

25-26 Action Plan



Garden Villas Elementary School

Dr. Imelda Andre

School Action Plan – Needs Assessment



Elementary Campus Profile

Garden Villas ES

Garden Villas ES

PUA

South

Campus Name

Program

Division

STUDENT ACHIEVEMENT

Rating 22-23

C(74)

Rating 23-24

B(82)

Rating 24-25

A(91)

HIGH PERFORMANCE CULTURE

Avg # of Absence Days per Staff



Annual Student Attendance Rate



CIRCLE - EOY
(% Proficient)

23-24
97.44%

24-25
93.02%

DIBELS - EOY
(% Met Benchmark)

23-24
42.19%

24-25
46.81%

LECTURA - EOY
(% Met Benchmark)

23-24
64.52%

24-25
48.84%

MAP: 24-25 EOY % Met Goal



QUALITY OF INSTRUCTION

IRT Scores by Round



Annual IRT Score

23-24
10.73

24-25
11.17

Level # of Teachers

UNSAT	0
PROG I	0
PROG II	4
PROF I	20
PROF II	0
EXEM I	0
EXEM II	0

24-25 Campus Evaluative Spot

Campus Spot Avg

9.50

of Teachers

24

Subject	% App	% Meets	% Masters	%Δ App	%Δ Meets	%Δ Masters
MATH	72	48	18	10	20	10
READING	71	37	14	10	5	2
SCIENCE	74	28	11	4	3	4

Discipline Rate

Action	23-24	24-25	+/-
ALTERNATIVE PLACEMENT	0	0	0
DETENTION	0	0	0
EXPULSION	0	0	0
ISS	0	0	0
OSS	6	3	-3
OTHER	0	0	0

NES SYSTEM CHECK
(Blank)

25-26 ACTION
PLAN

GVE School Action Plan

KEY ACTION ONE	Key Action One <i>Strengthen teachers' ability to plan and internalize curriculum and instruction to ensure effective lesson delivery and improved student learning outcomes.</i>
	Indicators of success • By May 2026, 85% Pre-K- 5 teachers will conduct atbats twice a month during PLC that will result at 14 SPOT. • <i>By December 2025, 60% of all classroom teachers will score an 14 SPOT during atbats.</i> • By May 2026, 85% of all classroom teachers will produce a final slide deck with a 85% rubric completion as deemed by the staff. The checklist on rubric will include scaffolds, writing, Sweet 16 implementation and questioning. • <i>By December 2025, 60% of all classroom teachers will score 65% on rubric as deemed by the staff. The checklist on rubric will include scaffolds, writing, Sweet 16 implementation and questioning.</i>
	Specific actions – school leaders • Principal/Assistant Principal(s) will facilitate PD (Professional Development) focused on effective internalizations of curriculum. • Principal/Assistant Principal will conduct individualized PD opportunities for teachers who need additional support with internalization based on feedback, SPOT data and atbats. • Principal/ Assistant Principal will review curriculum and designate “Look Fors” prior to PLC and lesson plan review. • Leaders and classroom teachers will facilitate effective PLCs that focus on the internalization of TEKS aligned to 4 PLC questions. • Principal/ Assistant Principals will review weekly lesson plan slides • Principal/Assistant Principals use spot observation & IRT (Independent Review Team) data to provide feedback and PD based on campus trends. • Principal/Assistant Principals will collaborate with 6 SPOTS weekly.

	Specific actions – staff • Teachers will follow unit and lesson internalization protocol weekly. • Teachers will submit annotated slide decks to GVE PLC folder weekly, demonstrate exemplar student activities and dol, and annotated text and student work in classroom. • Teachers will align learning objectives, and DOL (Demonstrations of Learning) with TEKS. • Teachers will conduct atbats twice a month and score by teacher and admin. • Teachers provide rigorous direct instruction that maximizes student understanding. • Teachers will ensure transitions are smooth and maximize instructional time. Teachers: Effectively use response strategies that elicit 100% engagement.
	Key Action One
Staff Development	Who: Teachers and Staff
	What: • Professional development initiatives will focus on using internalization of curriculum and planning to mastery of TEKS. • Leaders will set expectations for PLC, lesson internalization, and ongoing data monitoring. • Leaders will model PLC protocol weekly.
	When:
	Where: Garden Villas Elementary

Budget	Proposed item	Description	Amount
	Staff development	District and campus-based training to be provided.	
	Materials/resources	PLC documents	\$2,000
	Purchased services	None at this time.	
	Other		
	Other		
	TOTAL		\$2,000

KEY ACTION TWO	Key Action Two: <i>Enhance the quality of reading and language arts instruction.</i>
	Indicators of success - By May 2026, 60% of K-1 students will achieve expected growth from BOY to EOY as evidenced by the EOY DIBELS/Lectura assessment. - By May 2026, 60% of Pre-K students will achieve expected growth from BOY to EOY as evidenced by Circle assessment. - By May 2026, 80% of ELAR/SLAR teachers will score 9/13 in Instruction SPOT Dimension on 4/5 SPOTS. <i>By December 2025, 40% of ELAR/SLAR teachers will score 9/13 in Instruction SPOT Dimension on 4/5 SPOTS.</i> - By May 2026, 80% of students in the 2nd - 5th grade will consistently achieve 3/5 or above in a weekly response to writing based on the STAAR Rubric. <i>By December 2025, 50% of 2nd - 5th graders will score a 3/5 or above in a weekly response to writing based on the STAAR Rubric.</i> - By May 2026, 60% of students will achieve 1.4 expected growth as measured by the EOY Reading NWEA Map Assessment. - By December 2025, 50% of 2nd - 5th graders will achieve .6 expected growth as measured by the MOY Reading NWEA Map Assessment.

Specific actions – school leaders

- Leaders will provide on-the-spot coaching daily to PK-5 teachers and written feedback at least once a month for every teacher using the district-provided spot observation form.
- Leaders will review teachers lesson plans weekly to ensure alignment and fidelity of curriculum and instruction to TEKS and provide ongoing feedback.
- Leaders will provide ongoing Professional Development of classroom management, language objectives and MRS, special population needs, and curriculum/instruction as needed.
- Leaders will facilitate effective PLCs that focus on the internalization of Language Arts, Math and Science TEKS aligned to 4 PLC questions.
- Leaders will conduct ongoing spot observations as an appraisal team to calibrate and analyze data to identify trends and plan Professional Development in response to data.

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

- Teachers will deliver curriculum through aligned and relevant instruction differentiated to meet each student's diverse needs as documented in lesson plans submitted weekly.
- Teachers will utilize HISD learner's objective and DOLs provided by district curriculum department.
- Teachers will complete Know-Shows for mandated TEKS, complete and annotate DOL's, and adjust slide decks to meet students' needs and incorporate MRS, 7 Steps strategies, HOT questions and scaffolding strategies.
- Teachers will align content objectives, language objectives and DOL (Demonstrations of Learning) with TEKS.
- Teachers will ensure transitions are smooth, utilization of CHAMPS and maximize instructional time.

	- Teachers will analyze maintain campus master data with emphasis of mastery of skills by TEKS as demonstrated by DOL's. - Teachers will analyze formative and summative assessments including DOL's, unit assessments, and MAP NWEA data. - Teachers will utilize RACE strategy with students in each content area for at least one extended constructed response per week, bringing writing samples to PLC for discussion and action planning.
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	KEY ACTION TWO : <i>Enhance the quality of reading and language arts instruction.</i>
Staff Development	Who: Teachers and Instructional Leaders
	What:
	Professional Development - Leaders will provide professional development at BOY on unit and lesson internalizations. - Leaders will facilitate effective PD ongoing sessions for classroom teachers that focus on internalization of HISD reading curriculum including CO, TEKS breakdown, DOL annotations, and Slide Deck customizations based on atbats, SPOTs and student achievement data. - Leaders will provide PD initiatives focusing on using data to enhance high-quality instruction, rigor, scaffolding and accommodations to support students with disabilities. - Leaders will provide professional development of 7 Steps to a rich language classroom. PLC's - Leaders will facilitate effective PLC's that focus on customization and internalization of reading and language arts components that merge authentic literacy practices with district resources and include opportunities for bats and demos. - Leaders will facilitate sessions in which teachers analyze formative and summative assessments and create action plans as needed.

	Staff Professional Development Days		
	- Teachers will create and implement effective workstations including effective small groups aligned to 2nd DOLs, technology-based stations with a focus on district resources, writing stations, and other stations aligned to students reading needs. - Teachers will analyze data to adapt and accommodate their students' needs in small groups.		
	When:		
Budget	Where: Garden Villas Elementary School		
	Proposed item	Description	Amount
	Staff development	District and campus-based training to be provided.	
	Materials/resources	District resources will be utilized.	\$1,500
	Purchased services	Conscious Discipline	\$5,000
	Other	Effective Writing paper for all grade levels.	\$500.00
	Other		
	TOTAL		\$7,000
	Funding sources:		

**KEY
ACTION
THREE**

Key Action

Strengthen instructional practices in mathematics and science to drive student achievement.

Indicators of success

During the 2025-2026 school year:

- By May 2026, 60% of 2-5th grade students will achieve 1.4 expected growth as measured by the EOY Math NWEA Map Assessment.
- *By December 2025, 40% of 2-5th students will grow .6 expected growth as measured by the MOY Math NWEA MAP Assessment.*
- By May 2026, 80% of Math/Science teachers will score 9/13 in Instruction SPOT Dimension on 4/5 SPOTS.
- *By December 2025, 50% of Math/Science teachers will score 9/13 in Instruction SPOT dimension on 4/5 SPOTS.*
- By May 2026, at least 75% of all students will show 1 pt. growth target on STAAR Math.
- By May 2026, classroom teachers will implement Sweet 16 strategies 95% of the time during SPOT observations.
- By May 2026, 95% of 3rd-5th students will complete 100% of Zearn lessons available.

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

- Leaders will provide on-the-spot coaching daily to PK-5 teachers and written feedback at least once a month for every teacher using the district-provided spot observation form.
- Leaders will review teachers lesson plans weekly to ensure alignment and fidelity of curriculum and instruction to TEKS and provide ongoing feedback.
- Leaders will provide ongoing Professional Development of classroom management, language objectives and MRS, special population needs, and curriculum/instruction as needed.
- Leaders will facilitate effective PLCs that focus on the internalization of Language Arts, Math and Science TEKS aligned to 4 PLC questions.

- Leaders will conduct ongoing spot observations as an appraisal team to calibrate and analyze data to identify trends and plan Professional Development in response to data.

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

- Teachers will deliver curriculum through aligned and relevant instruction differentiated to meet each student's diverse needs as documented in lesson plans submitted weekly.
- Teachers will utilize HISD learner's objective and DOLs provided by district curriculum department.
- Teachers will complete Know-Shows for mandated TEKS, complete and annotate DOL's, and adjust slide decks to meet students' needs and incorporate MRS, 7 Steps strategies, HOT questions and scaffolding strategies.
- Teachers will implement the reading curriculum with fidelity following scope and sequence of pacing calendar.
- Teachers will align content objectives, language objectives and DOL (Demonstrations of Learning) with TEKS.
- Teachers will ensure transitions are smooth, utilization of CHAMPS and maximize instructional time.
- Teachers will analyze formative and summative assessments including DOL's, unit assessments, and MAP NWEA data.
- Teachers will utilize RACE strategy with students in each content area for at least one extended constructed response per week, bringing writing samples to PLC for discussion and action planning.

	KEY ACTION THREE: <i>Strengthen instructional practices in mathematics and science to drive student achievement.</i>
Staff Development	Who: Teachers and Instructional Leaders
	What:
	Professional Development
	• Leaders will provide professional development initiatives focusing on using data to enhance high-quality instruction, rigor, scaffolding and accommodations to support students with disabilities. • Leaders will facilitate effective PD session that focus on internalization of HISD math and science curriculum including CO, TEKS breakdown, DOL annotations, and Slide Deck customizations. • Leaders will provide professional development of 7 Steps to a language rich classroom.
	PLC's
	• Leaders will facilitate effective PLC's that focus on customization and internalization of math and science components with district resources and include opportunities for @bats and demos. • Leaders will facilitate sessions in which teachers analyze formative and summative assessments and create action plans.
	Staff Professional Development Days
	• Teachers will create and implement effective workstations including effective small groups aligned to 2nd DOLs, technology based stations with a focus on district resources, writing stations, and other stations aligned to students math and science needs. • Teachers will analyze data to adapt and accommodate their students needs in small groups.
	When:
	Where: Garden Villas Elementary School

Budget	Proposed item	Description	Amount
	Staff development	District and campus-based training to be provided.	
	Materials/resources	District resources will be utilized.	\$1,500
	Purchased services	Math Resources	\$1,000
	Other	Timers	\$500
	Other		
	TOTAL		\$3,000
	Funding sources:		

KEY ACTION FOUR	Key Action
	<i>Close learning gaps for students in special populations SPED/504</i>
	Indicators of success (<i>Measurable results that describe success.</i>)
	SPED/505 Sub-pop - During the 2025-2026 school year, 100% of students who receive SPED services will show adequate progress towards their IEP (Individualized Education Program) goals, as measured by cyclical progress monitoring. - During the 2025-2026 school year, 70% of students receiving SPED/504 services will achieve 0.6 expected growth on NWEA MAP at MOY and 70% will achieve 1.4 expected growth on NWEA MAP at EOY. - By the end of the 2025-2026 school year, 100% of students with disabilities will show growth on STAAR/ STAAR ALT. - During the 2025-2026 school year, 100% ARDs and IEPs (Individualized Education Program) will remain in compliance with state law.

	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish: SPED/505 Sub-pop - Principal will conduct PLCs weekly meetings with SPED chair/Diag/LSSP/Speech to review individual students' progress and assist with PLC planning, implementation, and internalization of the curriculum, address compliance, and ensure parent/teacher communication. - Principal and Assistant Principal will conduct weekly walkthroughs and provide on the spot feedback on teacher instruction focusing on how teachers are differentiating to meet the various needs of their students. - Principal and Assistant Principal: Provide professional development on effective instructional practices; specifically related to rigor, scaffolding & differentiation. - SPED Chair and Principal will conduct progress monitoring meetings with classroom teachers to ensure SPED/504 students are progressing in all core contents. - SPED Chair will deliver hard copies of all IEPs to all teachers and administrators serving SPED students to ensure effective implementation of the accommodations and modifications.

	Key Action: <i>Close learning gaps for students in special populations SPED/504.</i>
Staff Development	Who: Teachers and Staff
	What: Professional development initiatives will focus on using data to enhance high-quality instruction for all students, oversight and effective implementation of student's IEPs, accommodations and modifications.
	When:
	Where:

Budget	Proposed item	Description	Amount
	Staff development	District and campus-based training to be provided.	
	Materials/resources	District resources will be utilized.	
	Purchased services	Resources for distribution of IEP's and student portfolios	\$1000.00
	Other		
	Other		
	TOTAL		1,000
	Funding sources:		

KEY ACTION FIVE	Key Action <i>Close learning gaps for students in special populations EB.</i>
	Indicators of success (<i>Measurable results that describe success.</i>) EB Sub-pop - By the end of the 2025-2026 school year, at least 70% of EB students will progress at least 1 proficiency level as measured by the overall TELPAS composite level. - By the end of the 2025-2026 school year, at least 30% of EB students will achieve Meets/Masters on STAAR (State of Texas Assessments of Academic Readiness) Reading. - By the end of the 2025-2026 school year, at least 30% of EB students achieve Meets/Masters on STAAR Math.

	Specific actions – school leaders
	EB Sub-pop - Principal will ensure daily schedules reflect the Transitional Bilingual program model. - Principal, as LPAC Administrator will facilitate professional development sessions on English Language Development (Seven Steps). - Principal, LPAC Administrator will facilitate completion of Student Chart to identify instructional accommodations and modifications for EB students based on individual TELPAS composite levels. - Principal, LPAC Administrator will prepare weekly writing prompts. - Appraisers will provide feedback to teachers regarding differentiation and accommodation for EB students based during SPOT Observations. - Leaders will conduct monthly Bilingual teachers meetings to review student data, implementation of strategies and best practices.
	Specific actions – staff - All teachers in K-3 will implement their daily schedule with fidelity. - Bilingual teachers in K-3 will provide instruction during the ELD Block that focuses on Foundational Skills (phonics, phonemic awareness, fluency) and Vocabulary, Comprehension & Writing. - Bilingual and ESL (English as a Second Language) teachers will implement the Summit K-12 lessons and monitor the students' Summit usage (minimum of 45 minutes weekly). - All Bilingual and ESL teachers will complete the Student Chart & Instructional Accommodations & Modification sheets for students based on individual TELPAS Composite levels. - Teachers will maintain a portfolio of students writing samples. - All teachers will implement individual student trackers.

	Key Action Five: <i>Close the learning gaps in special populations to ensure gain of EB students.</i>		
Staff Development	Who: Teachers and Staff		
	What: - Professional development initiatives will focus on using data to enhance high-quality instruction, as well as rigor and scaffolding and language support for Emergent Bilingual students. - Professional development initiatives of 7 Steps to a language rich classroom and follow up. - PD emphasis on high pay off EB strategies.		
	When: Professional Development Days throughout the year		
	When:		
Budget	Proposed item	Description	Amount
	Staff development	District and campus-based training to be provided.	
	Materials/resources	PD Resources	\$1,200
	Purchased services	Summit K-12	Free per district
	Other		
	Other		
	TOTAL		\$1,200
	Funding sources:		

KEY ACTION SIX	Key Action <i>Refine the PLC structure to build instructional capacity and improve Tier 1 instruction through deeper TEKS internalization, high-quality practice opportunities ("at-bats"), and targeted coaching.</i>
	Indicators of success <i>(Measurable results that describe success.)</i> • All Pre-K- 5 students will show formative and summative reading and math growth as designated by Circle, NWEA, TELPAS and STAAR assessments. • One classroom teacher per grade level will be able to lead PLC meeting by April 2026. • By May 2026, 80% of teachers will score 9/13 in as evidenced in Instruction Domain by Spot Observations. • By May 2026, at least 75% of all students will show1 pt. growth target on STAAR Math. • By May 2026, 65% of students will score at the Meets level on STAAR Overall (Reading, Math, & Science) • By May 2026, 25% of students will score at the Masters level on STAAR Overall (Reading, Math, & Science)
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> • Leaders will facilitate effective PLCs that focus on the internalization of Language Arts, Math and Science TEKS aligned to 4 PLC questions. • Principal/Assistant Principal(s) will facilitate PD (Professional Development) focused on effective PLCs/Norms/Data review/Goal setting as needed throughout the school year. • Principal/Assistant Principal(s) will facilitate PD focused on new curriculum resource(s): (HMH Reading and Stemscopes Math). • Principal/Assistant Principal(s) will facilitate weekly planning meetings that focus on unpacking TEKS (Texas Essential Knowledge and Skills), aligning learning objectives and demonstrations of learning, at-bats, student work analysis, and data analysis.

	- Principal/Assistant Principals use spot observation & IRT (Independent Review Team) data to provide feedback and PD based on campus trends. - Principal/Assistant Principals will conduct 6 spot observations/week. - Principal/Assistant Principal(s) will calibrate weekly to determine PLC foci.
	Specific actions – staff - Teachers will deliver curriculum through aligned and relevant instruction differentiated to meet each student's diverse needs. - Teachers will implement the reading and math curriculum with fidelity following scope and sequence of pacing calendar. - Teachers will align learning objectives, and DOL (Demonstrations of Learning) with TEKS. - Teachers will provide rigorous direct instruction that maximizes student understanding. - Teachers will ensure transitions are smooth and maximize instructional time. - Teachers: Effectively use response strategies that elicit 100% engagement.

	Key Action Six:
Staff Development	Who: Teachers and Staff
	What: - Professional development initiatives will focus on using data to enhance high-quality instruction, as well as rigor and scaffolding for all students. - Leaders will set expectations for PLC, lesson internalization, and ongoing data monitoring. - Leaders will model PLC protocol weekly.
	When:
	Where: Garden Villas Elementary

Budget	Proposed item	Description	Amount
	Staff development	District and campus-based training to be provided.	
	Materials/resources	PD Resources	\$3,000
	Purchased services	None at this time.	
	Other		
	Other		
	TOTAL		\$3,000
	Funding sources:		