

2025-2026 Action Plan



Port Houston Elementary

Jenn Martinez

Principal

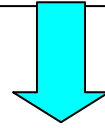
School Action Plan – Needs Assessment

District philosophy and guiding framework:

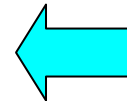
Core Beliefs

Vision

Theory of Action



**Parameters
and metrics
established by
the District**



Needs related to student achievement data

- Increase the quality of instruction..
- Improve EB proficiency with 60% of students gaining one TELPAS level.
- Raise Domain I performance to at least 50% Meets in STAAR across subjects.
- Address gaps in SPED student outcomes

Needs related to improving the quality of instruction

- Strengthen data use, content mastery, and lesson delivery.
- Increase SPOT proficiency to 80% by May 2026.
- Improve lesson planning for EB and SPED students

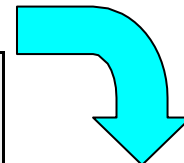
System evaluation (philosophy, processes, implementation, capacity)

Philosophy: Every child has potential. Our job is to remove barriers, provide excellent teaching, and track progress with urgency.

Processes: Weekly SPOTS, CoLabs, Data PLCs, IRT cycles, and daily coaching.

Implementation: Consistent instructional monitoring, internalization, and targeted support.

Capacity: High-functioning leadership team, district partnerships, and focused action plans.



School Action Plan

KEY ACTION ONE	Key Action One
	Increase the quality of instruction across the campus
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By January 2026: Teacher SPOT average will increase to 10.5 or higher according to Power BI. <i>(Current baseline: 9.76)</i> ● By May 2026: Teacher SPOT average will increase to 11.5 or higher.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Lead weekly data analysis sessions focused on Great 8 instructional practices to identify and prioritize support needs. ● Conduct regular calibration walks with campus (leadership and peer) and district teams to ensure aligned, consistent, and accurate instructional feedback. ● Plan and deliver targeted professional development, including DEMO Day and CoLAB sessions, aligned to weekly data trends and the Sweet 16 practices. ● Conduct frequent classroom observations with a focus on Great 8 strategies, providing specific, actionable feedback using the praise-plus-impact and polish-plus-how structure. ● Facilitate weekly CoLAB internalization meetings focused on planning and execution aligned with Great 8 instructional expectations. ● Monitor instructional progress weekly and by unit using formative assessments, SPOT data, and Calibration Walk trends to drive instructional adjustments and goal attainment.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Fully engage in weekly CoLAB internalization meetings, applying Great 8 strategies to lesson planning and classroom instruction. ● Apply weekly SPOT feedback with intentional adjustments to strengthen alignment to the Great 8 instructional framework. ● Use PLC time to analyze DOLs and formative assessment data, making specific instructional shifts tied to Great 8 strategies. ● Maintain an updated tracker of student progress toward proficiency, highlighting the effectiveness of implementing Great 8 practices. ● Participate in all professional development sessions, applying newly learned Great 8 strategies in daily instruction. ● Consistently demonstrate Great 8 instructional practices, showing alignment with expectations during campus and district calibration walks

Key Action One: Staff Development

Who: Campus Leaders

What: On-the-Spot Coaching, PD

When: Pre-Service, PLCs, Demo Thursdays, PD Days

Where: On-Campus

Key Action One: Budget

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

Funding sources:

KEY ACTION TWO	Key Action Two
	Increase student achievement among our K-5th grade students
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By January 2026: 40% of K–5 students will meet their projected proficiency at the Meets level on MAP Reading, as measured by <i>single-term achievement</i>, which represents student performance at a single moment in time and compares scores to same-grade US peers. <i>(Current baseline: 29%)</i> ● By May 2026: 50% of K–5 students will score Meets on MAP Reading, as measured by <i>single-term achievement</i>.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Facilitate CoLabs focused on internalizing highly assessed TEKS using Great 8 strategies and planning for intentional scaffolds. ● Lead PLCs to ensure teachers are analyzing student data (MAP, DOLs, formative checks, STAAR-aligned assessments) and creating actionable reteach and grouping plans. ● Lead after school Practice Labs by providing teachers with priority TEKS and student grouping based on mastery data. ● Launch and maintain a STAAR Goal Tracker to monitor class-by-class proficiency and progress toward the target. ● Analyze Zearn, Amira, and formative data weekly to identify student learning gaps and instructional impact. ● Use Calibration Walk and SPOT data to adjust systems, provide targeted feedback, and align to STAAR performance goals.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Participate in weekly CoLabs to internalize lessons focused on highly assessed TEKS and align instruction with Sweet 16 expectations. ● Use PLCs to analyze DOL, MAP, and STAAR-aligned data to adjust small group instruction and reteach plans. ● Implement Zearn and Amira strategically to support TEKS-based reteach and fluency goals rather than routine blended use. ● Lead targeted reteach groups during after school Practice Labs, using data to group students by need and track mastery. ● Maintain classroom data trackers to monitor student performance on key TEKS and make weekly adjustments. ● Celebrate student growth based on TEKS mastery checkpoints and goal progression

	toward STAAR readiness.
--	-------------------------

Key Action Two: Staff Development		
Who:Campus Leaders		
What: On-the-Spot Coaching, PD		
When: Pre-Service, PLCs, Demo Thursdays, PD Days		
Where: On-Campus, Feeder Collaboration		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	HISD	Zero
Materials/resources	HISD	Zero
Purchased services	NA	
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION THREE	Key Action Three
	Increase student achievement among our EB subpopulation
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By February 2026: 35% of EB students in grades 2–5 will meet their projected proficiency at the Meets level on MAP Reading, as measured by <i>single-term achievement</i>. <i>(Current baseline: 26%)</i> ● By June 2026: 45% of EB students in grades 2–5 will score Meets on MAP Reading, as measured by <i>single-term achievement</i>.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Facilitate weekly data meetings disaggregating MAP, DOLs, unit assessments, and 2025 TELPAS by student and proficiency level to identify trends and reteach priorities. ● Lead internalization and reteach planning using Sweet 16 strategies with embedded scaffolds aligned to EB student needs and TELPAS language domains. ● Use IRT, SPOT, and Multilingual SPOT Guidance to identify classrooms in need of coaching for language supports and instructional rigor. ● Partner with the EB Coach to lead monthly professional learning sessions that focus on targeted EB strategies and campus-specific trends. ● Build teacher capacity in Summit by launching usage expectations, co-facilitating training, and modeling instructional integration of digital goal-setting. ● Create and monitor a Summit tracker that tracks usage and student goal completion, incorporating class and student-level incentives to increase engagement and alignment to academic goals.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Use disaggregated MAP, DOL, and TELPAS data during PLCs to create targeted reteach plans that include scaffolds for EB students by domain (Listening, Speaking, Reading, Writing).
- Apply feedback from SPOTs, EB Coach, and leadership walkthroughs to strengthen implementation of Great 8 instructional practices.
- Integrate Summit into instruction by assigning goals, tracking progress, and conferencing with students weekly on growth.
- Utilize Multilingual SPOT guidance and monthly EB Coach strategies to embed sentence stems, visuals, and oral language supports into lessons.
- Maintain a classroom-level Summit usage tracker, celebrating student goal completion and progress toward academic growth benchmarks.
- Participate actively in monthly EB professional development sessions to refine instructional supports and deepen knowledge of second language acquisition.

Who: Campus Leaders		
What: On-the-Spot Coaching, PD		
When: Pre-Service, PLCs, Demo Thursdays, PD Days		
Where: On-Campus, Feeder Collaboration		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	HISD	Zero
Materials/resources	HISD	Zero
Purchased services	NA	
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION FOUR	Key Action Four	
	Increase student achievement among our SPED Resource subpopulation	
	Indicators of success (Measurable results that describe success.)	
	● By January 2026: 25% of SPED Resource students in grades 2–5 will meet their projected proficiency at the Meets level on MAP Reading, as measured by <i>single-term achievement</i>. (Current baseline: 14%) ● By May 2026: 35% of SPED Resource students in grades 2–5 will score Meets on MAP Reading, as measured by <i>single-term achievement</i>.	
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)	
	● Analyze IEP progress data, MAP Reading/Math scores, and state assessments to identify instructional gaps and accommodation needs. ● Conduct weekly internalization with Gen Ed and Resource teachers to align IEP goals with TEKS and Great 8 practices. ● Use SPED SPOT guidance forms and targeted walkthroughs from district support to monitor fidelity of accommodations and specially designed instruction. ● Coach Gen Ed teachers on TEKS rigor and instructional delivery while supporting Resource teachers on scaffolding and IEP alignment. ● Ensure accurate and up-to-date documentation of accommodations, modifications, and instructional services for compliance.	
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
	● Gen Ed teachers lead planning and whole group instruction using TEKS-aligned lessons. ● Resource teachers provide targeted supports to individual students, embedding accommodations and IEP goals into instruction. ● Both teachers use MAP, DOL, and IEP data during PLCs to align supports and monitor growth. ● Collaboratively implement feedback from SPOTs and walkthroughs to adjust SDI (specially designed instruction).	

- | | |
|--|---|
| | <ul style="list-style-type: none">• Maintain IEP tracking systems and regularly update documentation and rosters to ensure student needs are met. |
|--|---|

.

Key Action Three: Staff Development

Who: Campus Leaders

What: On-the-Spot Coaching, PD		
When: Pre-Service, PLCs, Demo Thursdays, PD Days		
Where: On-Campus, Feeder Collaboration		
Key Action Three: Budget		
Proposed item	Description	Amount
Staff development	HISD	Zero
Materials/resources	HISD	Zero
Purchased services	NA	
Other		
Other		
TOTAL		
Funding sources:		