Math [% of Points Earned - Growth Points Earned/Total # of Test]				
	No Growth (0)	At same level [HDNM, Low App, High App] (.5)	At same level [Meets & Masters] (1)	HB1416 Scholars Growing 1+ Level(s) (.25)
23-24	##	##	##	##
23-24 Cut Scores	A (80) B (71) C (63) D (56)			
24-25 Goal	##	##	##	##

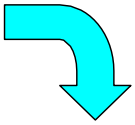
STAAR 24-25 Preliminary Result

Subject	% App	% Meets	% Masters	%Δ App	%Δ Meets	%Δ Masters
MATH	64	31	13	-15	-23	-4
READING	76	50	23	-7	-9	-4
SCIENCE	37	12	3	-46	-42	-18

Lantrip Elementary earned a score of 70 points for the 2024–2025 school year, highlighting both progress and opportunities for growth. To drive academic achievement, the campus will focus on strengthening science, math, and reading instruction in grades 3–5, while reinforcing foundational skills in grades PK–2. A key priority is building teacher capacity through consistent data analysis and intentional instructional planning, ensuring all students receive high-quality Tier I instruction. Teachers will continue weekly lesson internalization sessions with administrator support using the PLC protocol and will embed Multiple Response Strategies (MRS) to actively check for student understanding and engagement.

Needs related to improving the quality of instruction
Lantrip's current SPOT observation data reveals an average teacher score of 9, signaling a solid foundation but also highlighting the need for continued instructional growth. To ensure our students receive the highest quality education from effective teachers, we must commit to daily classroom coaching, consistent lesson planning and internalization, and rigorous data monitoring through DOLs and unit assessments. Our goal is to have at least 70% of SPOT observation scores conducted by school administration in December 2025 reach proficient or higher, with that target rising to 80% by May 2026. These benchmarks are not just number they represent our collective commitment to excellence. Best practices must be evident in the daily data we collect, and instructional decisions should be driven by student performance. Through intentional support and accountability, we will elevate teaching and learning across our campus.

System evaluation (philosophy, processes, implementation, capacity)
At Lantrip Elementary, we are committed to using data as a driving force for instructional improvement. Daily DOL data will be consistently pulled and evaluated by both administrators and teachers following each lesson and classroom observation. This analysis will inform TEKS-based reteach plans tailored to support struggling students. In addition, BOY, MOY, and EOY NWEA MAP data will be thoroughly reviewed to ensure that students in Tier II and Tier III receive targeted, effective interventions. Spot observation data will be leveraged to strengthen instructional practices, with administrators supporting teachers through weekly lesson internalization, proactive planning for misconceptions, and actionable feedback. This cycle of reflection and refinement ensures that every student receives high-quality, responsive instruction.



Key Actions
Improve Quality of Instruction Improve student achievement in NWEA Reading and Math Improve Outcomes for Special Populations

School Action Plan Template

KEY ACTION ONE	**Key Action** ***(Briefly state the specific goal or objective.)***
	Improve Quality of Instruction
	Indicators of success ***(Measurable results that describe success.)***
	• By May 2026, 80% of teachers will achieve a domain 2 -Engage and Deliver and Monitor & Adjust- combined score of 6 or higher • By May 2026, 70% of teachers will achieve a domain 1 -Planning- score of 2
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	• By August 2025: Receive training on curriculum for RLA (Appraisers) • Ensure all RLA general education and special education teachers attend district training of selected curriculum during August preservice (Principal & AP) • Meet with grade level representative and/or RLA teachers ahead of preservice to dive into curriculum map, material components, and plan lesson/TEK calendar for first month of school (Appraisers) weekly. • By August 2025: Plan with teachers for lesson internalization of first 15 days of instruction (Appraisers) • By August: Assure all curriculum materials are purchased and sorted for campus delivery ahead (Principal and AP, textbook coordinator) • School leaders will implement effective PLC's around RLA curriculum pacing & lesson planning/internalization with appropriate MRS weekly • Facilitate pre-service learning focused on RLA campus data, needs assessment, individual students' groups (Principal, AP, SPED Department Chair). • Set, establish, and monitor expectations for implementation of RLA curriculum (lesson delivery, progress monitoring, Spot observations) monitor weekly. • School leaders provide professional development opportunities (coaching, peer-observations, labs sites etc.) to build capacity for implementing RLA curriculum and leverage RLA teachers to support areas of improvement through modeling during PLC at bats weekly. • Train teachers on purposeful and effective high leverage parent-teacher conferences during preservice and PD Days

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	• Teachers and campus-based support staff in grade PK-5 will attend training in August's preservice on implementation of the slide decks and corresponding curriculum resources thereafter, weekly individualized support will be given to teachers. • Teachers and campus-based support staff will attend structured weekly PLCs that focus on the effective implementation of high-quality instructional curriculum. • Teachers and campus-based support staff will conduct weekly At-Bats during PLC utilizing HQI strategies. • Teachers and campus-based support in PK-5 will implement and deliver high quality instructional lessons using the materials and curriculum with fidelity daily. • Teachers and campus-based support staff will engage in weekly PLCs and coaching conversations to improve • campus instructional practices. • Teachers and campus-based support staff will preview, and review annotations and instructional resources based on weekly feedback during PLC. • Teachers and campus-based support staff will utilize timers daily to maintain lesson pacing and instructional delivery. • Teachers and campus-based support teams will attend training on the SPOT form and expectations for high quality instruction in August and make instructional corrections within their lesson delivery daily to build their content capacity.

Key Action One: Staff Development
Who: Administration, instructional and campus based- support staff
What: Attend pre-service training focused on special education and general education campus data, needs assessment, individual students' accommodations, and IEPs • Attend pre-planning sessions focused on planning for RLA instruction delivery • Attend designated curriculum training ahead of campus in-service for the school year
When: August pre-service & Designated PD Dates for 2025-26: September 2, October 2, November 7, January 5, February 13 and Demo Thursdays as needed.
Where: Lantrip

Commented [BS1]: This section will be any targeted development, whether it is internal or external. What are you going to do to develop your team?

What will you need to ensure success across the campus?

Commented [BJ2R1]: done.

Key Action One: Budget		
Proposed item	**Description**	**Amount**
Staff development	Preservice, Staff development days, PLC and faculty meetings	
Materials/resources	District curriculum, whiteboards, response cards, dry erase markers, pencils, PLC protocol, SPOT from, printed slide decks	
Purchased services		
Other		
Other		
TOTAL		500.00

Funding sources: PUA Regular

KEY ACTION TWO	**Key Action** ***(Briefly state the specific goal or objective.)***
	Improve Second Teach (small group instruction/intervention) Improve student achievement in NWEA Reading and Math
	Indicators of success ***(Measurable results that describe success.)***
	• From BOY to MOY 50% of students will fall in the 60th percentile or above on NWEA MATH growth. This range of students will increase to 55% from MOY to EOY NWEA Math. • From BOY to MOY 50% of students will fall in the 60th percentile or above on NWEA READING growth. This range of students will increase to 55% from MOY to EOY NWEA Reading. • From BOY to EOY 65% of students will meet their MAP Math EOY projected growth goal (1.0 of EOY)
	Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***
	• Administration will conduct data-driven weekly and monthly PLC (Professional Learning Communities) meetings after assessments to ensure teachers are differentiating to improve the quality of instruction for all students. • Administration will preview and review teacher annotations and instructional resources and provide feedback during weekly PLC to ensure anticipated misconceptions are documented to increase student mastery through use of scaffolds. • Administration will create a data tracker in August for teachers to monitor DOLs, ensuring student progress and achievement is occurring during classroom instruction and assessment (NWEA//STAAR). • Administration will analyze NWEA and DOL data to identify areas of need and target learning gaps to modify interventions for students. • Administration will train teachers and campus-based support teams in August on HQI using the SPOT form thereafter, administration will use spot forms to provide real-time constructive coaching and feedback to teachers during all classroom visits
	Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

- Teachers and campus-based support staff will analyze assessments to provide differentiation to improve the quality of instruction for all students.
- Teachers and campus-based support staff will annotate slide decks to increase student mastery by including misconceptions/scaffolds and additional created instructional resources daily.
- Teachers and campus-based support staff will input all student DOL grades into the data tracker weekly to track student achievement and mastery for interventions or progress.
- Teachers and campus-based support staff use demonstration of learning data and unit assessments to address students' instructional needs immediately.
- Teachers and campus-based support staff implement daily coaching and feedback from SPOT observations to make instructional corrections within their lesson delivery to build student mastery and achievement.

Key Action Two: Staff Development
Who: **HISD Professional Development Department; Lantrip Admin team, Lead Math teachers**
What: Math Lesson Internalization of Eureka Lessons.
When: August pre-service & Designated PD Dates for 2025-26: September 2, October 2, November 7, January 5, February 13 and Demo Thursdays as needed.
Where: Lantrip

Key Action Two: Budget		
Proposed item	**Description**	**Amount**

Staff development	Preservice, staff development days, PLC and faculty meetings	
Materials/resources	Whiteboards, response cards, dry-erase markers, pencils	
Purchased services		
Other		
Other		
	TOTAL	$500
Funding sources:PUA regular		

KEY ACTION THREE

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

Improve SPED Accountability

Improve outcomes for Special Populations

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

- By May 2026, 100% of ARDs will be held by the deadline. This will increase from 95% in May 2025
- By May 2026, 100% of SPOT observation total scores for SPED teachers will be between 9-10 up.
- By May 2026, 60% of students identified as Emergent Bilingual will meet their NWEA Reading Growth goal.
- By May 2026, 50% of students receiving Special Education services will meet their NWEA Math Growth goal.

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

- Administration will conduct data-driven weekly and monthly PLC (Professional Learning Communities) meetings after assessments to ensure teachers are differentiating instruction specifically for special populations of students.
- Administration will preview and review teacher annotations and instructional resources and provide feedback during weekly PLC to ensure anticipated misconceptions are documented to increase student mastery through use of scaffolds.
- Administration will create a data tracker in August for teachers to monitor DOLs, ensuring student progress and achievement is occurring during classroom instruction and assessment (NWEA//STAAR).
- Administration will analyze NWEA and DOL data to identify areas of need and target learning gaps to modify interventions for EBs and Sped. students.
- Administration will train teachers and campus-based support teams in August on HQI using the SPOT form thereafter, administration will use the speciality forms to provide real-time constructive coaching and feedback to teachers during all classroom visits.

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

- Teachers and campus-based support staff will analyze assessments to provide differentiated instruction for our special population of students.
- Teachers and campus-based support staff will annotate slide decks to increase student mastery by including misconceptions/scaffolds and additional created instructional resources daily.
- Teachers and campus-based support staff will input all student DOL grades into the data tracker weekly to track student achievement and mastery for interventions or progress.
- Teachers and campus-based support staff use demonstration of learning data and unit assessments to address students' instructional needs immediately.
- Teachers and campus-based support staff implement daily coaching and feedback from SPOT observations to make instructional corrections within their lesson delivery to build student mastery and achievement.

Key Action Three: Staff Development
Who: Special Education Department and Administrators
What: PLCs on campus Special Ed teacher will attend Special Education Department Chair meetings monthly
When: August pre-service & Designated PD Dates for 2025-26: September 2, October 2, November 7, January 5, February 13 and Demo Thursdays as needed.
Where: Lantrip
Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Preservice, staff development days, PLC, and faculty meetings	
Materials/resources	White boards, response cards, dry-erase markers, pencils	
Purchased services		
Other		
Other		
	TOTAL	$500

Funding sources: PUA regular