

2025-2026 Action Plan

CRESPO ELEMENTARY

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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

READING

Even though our campus increased the achievement point percentile in accordance with NWEA MOY, our campus still is below the 55 achievement percentile (53th). 69% of our scholars were able to meet the expected BOY to MOY growth. When analyzing the Fall 25-26 NWEA Reading shows that we are at the 41st percentile in achievement. In addition, our writing campus formative data indicates kinder to 3 grade scholars struggle with generation of ideas as well as the effective use of writing conventions.

MATH

In accordance with NWEA EOY assessment, our achievement only increased 2 point percentile, and the growth percentile for winter to spring remained stagnant at 56th. In addition, 2nd, 4th, 5th grade achievement decreased from 2024-2025 MOY to EOY NWEA MAP Math.

EMERGENT BILINGUAL

In accordance with NWEA MOY assessment, the achievement for our emergent bilingual students in the English Reading was in the 41th percentile. On EOY Reading NWEA, the achievement for our emergent bilingual students in the English Reading scored in the 49th percentile.

SPECIAL EDUCATION

In accordance with the NWEA MOY assessment, students with an IEP were performing the 34th percentile in achievement in Math showing regression from the BOY data which was in the 36th percentile. Analyzing English reading achievement, we scored in the 32nd percentile.

Needs related to improving the quality of instruction

Instruction

Feedback from IRT and EDI indicated teachers struggled with adjusting instruction on the spot and stamping key points. Teachers' attempts to adjust instruction on the spot to clarify a misconception were visible, but not successfully executed to clearly address the misconception. 10 out of 26 core teachers are not certified, from the 10 non certified teachers 7 are first year and will need intensive modeling and coaching to develop the science of teaching in alignment with districts "sweet sixteen".

Planning

In order to successfully adjust instruction, teachers need to take a deep dive into the lesson internalization protocol to be able to plan examples that will prevent students' possible misconceptions as well as pre-plan at bats to support maximizing understanding. 7 out of 26 teachers are first year teachers and will need support to see these possible misconceptions as they don't have content knowledge expertise as of now; therefore the support during internalization needs to be ongoing on a daily basis, not just during PLC. Based on admin data collection, from the remaining 19 teachers, 4 teachers are tier 2 for planning and need a different layer of support in addition to weekly PLC internalization to ensure alignment with districts "sweet sixteen".

System evaluation (philosophy, processes, implementation, capacity)

- NWEA, DIBELS, CIRCLE
- Campus formative assessment
- Campus Writing Calendar Progress (5th-2nd and Kinder-1st)
- Learning platforms student pathways-IXL
- Benchmark Running Records (Mandatory Kinder-1st/Below Grade Level 2nd)
- Lesson Internalization protocol through PLC
- Content area PD planning (Vertical Alignment – MATH)
- Demo Day Praise and Polish process
- Spot Observations
- Campus coaching feedback form
- Data trackers for SCR, ECR, DOL, BRR, Guided Reading groups, Exit Ticket TEKS by interventionist.
- DDI protocol for campus formative assessments

Key Actions

1. Improve Reading and Writing proficiency in K-5th grade.
2. Improve Math fluency and problem solving skills Kindergarten - 5th Grade
3. Campus improves English proficiency for Emergent Bilingual students.
4. Improve in-class support of the SPED teachers by focusing on students' instructional

needs based on their IEP's and assessment goals.

5. Improve the quality of Tier I Instruction across all content areas.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve Reading and Writing proficiency in PK-5th grade Build a strong literacy foundation for PK-1st, refining our literacy block by focusing on the pre-reading skills within students' literacy development, including print concepts, alphabet knowledge, and writing conventions following a Pk-1st writing and phonics calendar. Target 2nd-5th reading comprehension by refining our language comprehension skills through background knowledge, vocabulary, language structure, and verbal reasoning.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none">● 58% of students in grades 2nd - 5th will meet their expected Reading Winter growth (RIT score) on NWEA MAP in reading by January 2026.● 68 % of students in grades 2nd - 5th will meet their expected Reading Spring growth (RIT score) on NWEA MAP in reading by May 2026● By Spring 2026 STAAR Administration, the percentage of students scoring effective or higher in constructive responses in Reading STAAR 2025 will increase from 26% to 31%.● By the Spring 2026 STAAR Administration, the percentage of 3rd grade students scoring 0 on ECR will decrease at least 5 percentage points from STAAR 25 administration (from 32% to 27%).
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Refine reading, science, and social studies Short Constructed Responses using RACE.
- Monitor the school-wide writing plan with the focus on the monthly ECR process for 2nd-5th and descriptive writing for K-1st.
- Track teacher's monthly ECR(3rd-5th and 2nd grade for spring semester) and weekly SCR(2nd-5th, Fine Arts)
- Monitor consistent use of QRC for all subject areas.
- Monitor RLA student-teacher feedback conference calendar notes to ensure clear and precise feedback is being provided to the students to support them writing effective ECRs.
- Train PK-1st grade teachers in the Science of Reading through the implementation of an effective phonics block that will support decoding as well as encoding skills.
- Modeled effective guided reading strategies for PK-1st grade teachers to support 85% or above students reading on grade level.
- Streamline guided reading classroom libraries campus wide to give students access to level readers and support reading skills.
- Support with lesson Internalization and slide deck customization protocol during PLC to backwards plan based on data from DOL and assessments.
- Design Master Schedule with a power hour block to support small groups and interventions to support below grade level readers.
- Strengthen Reading with additional materials from Forde-Ferrier, Countdown/Fast focus, Think Up, in correlation of Lead4ward planning documents to customize their slide deck to ensure mastery of the learning objective.
- Provide on-going coaching and feedback to deliver high quality instruction every day.

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

- Reinforce daily SCR in all ELAR/SLAR and Science lessons from September through May.
- Provide feedback on SCR at least once a week using rubric.
- Ensure at least one ECR a month is implemented in ELA/SLA as outlined in the campus writing plan.
- Follow the 3rd - 5th school-wide writing plan with the focus on the monthly ECR process. 2nd grade will follow Descriptive and Narrative and incorporate ECR during the second semester. K-1st Descriptive paragraph using campus rubric. PK Inventive spelling to label as well as sentence structure rubric. and descriptive writing for K-1st. Grade school wide composition writing calendar. Individual action steps are due every Friday of the week.
- Writing Conferences should be happening every other Friday.
- Publish Final Draft. 4th and 5th Compositions will be typed starting September. 3rd graders will transition to typing their composition in November ECR.
- Use and expose students the rubric provided by TEA (student friendly) rubric to assess student SCR's and ECR's.
- Plan for intervention or guided reading/daily 5 lessons for their Power Hour block using various data points.
- Student participant guide with passages students will annotate for.
- PK-2 writing journals are mandatory.
- Administer BOY, MOY and EOY Running Records for Prek-2nd grade students.

3rd-5th ongoing progress monitoring of TIER 2 and TIER 3 students.

Key Action One: Staff Development

Who: SLAR/ ELAR Teachers, Core Content Teachers, Administrators

What: Writing Calendar Implementation, Phonics Block, Writing Instruction, Guided Reading, Fluid Literacy Block

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, ELAR/ SLAR teachers

Key Action One: Budget

Proposed item	Description	Amount
Staff development	ELAR and SLAR teachers will participate in PLC, on the spot coaching sessions, and engage in instructional rounds observing highly effective teachers.	\$0
Materials/resources	HMH, Amplify, Guided Reading, Estrellita, Think Up Reading, Forde-Ferrier, Countdown/ Fast Focus, Lead4ward, TEA SCR and ECR Rubric	\$0
Purchased services	N/A	\$0
Other	Writing Wall Material	\$410

Other	Independent Reading Libraries (Benchmark Education)	\$5,895
TOTAL		\$6,305
Funding sources: General Budget-199101000, Bilingual Budget 1991010006, Gifted and Talented 1991010002		

**KEY
ACTION
TWO**

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

Improve math fluency and problem solving skills Pre-Kindergarten - 5th Grade

Improve student math solving skills by training math teachers to foster student autonomy in mathematical problem-solving through consistently requiring them to use effective annotations enabling students to identify, retrieve, and apply previously taught concepts and execute effective procedural math with fluency.

Indicators of success (Measurable results that describe success.)

- 80% of 2nd-5th students will meet the 3 ZEARN weekly lessons from January 2026 to May 2026.
- 55% of students in grades K- 5th will meet their expected Winter growth (RIT score) on Math NWEA MAP by MOY January 2026 .
- 60% of students in grades K - 5th will meet their expected Spring growth (RIT score) on Math NWEA MAP by EOY May 2026.
- By May 2026 EOY Circle Administration, 90% of students will score at the Proficient level in Circle Counting sets.

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

- Lesson and unit internalization protocol to adjust everyday instruction during PLC internalization.
- Customization of slide deck protocol by unpacking daily DOLs/Assessment during PLC.
- Refine “at bats” to adjust based on whiteboard data on the spot.
- Design Master Schedule with a power hour block to support small groups and intervention for students who have data that indicates they need targeted support.
- Strengthen Math curriculum with additional materials from Fordie-Forrier, Countdown/fast focus, Lead4ward as well as Think Up Math to better support time and experience with applying a skill to a story problem and modifying slide deck.
- Require teacher implementation of annotation and labeling to solve word problems as part of developing gradual release and solving skills.
- Require teachers use of anchor charts and reference materials to support scaffolding and differentiation.

- Gradual release model with student's exemplar.
- Train teachers to ask rather than tell what students should do next to develop student problem solving skills.

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

- Ensuring that lesson Internalization protocols are followed to adjust everyday instruction to meet the needs of all students.
- Consistently ensuring all student-facing materials are customized, prior to first instruction, to be in alignment with the rigor of DOL.
- Ensure “at bats” are implemented in slide decks for authentic student engagement with content.
- Make in the moment adjustments based on data gathered from whiteboards and problem sets.
- Emphasize daily use of math participants' guide to annotate and show solving strategies for 3rd-5th.
- Kinder-2nd math journals for students to show their solving processes (Understanding the problem, drawing your plan, Solving). RDW solving boards show solving processes.
- Daily use of annotation and labeling to solve word problems to develop independent thinkers.
- Anchor charts and students individual reference materials to support scaffolding and differentiation.
- Gradual release model with student's exemplar.
- Regularly ask students metacognitive questions to prompt them to reflect on their problem-solving process.

Key Action Two: Staff Development

Who: School Administrators, Math teachers

What: At bats, Lesson Internalization, Slide deck customization, annotation and problem solving processes

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, math teachers classrooms

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Math teacher will participate in PLC and on the spot coaching sessions, observe highly effective math teachers	\$0
Materials/ Resources	HISD Curriculum, Fordie-Forrier, Countdown/Fast Focus, Lead4ward PD, and Think Up Math	3000
Other	Manipulatives	7000
TOTAL		10000

Funding sources:

General Budget 1991010001, State Comp 1991010004, Gifted and Talented 1991010002, Bilingual Budget 1991010006

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	<p>Campus improves English proficiency for Emergent Bilingual students</p> <p>Through the implementation of effective ELD blocks, sheltered instruction strategies, and a consistent plan for implementation of Summit K12, Emergent bilingual students will demonstrate a year's growth in English language proficiency, as defined by TELPAS.</p>
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● By January 2026, 55% of 2nd-5th Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading. ● 80% of Emergent Bilingual students in K-1st will move to the next proficiency level from BOY to EOY by May 2026 on Dibels.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Design master schedule to support ELD instruction. ● Train teachers to follow the EB Action plan provided by the LDC. ● Train teachers in following highly effective shelter instruction practices. ● Strengthen ESL/ELD curriculum with additional materials from Spelling Connection and Wordly Wise. ● Establish and monitor a plan for a consistent implementation of Summit K12. ● Implementing the Multilingual Specialty form to provide teacher ongoing feedback and coaching.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
<ul style="list-style-type: none"> ● Identify proficiency levels of all Emergent Bilingual Students during pre-service data dig to tailor instruction in each domain. ● Use collaborative table mats, multiple response strategies, and sentence starters to engage Emergent Bilingual students in student discourse. ● Provide time allotment during their ELD/ Literacy block for Summit K12 platform of at least 30 minutes twice a week reflected on daily schedule. ● Identify appropriate linguistic accommodations and strategies for differentiating instruction. ● Create focused lessons that target the four domains of language through the implementation of the ELPS. 	

- Use of visual aides to frontload vocabulary.

Key Action Three: Staff Development

Who: Administrators and Prek-5th grade Bilingual teachers

What: LD Action plan, shelter instruction practices, identify proficiency levels,

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, bilingual teachers

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Summit K12/Multilingual Department/LDC	\$0
Materials/resources	Spelling Connections EB students	\$6,436
Purchased services	NA	\$0
Other	Tutorials Targeting Language Acquisition	\$7,000
Other		
TOTAL		\$13,436

Funding sources: Bilingual Education-1991010006, General Budget-1991010001

**KEY
ACTION
FOUR**

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

Improve in-class support of the SPED teachers by focusing on students' instructional needs based on their IEP's and assessment goals.

SPED monthly department meetings to streamline the level of support to students and bi-weekly support to classroom teachers on successful implementation of accommodations and daily use of supplemental aids.

Indicators of success (Measurable results that describe success.)

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- 95% of students with IEPs will have accommodations entered in PowerSchool.
- 100% of 3rd-5th grade SPED students will be trained by their assigned resource teacher to effectively use supplemental aid resources no later than December 2025.
- The percentage of SPED students in grades 2nd - 5th meeting their expected Winter growth on Math NWEA will increase by 10 percentage points compared to 24-25.
- By the end of the 2025-2026 school year, each special education teacher will receive at least 2 SPOT observations per month.

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

- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week through sports, PLC's and demo days. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrators.
- Design a Master Schedule of services with color coded minutes for minimum required as established in student IEP and additional support minutes to reflect student services.
- Create a SPED google drive with IEP accommodations at a glance.
- Refine services log form to track minutes provided on a daily basis and notes of additional tasks.
- SPED chair will craft a student Designated Support tool box with all supporting materials crafted in student IEP including manipulatives, reference materials and all supplemental aids per subject to be delivered to each classroom teacher by content.

- Generate a semester at a glance reflecting action items including monthly collaborative planning sessions involving SPED service providers and teachers, scheduled ARD Meeting (initial and revision), monthly SPED PLCs facilitated by SPED chair, spot checks to track the implementation of student accommodations, the use of designated supports, and the services provided, documentation of Accommodations via PowerSchool, and monthly SPED department meetings.
- Meet with the SPED team to analyze student data after BOY, MOY, EOY and other assessments such as checkpoints to identify the next steps and update student growth goals.
- Conduct SPOT observations to assess the use of High Quality Instructional practices of the SPED service providers.

Develop a professional development calendar for training teachers on the implementation of IEPs, accommodation including documentation of these on class assignments and PowerSchool, the use of designated supports in the classroom.

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

- Adhered to color coded master schedule of services indicating minimum required minutes as established in student IEP, and additional support minutes to reflect student services.
- SPED teachers will keep the current SPED google drive folder with IEP accommodations at a glance based on the last student ARD.
- SPED service providers will maintain an accurate services log form to track service minutes provided on a daily basis asking for classroom teacher signature, and additional notes if additional tasks are provided during the additional minutes of support.
- SPED chair will craft a student Designated Support tool Box with all supporting materials crafted in student IEP including manipulatives, reference materials and all supplemental aids per subject to be delivered to each classroom teacher by content. SPED service providers will check SPED individual tool box to maintain all necessary materials, and train students in how to use them.
- Follow the semester at a glance to ensure monthly collaborative planning sessions involving SPED service providers and teachers and monthly SPED PLCs facilitated by the SPED chair are happening.
- SPED teachers will spot check to track the implementation of student accommodations, the use of designated supports used by classroom teachers. They will be responsible for providing implementation support to classroom teachers as needed.
- Classroom teachers will consistently use and enter in Power Schools student accommodations, the use of designated support, and all additional designated support established in students IEP as required by law.

- Complete all required paperwork for ARD meetings and documentation of IEP implementation
- Attend ARD meetings as requested

Key Action Three: Staff Development

Who: Administrators and Prek-5th grade teachers

What: LD Action plan, shelter instruction practices, identify proficiency levels,

When: Pre-Service, District PD days, PLC

Where: Library, PLC Room, Virtual District PD sessions, classrooms

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	NA	\$0
Materials/resources	copy paper, card stock, folders, binders, protective sheets, folder labels & large labels, dividers, rings	\$2,000
Purchased services		
Other	Dyslexia Materials	\$500
Other	Manipulatives	\$4,000
Other	After School Tutorials for SPED students	\$4,000
TOTAL		\$10,500

KEY ACTION FIVE

Key Action (Briefly state the specific goal or objective.)
<p>Improve the quality of Tier I Instruction</p> <p>Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers refine best instructional practices.</p>
Indicators of success (Measurable results that describe success.)
<ul style="list-style-type: none"> ● By May 2026, 80% of Pk-5th grade core teachers will score 6/10 or higher in the Instruction rubric of the spot observation. ● By May 2026, 5 out of 7 1st year teachers will score 2.5 or higher in planning during their January to May spot observations.
Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
<ul style="list-style-type: none"> ● Conduct quality SPOT observations including on-the-spot coaching and provide teachers with timely feedback ● Identify campus wide instructional needs based on High Quality Instruction Rubric and SPOTS to provide teachers with ongoing targeted professional development, PLCs, and coaching based on data. ● Coach teachers on the feedback received after each IRT visit (4 times) ● Conduct calibration walkthroughs for effective practices and alignment. ● Inspect daily classroom procedures and instructional expectations for proficient implementation. ● Schedule Instructional Rounds to visit High Performing campuses to enhance our instructional leadership skill set and influence our instructional program. ● Use MRS strategies such as 100% choral responses, whiteboards, and Think-Pair-Share to ensure full mastery of content.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
<ul style="list-style-type: none"> ● Participate in PLCs focused on High Quality Characteristics to provide students with consistent Quality First Instruction. ● Execute next steps provided via High Quality Instruction SPOTS upon receipt to enhance instructional practices and delivery. ● Backwards plan unpacked learning objectives aligned to the TEKS. ● Deliver lessons that follow the gradual release model that guide students toward mastery of the DOL (demonstration of learning) and grade level objectives.

- Use student data from DOL (demonstration of learning) and formative assessment data to drive instruction and create intervention or accelerated instruction plans.
- Engage in Instructional Rounds to observe Highly Effective teachers from High Performing campuses to enhance instructional skill set.

Key Action Two: Staff Development

Who:

School administrators, classroom teachers, TA's, SPED

What:

Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers adapt to the new educational systems and best instructional practices.

When: Pre-Service, District PD days, PLC

Where:

Library, PLC room, classrooms

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	NA	\$0
Materials/resources	copy paper, card stock, folders, binders, protective sheets, folder labels & large labels, dividers, rings	\$2,000
Purchased services		
Other	Dyslexia Materials	\$500
Other	Manipulatives	\$4,000
Other	After School Tutorials for SPED students	\$4,000
TOTAL		\$10,500

Funding sources: Special Education Budget 1991010007, Gifted and Talented 1991010002