

2025-2026 Action Plan

Gregory-Lincoln Education Center

Samyra A. Rogers, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- 1st Grade DIBELS percentage of students Well Below Benchmark increased from 46% at BOY to 53% at MOY;
- 2nd Grade DIBELS percentage of students Well Below Benchmark increased from 41% at BOY to 44% at MOY. Additionally, the percentage of students Above Benchmark decreased from 20% to 10 %
- 1st and 2nd Grades are continuously 98% or more “off track” for all Amira usage measures.
- Across grades 1-8, the majority of students are “off track” for all Zearn usage measures
- 2nd Grade Reading growth measure on NWEA MAP Reading at MOY was at the 25th percentile, with 48% of students performing at the 20% percentile or below.
- Campus-wide growth for NWEA MAP Reading was at the 54th percentile. Math and Science were at the 60th and 70th Percentiles, respectively.

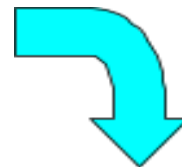
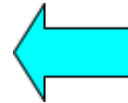
Needs related to improving the quality of instruction

- More intentional Lesson internalization with the implementation of required items (embedded timers, scaffolds, supplemental aids, purposeful MRS with systematic execution)
- Prioritization of Miles's Great Eight Strategies
- DOL Data-Driven Instruction
- Purposeful intervention/blocks in primary grades
- Purposeful 2nd Teach with high engagement and gradual release
- Campus Writing Plan
- Strategically Planned Tutorials
- Online Testing Practice for Grades 3-5

System evaluation (philosophy, processes,



Parameters
and metrics
established by
the District



implementation, capacity)

- Improved implementation of systems for monitoring aspects of High-Performance Culture and NES System Components
- Improved implementation of Digital Learning platforms and systems for monitoring usage and goal attainment
- Improved campus-wide systems for data tracking and usage (Assessments/DOLs/ECRs)
- Improved system for monitoring documentation and implementation of accommodations for SPED students by Gen Ed teachers
- Creation of committees for greater staff engagement and leadership opportunities

Key Actions

1. If we provide targeted PD, coaching, and differentiated support focused on Domain II and high-engagement strategies, then instructional quality will improve, resulting in increased student performance on STAAR and SPOT evaluations.
2. If we train teachers on DIBELS, foundational literacy, and small-group intervention planning, then early literacy instruction will improve, resulting in more K–2 students reaching benchmark on DIBELS EOY assessments.
3. If we provide clear usage goals, active monitoring, and tiered support for Zearn and Amira/Boost, then student engagement with HQIM will increase, resulting in improved digital learning outcomes and academic growth.
4. If we implement targeted PD, data tracking, and coaching for EB and SPED supports, then instructional fidelity and documentation will improve, resulting in increased TELPAS growth and compliance with SPED accommodations.

School Action Plan Template

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	If we provide targeted PD, coaching, and differentiated support focused on Domain II and high-engagement strategies, then instructional quality will improve, resulting in increased student performance on STAAR and SPOT evaluations.
	Indicators of success <i>(Measurable results that describe success.)</i>

KEY ACTION ONE

- By the end of the academic year, 60% of teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the Spot Form as measured by the monthly average SPOT scores during the second semester.
- By the end of the academic year, 60% of Spot scores for 2nd Teach LSAE instruction will meet or exceed 10 points.
- By the end of the academic year 25% of 5th Grade students will achieve Meets level performance on 2026 STAAR Science, representing an increase of 21%.
- By the end of the academic year 40% of 8th Grade students will achieve Meets level performance on 2026 STAAR Social Studies, representing an increase of 20%.
- By the end of the academic year, 40% of 5th Grade students will achieve Meets level performance on 2026 STAAR Math, representing an increase of 20%.
- By the end of the academic year, 43% of 6th Grade students will achieve Meets level performance on 2026 STAAR Science, representing an increase of 20%.

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

- PD on Spot Domain II criteria with clearly communicated expectations and systems
- Provision of a One-Pager for campus look-fors that details the expectations for Domain II
- Use Houston ISD videos for calibration sessions with teachers and admin
- Admin conducts weekly calibration walks with a focus on Domain II
- Consistent, timely feedback with follow-up on the implementation of look-fors
- Modeling and practice with In-The-Moment coaching opportunities
- Use PM Huddle to identify trends and PLC/Coaching Session focus points
- Train teachers on the systematic execution of High Engagement Instructional Strategies (HEIS) specifically:
 - Think/Ink-Pair-Share
 - Turn & Talk/Table Talk
 - White Boards
 - Response Cards (RACE/ACES)
- Provide coaching for data-driven responses to HEIS opportunities and implement a rubric posted in classrooms to support teachers in adjusting instruction properly.

	• Differentiate Support by Teacher Tier ○ High-performing teachers (already at 6+): Use them as model classrooms and peer coaches. ○ Mid-level teachers (4–5): Assign specific strategies and accountability check-ins. ○ Low-performing teachers (≤ 3): Provide more frequent observation and intensive support.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Receive PD and One-Pager of Spot Domain II expectations, systems, and look-fors • Participate in PLC/Demo Day opportunities to calibrate on Domain II using HISD teacher videos. • Implement feedback provided during coaching sessions and In-The-Moment coaching opportunities. • Teachers will actively participate in Demo Day sessions with a focus on Domain II implementation and execution. • Correctly implement HEISs and use the campus rubric to adjust to data-driven needs for adjustment to instruction.

Key Action One: Staff Development		
Who: Staff (Administrators will lead it)		
What: PD on Domain II Criteria and Calibration		
When: Throughout the school year		
Where: PLC/Demo Day/HISD PD Days		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development		

Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	If we train teachers on DIBELS, foundational literacy, and small-group intervention planning, then early literacy instruction will improve, resulting in more K–2 students reaching benchmark on DIBELS EOY assessments.
	Indicators of success <i>(Measurable results that describe success.)</i>
	By the end of the academic year, 65% of students in grades K through 2 will score at or above the benchmark on the DIBELS EOY Assessment.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Provide teachers PD on the DIBELS assessment (what the test measures and how). - Set a clear vision for early literacy through PD that unpacks the DIBELS goals, key subtests by grade level, and how they connect to foundational literacy. - Ensure all K-2 teachers 24-25 have completed or are enrolled in HB3 Reading Academies. - To drive urgency, lead teachers through data analysis and share MOY and EOY benchmark targets by grade and subgroup (e.g., ELs, SPED, etc.). - Support planning of daily small group interventions for below and well-below benchmark students and monitor mClass Progress Monitoring Implementation - Monitor and give feedback on the execution of small-group lessons using a simple look-for tracker tied to DIBELS subtests (e.g., Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Fluency) to identify trends and gaps. - Train on and Use DIBELS Progress Monitoring with Fidelity and set a schoolwide calendar for bi-weekly or monthly progress monitoring. - Plan opportunities to increase parent engagement in student learning and progress through literacy family events.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	• Internalize DIBELS PD and analyze student data at BOY, MOY, and bi-weekly for progress monitoring. • Complete HB3 Reading Academies (if not done yet) • Identify high-leverage skill needs for well below & below scoring students • Plan and execute targeted small group intervention for identified students • Use DIBELS mClass progress monitoring data to plan small group instruction according to needs. • Send home DIBELS results to parents and provide aligned activities for at-home practice. • Host literacy nights to build parent capacity around helping kids with fluency and decoding.
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Key Action Two: Staff Development		
Who: Elementary/Primary Administrators		
What: DIBELS assessment administration, Data analysis, and intervention lesson planning		
When: On-going		
Where: PLC/Demo Day/HISD PD Days		
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>
	If we provide clear usage goals, active monitoring, and tiered support for Zearn and Amira/Boost, then student engagement with HQIM will increase, resulting in improved digital learning outcomes and academic growth.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, 75% of K-8 Students will be on track (their respective weekly goals) on Zearn. - By the end of the academic year, 60% of K-8 Students will be on track (their respective weekly goals) on Amira/Boost.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Provide effective and ongoing PD to staff members on effective implementation and monitoring of student engagement and on-task behavior Zearn and Amira/Boost. - Set and Communicate Clear Weekly usage goals by grade (e.g., Zearn: 4+ On Grade Level lessons/week; Amira: 4 stories/week; Boost: 45 minutes/week & 2 chapters/3 months). - Provide incentives to grade levels to increase buy-in from students and teachers. - Monitor school usage through digital data trackers (weekly) as well as teacher monitoring through classroom visits (daily). - Identify students and classrooms off-track and address trends immediately. - Share weekly performance summaries with teachers and leadership and recognize growth and goals met - Provide Tiered Support for Off-Track Classrooms: For classrooms below 60% on-track for two consecutive weeks: - Conduct targeted walkthroughs - Meet with the teacher to troubleshoot barriers (tech access, classroom management, routines) - Engage parents by ensuring they have knowledge of platform availability and communicate clearly to advocate for usage during extended holidays.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

Key Action Three: Staff Development

Who: Admin

What: PD on Zearn and Amira/Boost PD on effective active monitoring of student activity and digital tracking

When: Pre-Service/First two weeks of school & ongoing as needed on case by case basis

Where: On-Campus

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	If we implement targeted PD, data tracking, and coaching for EB and SPED supports, then instructional fidelity and documentation will improve, resulting in increased TELPAS growth and compliance with SPED accommodations.
	Indicators of success <i>(Measurable results that describe success.)</i>
	By the end of the academic year, 40% of emergent bilingual students will demonstrate at least one level of Proficiency Growth, as defined by the previous school year's TELPAS composite compared to the current school year's TELPAS composite.
	By the end of the academic year, 40% of emergent bilingual students will demonstrate at least one level of Proficiency Growth in at least two of the four domains, as defined by the previous school year's TELPAS domain score compared to the current school year's TELPAS domain scores.
	By April 2026, 30% of EB students will achieve a composite score of 3.5 or higher as measured by Summit K-12 interim and summative assessments.
	By the end of the academic year, Domain 3 achievement in Reading for the Hispanic subpopulation will increase from 34% to 44%.
	90% of cycle grading audits of PowerSchool records will show consistent documentation of SPED accommodations and modifications in PowerSchool.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Create and maintain an EB Data Tracker disaggregated by TELPAS domain, grade, teacher, and LPAC classification. - Establish monthly data meetings with APs, LPAC Coordinator, and ELD to review progress on TELPAS and Summit K12 goals. - Schedule at least two PD sessions per semester on: - TELPAS domains and scoring rubrics - Sheltered instruction strategies - Summit K12 tools and data interpretation

- Provide training to teachers on accommodation documentation in PowerSchool.
- Include EB-focused instructional walkthroughs in weekly campus walkthroughs using multilingual specialty Spot Guidance.
- Offer targeted coaching cycles for teachers with high EB populations or those who need support implementing language objectives.
- Assign SPED Chair to audit PowerSchool records at the end of each grading cycle, track them in a shared document, and share findings in leadership meetings.
- Develop a non-compliance follow-up protocol to address documentation gaps, including feedback and deadlines for correction.

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

- Implement opportunities for student discourse and response cards in all content-area lessons.
- Utilize Summit K12 resources at least 2x/week.
- Scaffold tasks using visuals, sentence stems, graphic organizers, and bilingual dictionaries.
- Review Summit K12 interim results quarterly and use data to group students and reteach domains where students are scoring below 3.5.
- Engage in TELPAS domain reflection to monitor language growth by student using the EB Tracker.
- Ensure all student accommodations and modifications are:
 - Implemented consistently
 - Entered accurately in PowerSchool before each grading cycle ends.
- Keep a teacher binder or digital folder with:
 - SPED and EB rosters
 - Accommodation logs
 - TELPAS Proficiency Descriptors

	• Attend EB collaboration/planning meetings led by ELD to share strategies and review data. • Participate in Demo Day rounds to identify and model effective strategies used with EB students.
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Key Action Four: Staff Development		
Who: Tier II Leader, ELD, SPED Chair		
What: • Summit K-12 PD • EB Strategies & Tracker PD • SPED Accommodations & PowerSchool PD •		
When: • Pre-Service • PD-Days • PLCs • Demo Days		
Where: On-Campus		
Key Action Four: Budget		
Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		

Other		
TOTAL		
Funding sources:		