

2025-2026 Action Plan

Shadydale Elementary School



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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Shadydale Elementary School is projected to receive an “A” rating (94) for the 2024-2025 school year, according to the TEA rating system.
- The data used for this needs assessment is derived from the results of the 2024-2025 STAAR tests.
 - STAAR Reading scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Reading scores in grade 4 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Reading scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Math scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Math scores in grade 4 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Math scores in grade 5 - increased by XX% from XX% to XX% passing at the Meets level.
- 2024-2025 TELPAS Proficiency XX%
- NWEA MAP Beginning of Year (BOY '24 – '25) Math indicated that:
 - XX% of students were in the (1st-21st) percentile;
 - XX% in (21st - 40th) percentile;
 - XX% in (41st – 60th) percentile;
 - XX% in (61st – 80th) percentile;
 - XX% in (81st to 99th) percentile.
- NWEA MAP Beginning of Year (BOY '24 – '25) Reading data indicated that:
 - XX% of students were in the (1st-21st) percentile;
 - XX% in (21st - 40th) percentile;
 - XX% in (41st – 60th) percentile;
 - XX% in (61st – 80th) percentile;
 - XX% in (81st to 99th) percentile.

Needs related to improving the quality of instruction

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results, which grew from 11.06 (BOY IRT #1) to ?? (EOY IRT #4), the AIM platform (Lead Rating: Proficient II), and the HISD Spot App. The data derived from the quality of instruction indicate a need for professional development centered on providing effective support our special population students, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies and active monitoring

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Shadydale Elementary.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low test scores or poor attendance, aligning efforts directly with the standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or teacher training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies aren't working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions

1. Improve English proficiency for Emergent Bilingual students
2. Improve math and reading proficiency in K-5.
3. Improve Sp.Ed. instruction, service delivery, and outcomes
4. Improve campus culture

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

Improve English proficiency for Emergent Bilingual students.

HISD Action Plan Alignment: Key Action #1 Improve the Quality of Instruction

Indicators of success (Measurable results that describe success.)

- Leadership team will explain the rationale and philosophy of systems thinking that will support with improving student achievement.
- By January 2026, 55% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading. This rate will increase to 75% by June 2025 EOY 2-5 NWEA MAP Reading.
- By January 2026, 90% of EB students will reach or exceed their Domain 2 growth target on reading unit assessments 50% of the time. By June 2025, this rate will increase to 80% of the time.
- 90% of EB Students will reach or exceed their Domain 2 growth target for Spring 2025 STAAR Reading exam *(criteria- must test in 2024 language)*
- By June 2025, the campus will improve from XX% to the TEA long term target of 40% of students who grow on TELPAS (2/4 domains).
- By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually with no reported incidents of ineligible students testing or eligible students not testing.
- By January 2026, Spot scores of campus bilingual instruction teachers will meet or exceed 9. This will increase to 10 by June 2026.

Specific actions – school leaders *(What specific action steps will the*

KEY
ACTION
ONE

building leaders take to accomplish the objective?)

- Coach teachers on effectively implementing MRS to provide multiple opportunities for scholars to increase their ability to listen, read, write, and speak in English.
- Track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or math (DOLs/unit) assessments thru block to block coaching, and our weekly leadership team meeting.
- Coach teachers to mastery on how to effectively aggressively monitor and provide feedback to emergent bilingual students.
 - Leaders will train teachers on using the Shadydale Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August of 2025 as needed throughout the school year.
- Effectively train all K-1 teachers on how to effectively administer the TELPAS exam and rate student outcomes by February 2025.
 - Coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers each month to ensure mastery in these areas for teachers and scholars.

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

- Execute HISD specific engagement strategies/MRS daily throughout the instructional block, with fidelity, to provide scholars multiple opportunities to listen, read, write, and speak in English.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual students in all instructional spaces, on a block to block and daily basis.
- Execute daily aggressive monitoring path to prioritize emergent bilingual students' quality of student work and overall English language proficiency.
 - Implement instructional best practices provided during professional development sessions utilizing the Shadydale lesson internalization framework with a focus on differentiating and scaffolding
- 100% of K-1 teachers will accurately and effectively administer the TELPAS exam with no testing irregularities.
- Will engage in PLCs with a focus on SCR and ECR across contents, will provide evidence of implementation and provide peer feedback on how to improve scholars' writing.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: Shadydale and District locations.

Key Action One: Budget

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

Funding sources:

KEY
ACTION
TWO

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

2) Improve math and reading proficiency in Kinder-5th grades.

HISD Action Plan Alignment: (1) Improve the quality of instruction

Indicators of success (Measurable results that describe success.)

- By January 2025, 50% of teachers will achieve the 61st growth percentile, or higher on the reading and math M.A.P. tests. By June 2025 this rate will increase to 70%.
- Students in 3rd-5th grades will move from XX% meets in June 2025 to XX meets by June 2026, on the math STAAR exam.
- Students in 3rd-5th grades will move from XX% meets in June 2025 to XX% meets by June 2026, on the reading STAAR exam.
- Campus average engagement on Zearn will be at 90% by January MOY, this will increase to 95% by EOY.

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

- Leadership team will explain the rationale and philosophy of systems thinking that will support improving student achievement.
- Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR & AOT classrooms.
- Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery
- Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, 'meets' and 'masters', outcomes during our weekly leadership team meeting.

- Coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement.
- Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.

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

- Plan and execute a daily SCR in all core content classrooms from September 2024 to May 2025, and monthly ECR in ELAR
- Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples during tier 1 instruction, both on a block to block and daily basis. (this includes when unit assessments occur)
- Intentionally plan 2nd and 3rd teach lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments
- Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content
- Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs.

Key Action Two: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development session: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily and Weekly

Where: Shadydale and District Locations

Key Action Two: Budget

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

Funding sources:

KEY ACTION THREE

Key Action <i>(Briefly state the specific goal or objective.)</i>	
KEY ACTION THREE	3) Improve SPED instruction, service delivery, and outcomes
	HISD Action Plan Alignment: Key Action #3 Improve SPED instruction, service delivery, and outcomes.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none">• The percentage of “instructionally proficient” special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70% or higher and increase to at least 90% by May 2026.• By January 2026, 60% (3 out of 5) special education teachers will score a 6 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 6 or higher will increase to 80% (4 out of 5) by June 2026.• By January 2026, the percent of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to January 2025 data. The percent of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to May 2025 data.• By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percent will remain constant at 100% by EOY June 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
<ul style="list-style-type: none">• Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric.• Meet with SpEd Department Chair and SpEd support weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation.• Coach staff on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SpEd scholars.• Engage in block to block, and daily data sorts to urgently close instructional gaps around SpEd scholar outcomes in 1st and 2nd teach.	

- Coach staff on high quality instructional look fors, based on the specialty guidance for SpEd spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.

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

- CoTeachers and Teachers will document all Sped. scholar accommodations and/or modifications in PowerSchool, as reflected by the 3 week grading benchmarks.
- Complete all required paperwork for ARD meeting and documentation of IEP implementation.
- Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.
- Conduct block to block and daily data sorts to determine trends and the highest leverage gap in special education student performance (1st and 2nd teach).
- Implement high quality instructional look fors based on the district speciality guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.

Key Action Three: Staff Development

Who: Instructional Leaders and SpEd Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: Shadydale Elementary School and District locations.

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

Key Action <i>(Briefly state the specific goal or objective.)</i>	
KEY ACTION FOUR	<p>4) Improve campus culture</p> <p>HISD Action Plan Alignment: Key Action #1 Improve the quality of instruction.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p>
	<ul style="list-style-type: none"> By the MOY campus culture survey, XX % of teachers will agree or strongly agree to the following statement, "the instructional feedback I get helps me improve the quality of my instruction". This percent will increase to XX% by the EOY campus culture survey. By the MOY campus culture survey , XX% of teachers will agree or strongly agree to the following statement, "My school has an effective instructional team". This percent will increase to XX% by the EOY campus culture survey. By January (MOY) 2026, staff attendance will be at 96% or higher. This

percentage will be at 94% or higher by EOY June 2026.

- By January (MOY) 2026, an average of 75% of families will answer Yes to being 'Happy' or 'Mostly Happy' with their child's campus experience, based on the Parent Possip sentiment report. By May (EOY) 2026 this average will increase to 90% of families.

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

- Conduct daily culture rounds to ensure 100% fidelity to community circles.
- Plan and execute at least seven parent engagement events by EOY.
- Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form.
- Weekly PLC Training: During weekly PLCs, train teachers customizing lessons so they reflect both the rigor of the TEKS and unique needs of our students, and effectively improve student outcomes and thus teacher effectiveness.
- Conduct at least 9 week cycles (4) of campus listening tours to effectively collect and respond to qualitative feedback on campus culture data.
- Conduct outcomes, causes, and solutions round with campus grade team leaders, around the MOY campus culture data.
- Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude)
- Set up and monitor parent connections on Dojo, ensuring 100% of families are connected by October of the new school year. (and ongoing as new families enroll)

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

- Engage scholars in community circles, daily- from 7:45am-7:55am.
- Partake in the planning and execution of at least seven campus events centered on family engagement.
- Reflect on instructional feedback and improve the delivery of instruction as appropriate.
- Engage in daily structured planning that is both leader and teacher led, to effectively customize lessons to reflect the rigor of the TEKS and unique needs of all students.
- Engage in at least (4) listening tours and an OCS round to share qualitative feedback on campus experience, as it relates to campus culture.
- Experience and receive moments of gratitude from leaders.
- Ensure 100% of families are connected to Dojo and positively communicate at least weekly with families on the Classroom Dojo application.

Key Action Three: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Dojo, High Quality Instruction, and Community Circles

When: Daily, Weekly, and during Monthly Campus PD days

Where: Shadydale Elementary School and District locations.

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		

TOTAL	
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Funding sources:
