

# **2025-2026 Action Plan**

**Clemente Martinez**

**Elementary School**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

Needs related to student achievement data

**Based on student NWEA performance and feedback from Individual Review Teams (IRT), C. Martinez has a critical need to build the instructional capacity of teachers in order to improve the quality of instruction in both math and reading.**

NWEA MAP math results for grades K–5 show students consistently ranked in the Low Achievement / Low Growth quadrant for both Beginning of Year (BOY) and Middle of Year (MOY) assessments.

Similarly, reading data for grades 2–5 reflects Low Achievement / Low Growth performance across both BOY and MOY assessments, signaling an urgent need for academic improvement in both content areas.

IRT feedback identified key instructional gaps in:

Domain I: Planning – Lack of evidence of intentional planning and internalization of lessons.

Domain II: Engage and Deliver – Limited student engagement and ineffective instructional delivery.

**System evaluation (philosophy, processes, implementation, capacity)**

Based on feedback from stakeholders at Clemente Martinez Elementary School, we will prioritize empowering teachers to effectively implement high-quality instruction (HQI), with a focus on the **Engage** and **Deliver** domains. There is a critical need to strengthen the fidelity and effectiveness of first-time instruction. Additionally, the campus must improve the consistency of intervention systems, data monitoring, and instructional adjustments for students with academic gaps. Through consistent PLCs and targeted planning, teachers will be better positioned to focus on clear learning objectives and drive student achievement and growth

IRT #1 = 8

IRT #2 = 9

IRT #3 = 9

# School Action Plan

## KEY ACTION ONE

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

Improve the quality of Reading/ ELA instruction.

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

- By May 2026, 70% of reading teachers will score a 5 or higher in the “Instruction” domain of the weekly SPOT observation form. As a mid-year benchmark, at least 50% of teachers will reach a score of 5 or higher by December 2025.
- 70% of students in kindergarten will improve their reading proficiency as measured by DIBELS assessments at key points from BOY to MOY, and MOY to EOY.
- Overall student growth percentile on NWEA MAP Reading-BOY to MOY-will increase from 43% to 50%.
- Overall student growth percentile on NWEA MAP Reading-MOY to EOY-will increase from 50% to 55%.
- Overall student growth on STAAR Meets level in Reading will increase from 29% to 35%.

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

- School leaders will provide a minimum of one formal observation and 6 spot observation per year for each teacher and provide immediate and purposeful coaching documenting the feedback via the spot observation tool.
- School leaders will utilize weekly Amplify reports to monitor reading proficiency targeted student support plans.
- School leaders will pull supported action plans provided by Amplify to discuss targeted action plans regarding reading proficiency.
- School leaders conduct weekly PLC’s that focus on effective Tier I instruction which will include lesson demonstration of learning and lesson internalization with a focus on MRS engagement strategies.
- School leaders will utilize the TEKS - misconception guide to plan during PLCs and classroom coaching to ensure teachers are teaching to the lesson objective.

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

- Teachers will participate in PLCs and professional development opportunities which focus on engagement and delivery through lesson internalization protocols and lesson demonstrations.
- Teachers will utilize targeted reading support plans provided by Amplify to improve reading proficiency.
- Teachers will participate in weekly PLCs that focus on lesson internalization with a focus on effective implementation of MRS engagement strategies.
- Teachers will utilize the TEKS - misconception guide during lesson internalization to improve the quality of reading instruction by ensuring lesson delivery and focus objectives are aligned.

	<b>Key Action One:</b>		
Staff Devel.	<b>Who: Reading/ELA teachers Principal, Assistant Principal, Administrative Team</b>		
	What: ELAR teachers, Principal, Assistant Principal, Administrative Team		
	When: PLC Monday/ Tuesday/ Thursday		
	Where: On site/ Campus PLC Room		
Budget	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	During Planning, After school Open labs, During PLC	0
	Materials/resources	HISD curriculum Amira Reports Amplify Reports Outlook Calendar PLC calendar	0

	Purchased services	None	0
	Other		
	Other		
	<b>TOTAL</b>		0
	Funding sources:		

<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> <i>Improve the quality of math instruction in grades 2nd through 5th.</i>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>● By May 2026, 70% of math teachers will score a 5 or higher in the “Instruction” domain of the weekly SPOT observation form. As a mid-year benchmark, at least 50% of teachers will reach a score of 5 or higher by December 2025.</li> <li>● Overall student growth percentile, Kindergarten through Fifth, will increase from 43% to 50% on NWEA MAP Math-BOY to MOY.</li> <li>● Overall student growth percentile, Kindergarten through Fifth, will increase from 50% to 55% on NWEA MAP Math-MOY to EOY.</li> <li>● Students in grades Kinder - 5th will improve their math growth from 50% to 55% as measured by NWEA assessment data from MOY- EOY 2026.</li> <li>● 70% of students will complete a minimum of three (3) on grade level Zearn lessons weekly.</li> <li>● Overall student growth on STAAR Meets level in Math will increase from 23% to</li> </ul>

30%.

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

- School leaders will provide a minimum of one formal observation and 6 spot observation per year for each teacher and provide immediate and purposeful coaching documenting the feedback via the spot observation tool.
- School leaders will utilize and monitor the weekly DOL daily tracker to assess student proficiency on the DOL.
- School leaders will track and analyze student performance on DOLs to conduct intentional weekly PLCs and professional development.
- School leaders will utilize the TEKS - misconception guide to plan during PLCs and classroom coaching to ensure teachers are teaching to the lesson objective.
- School leaders will pull weekly Zearn reports to monitor student progress on grade completed lessons.

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

- Teachers will participate in PLCs and professional development opportunities which focus on engagement and delivery through lesson internalization protocols and lesson demonstrations.
- Teachers will track and monitor student progress through daily DOLs and utilize the data to improve engagement strategies during reteach and increase the use of MRS strategies.
- Teachers will use the DOL tracker and LSAE curriculum to reteach students who do not master the learning objective.
- Teachers will utilize the TEKS - misconception guide to plan during PLCs and classroom coaching to ensure teachers are teaching to the lesson objective.

	<ul style="list-style-type: none"> <li>Teachers will track daily Zearn lessons completed via the online dashboard in real time.</li> </ul>
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	<b>Key Action Two:</b>			
<b>STAFF DEVEL.</b>	Who: Math teachers and Principal, Assistant Principal, Administrative Team			
	What: All staff, Principal, Assistant Principal, Administrative Team			
	When: PLC Monday/ Tuesday/ Thursday -			
	Where: On site/ Campus PLC Room -			
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>	
	Staff development	During Planning, After school Open labs, During PLC	0	
	Materials/resources	HISD curriculum Zearn Reports Outlook Calendar PLC calendar	0	
	Purchased services	None	0	
	Other		0	
	Other			
			<b>TOTAL</b>	0
	Funding sources:			

**KEY  
ACTION  
THREE**

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

*Improve the quality of the Special Education Instruction*

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

- 100% of special education teachers will score a 2 in the “Planning” domain of the weekly SPOT observation form by May 2026.
- 60% of students participating in the Special Education program in grades 2nd - 5th grade will improve their reading performance by 5% from BOY to EOY as measured by NWEA assessment data.
- 50% of Special Education students will meet their expected growth percentile as measured by the NWEA MAP-Reading-MOY.
- 50% of Special Education students will meet their expected growth percentile as measured by the NWEA MAP-Math-MOY.
- 70% of students in grades K-1 will be At Benchmark or higher at EOY as measured by DIBELS.
- Special Education students will grow in their meets level performance as measured by the STAAR from 1% to 10% from 2024-2025 school year to 2025-2026.
- By the end of the first semester, the principal ensures that a regular audit of IEP data tracking reveals that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.
- Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

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

	<p><i>accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• The school leader will monitor teachers' completed exemplary DOL and student activity worksheet guides that specifically address accommodations outlined in their IEP.</li> <li>• The school leader will monitor daily DOL scores for students participating in special education programs.</li> <li>• The school leader will monitor teachers completing exemplary DOL and student activity work completed prior to the day's lesson.</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• The special education teacher utilizes the exemplar during instruction that is specific to students with embedded accommodations.</li> <li>• The special education teachers will have targeted action plans for each student to improve reading proficiency.</li> <li>• The special education teacher will plan with the teacher of record to address academic gaps and collaborate on scaffolding strategies.</li> </ul>

	<b>Key Action Three:</b>
<b>STAFF. DEVEL.</b>	Who: Principal, Assistant Principal, Administrative Team
	What: All staff, Principal, Assistant Principal, Administrative Team

	When: PLC Monday/ Tuesday/ Thursday ARD meetings		
	Where: On site/ Campus PLC Room		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	During Planning, After school Open labs, During PLC	0
	Materials/resources	HISD curriculum Amira Reports Amplify Reports Zearn Reports Outlook Calendar PLC calendar	\$100
	Purchased services	none	0
	<b>TOTAL</b>		0
	Funding sources:		